



School of Liberal Arts

College of Arts and Cultural Studies

2018 – 2021 | Program Review Reports

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BA Art

Program Review | 2018-2021

Department Chair: David Farnsworth

Assessment Coordinator: Jiwon Kim & Mandel Chenoweth

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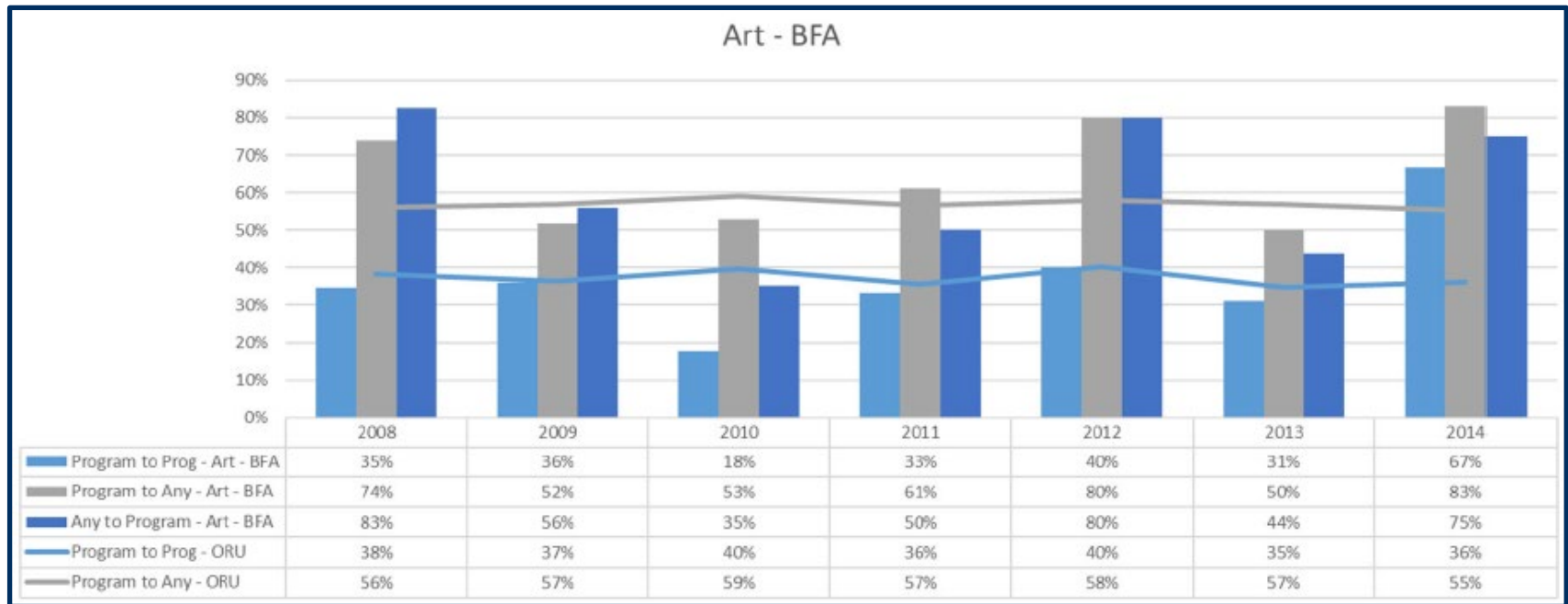
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I. Number of Majors | 2018 - 2021

Residential:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
26	31	20	7

II. Graduation Rate | Cohort of 2008 - 2014



III. Program Outcomes

#	Program Outcome
1	Understands and has experience in the application of the elements and principles of art and design.
2	Develops a portfolio of his/her own artwork.
3	Has a sound philosophical understanding of visual art education and is able to support, justify, and implement the visual art curriculum.
4	Has an understanding of past, current, and future trends and issues in art education as well as art education research.
5	Has a knowledge of developmentally appropriate visual art content including aesthetics, art criticism, and art history, around a core of art production.
6	Has a working knowledge of and has had experience in integration of the arts with other fine arts areas as well as other academic disciplines.
7	Understands art history including various styles, periods, ethnic groups, and cultures from around the world.
8	Has a knowledge of aesthetics (the field of study that relates to beauty in the arts) and art criticism (art review and commentary), along with teaching strategies appropriate for both (CONT.)

IV. Artifact Descriptions

1. **2D Design artifacts:** The students will demonstrate original thought and apply the elements and principles of art in a design solution for a 2D project.
2. **3D Design:** The students will demonstrate original thought and apply the elements and principles of art in a design solution for a 3D project.
3. **Digital Design:** The students will demonstrate a proficiency in original thought, technical skills, perceptual development and basic visual communication and expression in digital media.
4. **Drawing I :** The students will apply the basic fine art forms of perspective, light and shade and line to a drawing project.
5. **Figure Drawing:** The students will describe and demonstrate the concept and process of creating visual sensitivity in figure drawing. The students will describe and demonstrate the concept and process of creating visual sensitivity in figure drawing.
6. **Graphic Design I:** The students will describe and demonstrate the graphic design process including application of theoretical principles that produce solutions to various communication problems.
7. **Art History:** The students will identify and discuss the works and intentions of major artists/designers and list significant art movements of the past and the present, both in the Western and non-Western worlds.
8. **Senior Paper:** The students will create, exhibit and defend a university career portfolio.

V. Artifact and Program Outcome Alignment

Academic Program Assessment Plan			
Academic Program: BA in Art			
Please list the Program Outcomes. Next indicate the mastery course and assignment where Direct Evidence of student learning will be collected for your degree program and how the Evidence will be assessed.			
Program Learning Outcome	Mastery Level Course	Direct Evidence (Artifact) of Student Learning	Process and Location for Assessment
1. The students will demonstrate original thought and apply the elements and principles of art in a design solution for a 2D project.	ART101 Fundamentals of ART I	Final 2D art and design project	Using traditional medium, the students will create a final 2D art and design project using the elements and principles of art
2. The students will demonstrate original thought and apply the elements and principles of art in a design solution for a 3D project.	ART102 Fundamentals of ART II	Final 3D art and design project	Using hands, equipment and power tools, the students will create a final 3D project using the elements and principles of art.
3. The students will demonstrate a proficiency in original thought, technical skills, perceptual development and basic visual communication and expression in digital media.	ART107 Digital Fundamentals	Final Digital Project	The students will create a final digital project that demonstrates original thought, perceptual development, technical skills and visual communication and expression.
4. The students apply the basic fine art forms of perspective, light and shade and line to a figure drawing project.	ART 213 Drawing I	Final drawing portfolio presentation	The students will create a portfolio of figure drawings demonstrating the rules of perspective, logical and accurate light and shadow patterns and effective use of line to explain space, light and/or form.
5. The students will describe and demonstrate the concept and process of creating visual sensitivity in figure drawing.	ART 214 Figure Drawing	Final figure drawing portfolio presentation	The students will create a portfolio of figure drawings demonstrating visual sensitivity in figure drawing.
6. The students will describe and demonstrate the graphic design process including application of theoretical principles that produce solutions to various communication problems.	ART218 Graphic Design I	Final graphic design portfolio presentation	The students will create a graphic design portfolio demonstrating the graphic design process and applying theoretical principles that produce solutions to various communication problems.
7. The students will identify and discuss the works and intentions of major artists/designers and list significant art movements of the past and the present, both in the Western and non-Western worlds.	ART 108 Survey of Non-Western Art History	Final Research Paper	The students will write a final research paper describing the works and intentions of major artists/designers and discussing the art movements present in a specified era of Art History.
8. The students will create, exhibit and defend a university career portfolio.	ART 461 Senior Paper	Senior Paper and Art Show.	The students will create, exhibit and defend a university career portfolio.

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

VI. Primary Evidence

A. Program Outcomes

#	Program Outcome	2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1	Understands and has experience in the application of the elements and principles of art and design.	24	2.92	78	3.54	-	-
2	Develops a portfolio of his/her own artwork.	84	3.35	66	2.99	36	3.58
3	Has a sound philosophical understanding of visual art education and is able to support, justify, and implement the visual art curriculum.	87	3.49	144	3.27	63	3.71
4	Has an understanding of past, current, and future trends and issues in art education as well as art education research.	93	3.05	63	3.31	63	3.14
5	Has a knowledge of developmentally appropriate visual art content including aesthetics, art criticism, and art history, around a core of art production.	75	2.89	54	3.33	36	2.81
6	Has a working knowledge of and has had experience in integration of the arts with other fine arts areas as well as other academic disciplines.	24	2.79	102	2.48	18	2.39
7	Understands art history including various styles, periods, ethnic groups, and cultures from around the world.	-	-	-	-	-	-
8	as a knowledge of aesthetics (the field of study that relates to beauty in the arts) and art criticism (art review and commentary), along with teaching strategies appropriate for both (CONT.)	258	2.97	346	3.16	150	3.28

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

B. Artifact Outcomes

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WPA-BAA-2D Design	8	2.97	26	3.57	-	-
WPA-BAA-3D Design	28	3.38	22	2.95	12	3.60
WPA-BAA-Digital Design	29	3.43	48	3.24	21	3.76
WPA-BAA-Drawing I	31	2.87	21	3.37	21	3.19
WPA-BAA-Figure Drawing	25	2.94	18	3.38	12	2.95
WPA-BAA-Graphic Design I	12	2.75	51	2.64	9	2.46

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

C. Criterion Outcomes

Criterion Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
BAA-1-A-2D Design Solution	8	2.75	26	3.58	-	-
BAA-1-B-Elements and Principles of Art	8	3.13	26	3.69	-	-
BAA-1-C-2D Media Competency	8	2.88	26	3.35	-	-
BAA-2-A-3D Design Solution	28	3.54	22	3.14	12	3.58
BAA-2-B-Elements and Principles of Art	28	3.32	22	3.09	12	3.58
BAA-2-C-3D Media Competency	28	3.18	22	2.73	12	3.58
BAA-3-A-Digital Design Solution	29	3.59	48	3.38	21	3.81
BAA-3-B-Elements and Principles of Art	29	3.48	48	3.44	21	3.86
BAA-3-C-Software Applications and Design Solutions	29	3.41	48	3.08	21	3.48
BAA-4-A-Perspective	31	3.26	21	3.43	21	3.29
BAA-4-B-Light and Shadow	31	2.90	21	3.14	21	2.90
BAA-4-C-Use of Line	31	2.97	21	3.29	21	3.24
BAA-5-A-Concept and Process of Figure Drawing	25	2.96	18	3.17	12	2.83
BAA-5-B-Proportions in Figure Drawing	25	2.84	18	3.39	12	2.83
BAA-5-C-Tones and Gradation in Composition	25	2.88	18	3.44	12	2.75
BAA-6-A-Communication via Graphic Design	12	2.92	51	2.29	9	2.44
BAA-6-B-Theoretical Principles of Graphic Design	12	2.67	51	2.67	9	2.33
BAA-8-A-Career Portfolio	133	3.03	186	3.16	75	3.43
BAA-8-B-Media Choice, Execution and Exhibition	125	3.09	160	3.05	75	3.33
BAA-IG-a-Length	55	3.47	-	-	-	-
BAA-IG-a-Visual Consistency	12	2.83	51	2.80	9	2.56
BAA-IG-b-design mechanisms, solutions to various communication problems	12	2.58	51	2.61	9	2.33
BAA-IG-b-Formatting	55	2.82	-	-	-	-
BAA-IG-c-Grammar and Mechanics	55	3.38	-	-	-	-

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

BAA-IG-d-Vocabulary	55	3.42	-	-	-	-
BAA-IG-e-Historical Relevance and Accuracy	55	3.33	-	-	-	-
BAA-IG-f-Research	55	3.29	-	-	-	-
BAA-IG-g-Source	55	3.29	-	-	-	-
BAA-IG-h-Creativity	55	3.07	-	-	-	-
BAA-IG-i-Organization	55	3.58	-	-	-	-

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

D. University Whole Person Outcomes

ORU Whole Person Outcomes		2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1A	Biblical Literacy	10	3.80	5	3.83	10	4.00
1B	Spiritual Formation	1	4.00	39	3.61	30	3.58
2A	Critical Thinking, Creativity & Aesthetic Appreciation	10	2.20	52	3.62	46	3.51
2B	Global & Historical Perspectives	10	1.10	8	3.61	4	4.00
2C	Information Literacy	24	3.21	54	3.34	25	2.90
2D	Knowledge of the Physical & Natural World	-	-	9	3.8	3	4.00
3A	Healthy Lifestyle	15	2.67	42	2.17	23	2.44
3B	Physically Disciplined Lifestyle	19	3.95	38	3.21	59	2.93
4A	Ethical Reasoning & Behavior	9	2.78	114	3.67	67	3.47
4B	Intercultural Knowledge & Engagement	-	-	3	3.67	18	3.72
4C	Written & Oral Communication	9	3.56	48	2.84	57	3.53
4D	Leadership Capacity	26	3.39	120	3.21	56	3.76

VII. Program Assessment Process Description

Evidence of process is composed of several parts, delineated as administrative (requiring interaction and approval from greater university), structural (utilizing collaborative input from ART faculty) and curricular (individually and collaboratively based on industry trends, course performance and assessment).

Given the nature of the department, each professor oversees a general subject area within the ART academic designation. Individual faculty use the subject area's academic catalogue for specific assessment instruments. In addition, each year, all graduating seniors participate in ART 499 Senior Project (for BFA majors) or ART 498 Senior Paper (for BA majors). During the faculty review of the show, or after designated faculty's review of papers, a meeting is held to discuss strengths, weaknesses and areas for improvement driven by industry trends and demands. Each year and each semester, as many classes are annual, or triannual, individual faculty make modifications with individual assignments (and accompanying WPA assessments) in a similar manner, after consulting appropriate data. Current assessment shows a need for growth in the area of 3d based subjects (AR, VR and XR).

Depending on the nature of the areas, faculty subcommittees meet to discuss subject and course specific issues, provide solutions, and develop a plan for implementing those changes. Each semester, the subcommittees meet to evaluate the implementation and assessment experience, and modify as necessary. The review process incorporates the previous year's catalogue and evaluates progress using the same or similar metrics.

The Structural and Curricular process generally occurs simultaneously and takes between one and two years depending on the teaching assignments and course rotation. A summary of the process follows:

1. Each year, faculty in the graphic design specialization meet with other art faculty.
2. Review assessment results individual assignments for anomalies
3. Review class notes, recordings and class discussion comments for insight.
4. Collaborate with colleagues to identify areas of overlap or variation.
5. Develop hypothesis for addressing and improving scores, course content, and student learning.
6. Conduct discussions, literature review and brainstorming for insight and trends.
7. Review WPA assessment data for correlation or conflict.
8. Confirm logistics of data analysis is accurate. Review methods and request correction as necessary.
9. Develop updated assignments, examples and content as needed.
10. Collaborate with colleagues and implement updates in appropriate course curricula.
11. Repeat the process at the end of each academic year.

VIII. Program Assessment Process and Continuous Improvement

The BA program is meant for those students who are not seeking the professional degree.

With the implementation of new professional degree (BFA) program in the fall 2018, the BA in Art outcomes 1 through 5 were shared with entry level of BFA program students. These Individual data of outcomes collected by each individual student's overall artifact score while they are in foundational courses. The current BFA program and BA program is still in the process of implementation, and more detail and wide BA in Art program evaluation will be coming in Fall 2022.

BFA

Art Education – Graphic Design – Studio Art

Program Review | 2018-2021

Department Chair: David Farnsworth

Assessment Coordinator: Jiwon Kim & Mandel Chenoweth

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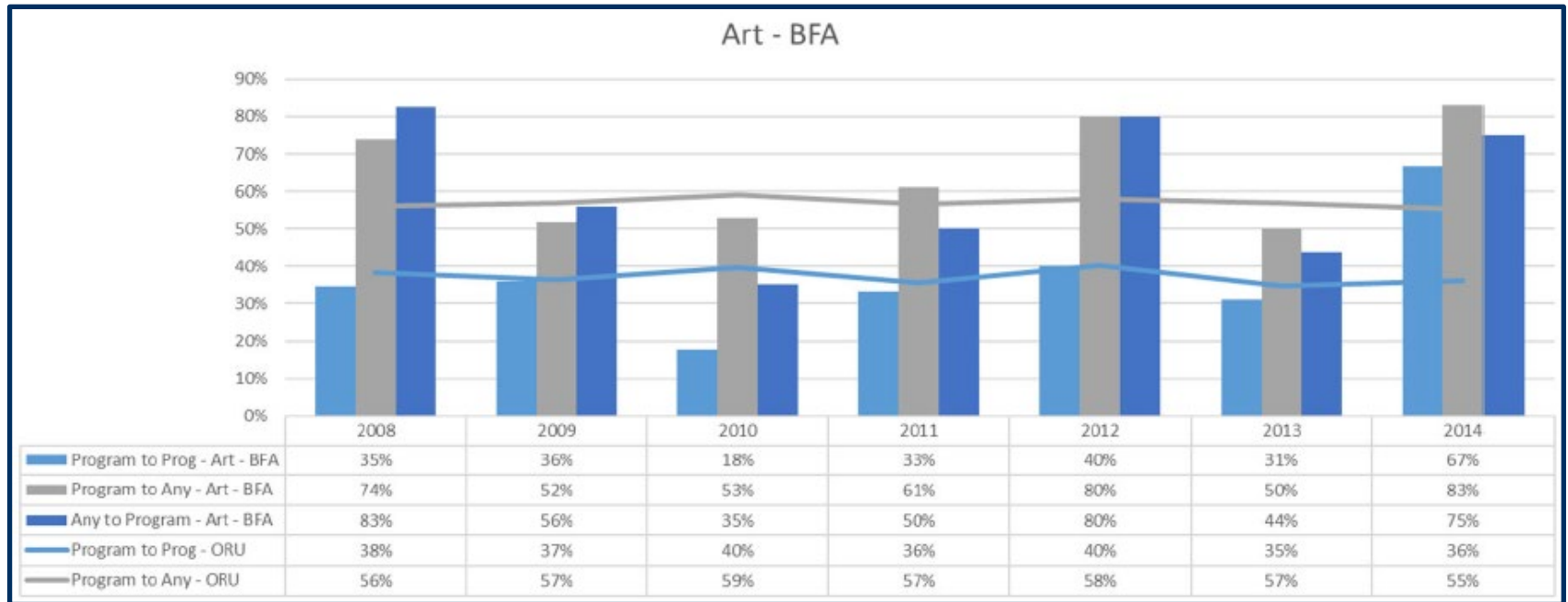
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I. Number of Majors | 2018 - 2021

Residential:

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Art Education	2	2	1	0
Graphic Design	36	28	12	1
Studio Art	14	6	3	0
BFA	7	8	24	51

II. Graduation Rate | Cohort of 2008 - 2014



III. Program Outcomes

1. Core Program

#	Program Outcome – Core
1	The student will demonstrate achievement of professional, entry-level competence in the major area of specialization.
2	The student will demonstrate competence by developing a body of work for evaluation in the major area of study.
3	The student will form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field.

2. Art Education

#	Program Outcome – Art Education
1	The student will identify and show experience in the application of the elements and principles of art and design.
2	The student will create a portfolio of his/her own artwork and demonstrate mastery in one of the media studied.
3	The student will demonstrate a sound philosophical understanding of visual art education and is able to support, justify, and implement the visual art curriculum.
4	The student will identify past, current, and future trends and issues in art education as well as art education research.
5	The student will demonstrate knowledge of developmentally appropriate visual art content including aesthetics, art criticism, and art history, around a core of art production.
6	The student will show knowledge of and will have experience in integration of the arts with other fine arts areas as well as other academic disciplines.
7	The student will understand art history including various styles, periods, ethnic groups, and cultures from around the world.
8	The student will show understanding of aesthetics (the field of study that relates to beauty in the arts) and art criticism (art review and commentary), along with teaching strategies appropriate for both areas that involve a variety of media and awareness of developmental
9	The student will understand and has experience in various methods of art production and creative development including drawing, figure drawing, color and design, painting, printmaking, sculpture, clay, applied design, and technology. the
10	The student will design teaching strategies that are developmentally appropriate and inclusive of various student learning styles and is sensitive to the needs of diverse ethnic and cultural groups and those with disabilities.
11	The student will show that contests and competitions a valuable place in art education; however, they should not drive the development of the local curriculum.
12	The student will demonstrate a knowledge of a wide variety of arts resources including community resources, materials, equipment, and information about exhibitions and/or major collections.
13	The student will recognize the important role of technology in education and that it may serve as a supportive tool in art education.
14	The student will use the art-related competencies in Oklahoma's core curriculum and knows how to incorporate them into various art classes.

3. Graphic Design

#	Program Outcome – Graphic Design
1	The student will conceive, design and evaluate visual communications principles, processes and systems (NASAD X.C.3.b.1-7)
2	The student will incorporate research and findings regarding people and contexts into communication design decision-making (NASAD X.C.3.c.1-3)
3	The student will collaborate and work effectively in interdisciplinary or multidisciplinary teams to solve complex problems. (NASAD X.C.3.d)
4	The student will choose appropriate design technology based on understanding of and the ability to use (NASAD X.C.3.e.1-4)
5	The student will justify and integrate basic research and analysis procedures and skills (NASAD X.C.3.f.1-4)
6	The student will report on functional knowledge of professional design practices and processes (NASAD X.C.3.g)
7	The student will choose and evaluate design knowledge, skills and experience beyond the classroom (NASAD X.C.3.h)
8	The student will defend the self-identified role of Christian Faith in professional practice.

4. Studio Art

#	Program Outcome – Studio Art
1	The student will articulate a mastery of the traditional technical and conceptual approaches to drawing. (NASAD IX.D.3.c)
2	The student will distinguish their work with support from a functional knowledge of the history of their chosen discipline. (NASAD IX.D.3.d)
3	The student will create a portfolio that supports a consistent, personal direction and style. (NASAD IX.K.3.e)
4	The student will design and complete a final project related to the exhibition of original work. (NASAD IX.D.3.f)
5	The student will create a portfolio that analyzes complex processes and methods of their chosen specialization. (NASAD IX.D.3.b)
6	The student will create a portfolio that supports a sophisticated use of design, concepts, formats, and the ability to apply them with specific aesthetic intent. (NASAD IX.K.3.a)

IV. Artifact Descriptions

1. Art Education

1. **Elements and Principals of Art Poster:** Student will create poster of each element and principal of art with a corresponding lesson plan.
2. **Art Education Visual Art Portfolio:** Portfolio of student art work during the Junior year for all classes in visual arts housed in ART 106.
3. **Philosophy of Art Education Paper:** The student will write a philosophy of Education Paper highlighting the trends in art education.
4. **Art trends Research Paper:** The student will write a research paper highlighting the trends in art education.
5. **Project:** Project which displays knowledge of developmentally appropriate visual art content including aesthetics, art criticism, and art history, around a core of art production.
6. **Lesson plans:** The student will research and write a series of lesson plans that combine art and other academic disciplines.
7. **Research Paper:** The student will write a final research paper describing the works and intentions of major artists/designers and discussing the art movements present in a specified era in Art History.
8. **DBAE Lesson Plan:** The student will write a series of professional lesson plans using the DBAE format which includes Aesthetics and Art Criticism.
9. **Portfolio:** A collection of art work created in level 3 studio art courses.
10. **Special students Report:** The student will research and report on special student groups including student learning styles, diverse ethnic and cultural groups and students with disabilities.
11. **Effects of contest Report:** The student will research and write a paper describing the benefits and problems that can develop in the use of art competitions with students.
12. **Teacher Work Sample:** The student will demonstrate a knowledge of a wide variety of arts resources including community resources, materials, equipment, and information about exhibitions and/or major collections.
13. **Technology Demonstration Project:** The student will research the various technologies available in the education world, listing several used in the local school. This information will be supplemented with more traditional research methods and they will write a topical paper and present a demonstration of one type of technology that can be used to enhance education.
14. **DBAE lesson plans:** The student will design DBAE lesson plans using the Oklahoma core curriculum for art.

2. Graphic Design

1. **Professional Portfolio Assessment:** A physical and digital review of cumulative projects representing media and tasks expected of design professionals.
2. **Design Brief:** A written description of the audience, needs and proposed plan for a design solution. Includes estimates of time, cost and deliverables.
3. **Topical Paper:** Research paper describing the works, movements and intentions of major artists/designers of specified subject.
4. **Senior Project Proposal:** A written proposal outlining subject, scope, theoretical, historical and cultural context, and worldview of proposed project
5. **Performance Evaluation:** Online survey and advisor follow-up completed by internship host near end of experience.
6. **Internship Journal and Samples:** A written and visual account of the people, projects and time related to internship responsibilities.
7. **Professional Organization:** A narrative and visual description intentionally documenting the organization's structure, personnel hierarchy and physical space
8. **Senior Project:** An agreed upon focus and amount of artwork between the advisor and student. This work is a senior exhibition and defense.
9. **Senior Project Paper:** A written explanation of the process and research to articulate and defend the senior exhibition.
10. **Faith and Professional Practice Essay:** A narrative description outlining personal faith and a Christian worldview with supporting examples and references from internship experience.
11. **Client Driven Design Project:** Assessment completed by course instructor evaluating student's ability to follow professional practices with a client driven design project.
12. **Promotion Package:** Assessment of collaborative participation of student groups in creation of design solution for client performance.
13. **Web Design Portfolio:** Screening of web design portfolio, review of delivery system and supporting preliminary documentation.
14. **Dimensional and Spatial Design Portfolio:** Screening of three-dimensional design portfolio, review of delivery system and supporting preliminary documentation.
15. **Motion Design Portfolio:** Screening of motion design portfolio, review of delivery system and supporting preliminary documentation.
16. **Interdisciplinary Project Review Report:** A narrative description of the results of the project, process, summary of modifications based on usability/audience testing, technology, final solution, execution, final results, supervisor commentary and review of peer groups. Must include critical analysis of all parties involved.
17. **Interdisciplinary Project Research Report:** A narrative description of recommended design solution. Includes literature review, methodology and testing results. Summary of modifications based on usability/audience testing.
18. **Interdisciplinary Project Proposal:** A written description of the audience, needs, technology and proposed plan for a design solution. Includes estimates of scope, division of tasks and identification of discipline specific benefits.

3. Studio Art

1. **Artifact 1 Drawing Portfolio:** Collection of artworks featuring drawing skills
2. **Artifact 2 Senior Project:** Senior Exhibition of Artwork.
3. **Artifact 3 Portfolio:** Collection of artwork from Level 3 and 4 studio courses.
4. **Artifact 4 Senior Paper:** Senior paper describing the reason and method of creation of the senior exhibit, including influences and potential future research.
5. **Specialization 1:** The student will articulate a mastery of the traditional technical and conceptual approaches to drawing.
6. **Specialization 2:** The student will distinguish their work with support from a functional knowledge of the history of drawing.
7. **Specialization 3:** The student will create a portfolio that supports a consistent, personal direction and style.
8. **Specialization 4:** The student will design and complete a final project related to the exhibition of original work.
9. **Specialization 5:** The student will create a portfolio that analyzes complex processes and methods of their chosen specialization.
10. **Specialization 6:** The student will create a portfolio that supports a sophisticated use of design, concepts, formats, and the ability to apply them with specific aesthetic intent.
11. **Core 1:** The student will demonstrate achievement of professional, entry-level competence in the major area of specialization.
12. **Core 2:** The student will demonstrate competence by developing a body of work for evaluation in the major area of study.
13. **Core 3:** The student will form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field.

V. Artifact and Program Outcome Alignment

1. Art Education

Academic Program Assessment Plan			
Academic Program: BFA in Art - Art Education			
Please list the Program Outcomes. Next indicate the mastery course and assignment where Direct Evidence of student learning will be collected for your degree program and how the Evidence will be assessed.			
Program Learning Outcome	Mastery Level Course	Direct Evidence (Artifact) of Student Learning	Process and Location for Assessment
1. The student will demonstrate achievement of professional, entry-level competence in the major area of specialization.	ART 214: Figure Drawing	Self-portrait	Students create a life-size representational drawing of themselves. The project is presented and critiqued.
	ART 313: Advanced Drawing	Portfolio	Students create a portfolio of drawings. The works are presented and critiqued.
2. The student will demonstrate competence by developing a body of work for evaluation in the major area of study.	ART 499: Senior Project	Project	Students create a project. The work is presented and critiqued.
	Second time taking ART 304; 313; 315; 321; 341; Also ART 499	Portfolio	Students create a portfolio of art. The works are presented and critiqued.

3. The student will form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field.	Any 2 of these 3: ART 103, 104, 307	Paper	Students write a topical paper showing their command of historical knowledge and related terminology. The paper is assessed with a rubric.
	Any 2 of these 3: ART 103, 104, 307	Paper	Students write a topical paper showing their command of historical knowledge and related terminology. The paper is assessed with a rubric.
1. The student will identify and show experience in the application of the elements and principles of art and design.	ART 106	Elements and Principals of art project (Mastery Level)	Students will Create a series of examples of each element and principle with an accompanying lesson plan.
2. The student will create a portfolio of his/her own artwork and demonstrate mastery in one of the media studied.	ART 304, 313, 315, 321, 341, and 106	Art Education Visual Art Portfolio (Mastery Level)	Students create a portfolio of art in Art 106 from the works that are presented and critiqued in the art classes.
3. The student will demonstrate a sound philosophical understanding of visual art education and is able to support, justify, and implement the visual art curriculum.	ART 106	Paper (masterly Level) - Philosophy of Education Paper	The student will write a philosophy of Education Paper.
4. The student will identify past, current, and future trends and issues in art education as well as art education research.	Art 106	Art Trends Research paper (Mastery level)	The student will write a research paper highlighting the trends in art education.

5. The student will demonstrate knowledge of developmentally appropriate visual art content including aesthetics, art criticism, and art history, around a core of art production.	Art 106	Project (Masterly Level)	project that displays knowledge of developmentally appropriate visual art content
6. The student will show knowledge of and will have experience in integration of the arts with other fine arts areas as well as other academic disciplines.	Art 106	Lesson Plans - Project (Masterly Level)	The student will research and write a series of lesson plans that combine art and other academic disciplines.
7. The student will understand art history including various styles, periods, ethnic groups, and cultures from around the world.	ART 307	Papers (Mastery Level)	The student will write a final research paper describing the works and intentions of major artists/designers and discussing the art movements present in a specified era in Art History.
8. The student will show understanding of aesthetics (the field of study that relates to beauty in the arts) and art criticism (art review and commentary), along with teaching strategies appropriate for both areas that involve a variety of media and awareness of developmental	ART 106	Lesson Plans - Project (Masterly Level)	DBAE Lesson Plan
9. The student will understand and has experience in various methods of art production and creative development including drawing, figure drawing, color and design, painting, printmaking, sculpture, clay, applied design, and technology.	ART 304; 313; 315; 321; 341;	Portfolio (Mastery Level)	A collection of artwork created in level 3 studio art courses.

10. The student will design teaching strategies that are developmentally appropriate and inclusive of various student learning styles and is sensitive to the needs of diverse ethnic and cultural groups and those with disabilities.	ART 106 (Developmental Level)	Special students Report (Masterly Level)	Report: Special students in the class room.
11. The student will show that contests and competitions a valuable place in art education; however, they should not drive the development of the local curriculum.	Art 106	Effects of contest Report (Masterly Level)	The student will research and write a paper describing the benefits and problems that can develop in the use of art competitions with students.
12. The student will demonstrate a knowledge of a wide variety of arts resources including community resources, materials, equipment, and information about exhibitions and/or major collections.	Intern/Student Teaching (ART 106)	The Teacher Work Sample (Masterly Level)	The student will professionally document the resources, materials, and equipment available at the school where they are housed
13. The student will recognize the important role of technology in education and that it may serve as a supportive tool in art education.	Art 107,106 and Intern/Student Teaching	Technology Demonstration Project (Masterly Level)	Topical paper with demonstration of a technology used in education.
14. The student will use the art-related competencies in Oklahoma's core curriculum and knows how to incorporate them into various art classes.	Art 106	Lesson Plans - Project (Masterly Level)	DBAE Lesson Plan that include the Oklahoma state core curriculum for art.

2. Graphic Design

BFA in Art: Graphic Design Specialization																	
Outcomes Map * INTRODUCTORY- introduce learning goals (update or initial reflection) * DEVELOPMENTAL- develop/emphasize learning goals (places of formative assessment) * MASTERY- mastery/measure learning goals (assignments, capstones, places of summative assessment)																	
			CORE PROGRAM LEARNING OUTCOME #1	CORE PROGRAM LEARNING OUTCOME #2	CORE PROGRAM LEARNING OUTCOME #3	SPECIALIZATION PROGRAM LEARNING OUTCOME #1	SPECIALIZATION PROGRAM LEARNING OUTCOME #2	SPECIALIZATION PROGRAM LEARNING OUTCOME #3	SPECIALIZATION PROGRAM LEARNING OUTCOME #4	SPECIALIZATION PROGRAM LEARNING OUTCOME #5	SPECIALIZATION PROGRAM LEARNING OUTCOME #6	SPECIALIZATION PROGRAM LEARNING OUTCOME #7	SPECIALIZATION PROGRAM LEARNING OUTCOME #8				
ART 090	R	BFA Portfolio Review	D	D	D	I	I		I	I	I		I				
ART 095	R	BFA Progress Review	D	D	D	D	D	D	D	D	D						
ART 205	R	Typography	D	D	D	D			D		D						
ART 214	R	Figure Drawing	D	D	D	I			I								
ART 218	R	Graphic Design I	D	D	D	I	I		I	I	I						
ART 318	R	Graphic Design II	D	D	D	D	D	I	D	D	D						
ART 328	R	Graphic Design History	M	M	M	M	D		M	D		M					
ART 331	R	Illustration	D	D	D				D								
ART 335	R	Graphic Design III	D	D	D	M	D	D	M	M	D						
ART 355	R	Graphic Design Studio	M	M	M	M	D,M	D,M	D,M	D,M	D,M	D,M	D,M				
ART 365	R	Digital Photography	D	D	D	D			M		D	D					
ART 378	R	Motion Design	D	D	D	D,M	D,M		D,M	D	D,M	D					
ART 412	R	Graphic Design IV	D	D	M	D	M	M	M	M	M	M	M				
ART 442	R	Web Design	D	D	D	D,M	D,M		D,M	D	D,M	D,M					
ART 453	R	Design Practicum In-Field Study	M	M	M			M			M	M	M				
ART	E	Art Elective	D	D	D	D			D			D					

3. Studio Art

Program Learning Outcome	Mastery Level Course	Direct Evidence (Artifact) of Student Learning	Process and Location for Assessment
1 The student will demonstrate achievement of professional, entry-level competence in the major area of specialization.	ART 314: Drawing III; ART 373: Painting III; ART 371 Ceramics III; ART 372 Sculpture III; ART 374: Printmaking III; ART 383: Drawing IV; ART 393: Illustration II; ART 395: Digital Photography II	Portfolio	A cohesive collection of art works.
2 The student will demonstrate competence by developing a body of work for evaluation in the major area of study.	ART 499: Senior Project	Project	An agreed upon focus and amount of art work between the advisor and student. This work is a senior exhibition and defense.
3 The student will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field.	ART 499: Senior Project	Paper	A written explanation of the process and research to articulate and defend the senior exhibition.
1 The student will articulate a mastery of the traditional technical and conceptual approaches to drawing. (NASAD IX.D.3.c)	ART 314: Drawing III	Selected Project	An agreed upon focus and amount of art work between the professor and student.
2 The student will distinguish their work with support from a functional knowledge of the history of their chosen discipline. (NASAD IX.D.3.d)	ART 314: Drawing III; ART 371: Ceramics III; ART 372: Sculpture III; ART 373: Painting III; ART 374: Printmaking III; ART 383: Drawing IV; ART 393 Illustration II; ART 395 Digital Photography II; ART 499: Senior Project	Portfolio	A cohesive collection of art works.
3 The student will create a portfolio that supports a consistent, personal direction and style. (NASAD IX.K.3.e)	ART 314: Drawing III; ART 371: Ceramics III; ART 372: Sculpture III; ART 373: Painting III; ART 374: Printmaking III; ART 383: Drawing IV; ART 393 Illustration II; ART 395 Digital Photography II	Portfolio	A cohesive collection of art works.
4 The student will design and complete a final project related to the exhibition of original work. (NASAD IX.D.3.f)	ART 499: Senior Project	Project	An agreed upon focus and amount of art work between the

			advisor and student. This work is a senior exhibition and defense.
5 The student will create a portfolio that analyzes complex processes and methods of their chosen specialization. (NASAD IX.D.3.b)	ART 314: Drawing III; ART 371: Ceramics III; ART 372: Sculpture III; ART 373: Painting III; ART 374: Printmaking III; ART 383: Drawing IV; ART 393 Illustration II; ART 395 Digital Photography II; ART 499: Senior Project	Portfolio	A cohesive collection of art works.
6. The student will create a portfolio that supports a sophisticated use of design, concepts, formats, and the ability to apply them with specific aesthetic intent. (NASAD IX.K.3.a)	ART 314: Drawing III; ART 371: Ceramics III; ART 372: Sculpture III; ART 373: Painting III; ART 374: Printmaking III; ART 383: Drawing IV; ART 393 Illustration II; ART 395 Digital Photography II; ART 499: Senior Project	Portfolio	A cohesive collection of art works.

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

VI. Primary Evidence

A. Program Outcomes

1. Art Education

Not available.

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

2. Graphic Design

#	Program Outcome	2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1	The student will identify and show experience in the application of the elements and principles of art and design.	127	2.79	112	3.22	104	3.38
2	The student will create a portfolio of his/her own artwork and demonstrate mastery in one of the media studied.	316	2.71	297	3.21	157	3.34
3	The student will demonstrate a sound philosophical understanding of visual art education and is able to support, justify, and implement the visual art curriculum.	22	3.08	17	3.29	50	3.40
4	The student will identify past, current, and future trends and issues in art education as well as art education research.	731	2.20	725	2.52	469	2.84
5	The student will demonstrate knowledge of developmentally appropriate visual art content including aesthetics, art criticism, and art history, around a core of art production.	125	2.28	93	2.81	203	3.27
6	The student will show knowledge of and will have experience in integration of the arts with other fine arts areas as well as other academic disciplines.	184	3.07	108	3.28	80	3.35
7	The student will understand art history including various styles, periods, ethnic groups, and cultures from around the world.	244	2.27	263	2.51	271	3.06
8	The student will show understanding of aesthetics (the field of study that relates to beauty in the arts) and art criticism (art review and commentary), along with teaching strategies appropriate for both areas that involve a variety of media and awareness of developmental	112	1.78	75	2.04	87	3.01
9	The student will understand and has experience in various methods of art production and creative development including drawing, figure drawing, color and design, painting, printmaking, sculpture, clay, applied design, and technology. the	255	2.70	208	3.03	140	3.24
10	The student will design teaching strategies that are developmentally appropriate and inclusive of various student learning styles and is sensitive	112	3.67	73	3.66	86	3.65

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

	to the needs of diverse ethnic and cultural groups and those with disabilities.						
11	The student will show that contests and competitions a valuable place in art education; however, they should not drive the development of the local curriculum.	42	2.78	49	3.15	29	3.22
12	The student will demonstrate a knowledge of a wide variety of arts resources including community resources, materials, equipment, and information about exhibitions and/or major collections.	-	-	-	-	-	-
13	The student will recognize the important role of technology in education and that it may serve as a supportive tool in art education.	-	-	-	-	-	-
14	The student will use the art-related competencies in Oklahoma's core curriculum and knows how to incorporate them into various art classes.	-	-	-	-	-	-

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

3. Studio Art

#	Program Outcome	2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1	The student will articulate a mastery of the traditional technical and conceptual approaches to drawing. (NASAD IX.D.3.c)	46	3.05	2	3.00	12	2.83
2	The student will distinguish their work with support from a functional knowledge of the history of their chosen discipline. (NASAD IX.D.3.d)	52	3.22	2	3.00	3	3.00
3	The student will create a portfolio that supports a consistent, personal direction and style. (NASAD IX.K.3.e)	15	3.13	-	-	2	3.50
4	The student will design and complete a final project related to the exhibition of original work. (NASAD IX.D.3.f)	35	3.20	10	2.90	10	2.90
5	The student will create a portfolio that analyzes complex processes and methods of their chosen specialization. (NASAD IX.D.3.b)	21	2.72	2	2.00	5	3.00
6	The student will create a portfolio that supports a sophisticated use of design, concepts, formats, and the ability to apply them with specific aesthetic intent. (NASAD IX.K.3.a)	10	3.60	-	-	2	3.00
7		12	3.83	-	-	-	-
8		37	3.17	4	2.50	4	2.75
9		32	3.25	4	2.50	4	2.75

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

B. Artifact Outcomes

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WPA-BAA-2D Design	8	2.97	26	3.57	-	-
WPA-BAA-3D Design	28	3.38	22	2.95	12	3.60
WPA-BAA-Digital Design	29	3.43	48	3.24	21	3.76
WPA-BAA-Drawing I	31	2.87	21	3.37	21	3.19
WPA-BAA-Figure Drawing	25	2.94	18	3.38	12	2.95
WPA-BAA-Graphic Design I	12	2.75	51	2.64	9	2.46

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

C. Criterion Outcomes

Criterion Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
BAA-1-A-2D Design Solution	8	2.75	26	3.58	-	-
BAA-1-B-Elements and Principles of Art	8	3.13	26	3.69	-	-
BAA-1-C-2D Media Competency	8	2.88	26	3.35	-	-
BAA-2-A-3D Design Solution	28	3.54	22	3.14	12	3.58
BAA-2-B-Elements and Principles of Art	28	3.32	22	3.09	12	3.58
BAA-2-C-3D Media Competency	28	3.18	22	2.73	12	3.58
BAA-3-A-Digital Design Solution	29	3.59	48	3.38	21	3.81
BAA-3-B-Elements and Principles of Art	29	3.48	48	3.44	21	3.86
BAA-3-C-Software Applications and Design Solutions	29	3.41	48	3.08	21	3.48
BAA-4-A-Perspective	31	3.26	21	3.43	21	3.29
BAA-4-B-Light and Shadow	31	2.90	21	3.14	21	2.90
BAA-4-C-Use of Line	31	2.97	21	3.29	21	3.24
BAA-5-A-Concept and Process of Figure Drawing	25	2.96	18	3.17	12	2.83
BAA-5-B-Proportions in Figure Drawing	25	2.84	18	3.39	12	2.83
BAA-5-C-Tones and Gradation in Composition	25	2.88	18	3.44	12	2.75
BAA-6-A-Communication via Graphic Design	12	2.92	51	2.29	9	2.44
BAA-6-B-Theoretical Principles of Graphic Design	12	2.67	51	2.67	9	2.33
BAA-8-A-Career Portfolio	133	3.03	186	3.16	75	3.43
BAA-8-B-Media Choice, Execution and Exhibition	125	3.09	160	3.05	75	3.33
BAA-IG-a-Length	55	3.47	-	-	-	-
BAA-IG-a-Visual Consistency	12	2.83	51	2.80	9	2.56
BAA-IG-b-design mechanisms, solutions to various communication problems	12	2.58	51	2.61	9	2.33
BAA-IG-b-Formatting	55	2.82	-	-	-	-
BAA-IG-c-Grammar and Mechanics	55	3.38	-	-	-	-

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

BAA-IG-d-Vocabulary	55	3.42	-	-	-	-
BAA-IG-e-Historical Relevance and Accuracy	55	3.33	-	-	-	-
BAA-IG-f-Research	55	3.29	-	-	-	-
BAA-IG-g-Source	55	3.29	-	-	-	-
BAA-IG-h-Creativity	55	3.07	-	-	-	-
BAA-IG-i-Organization	55	3.58	-	-	-	-

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

D. University Whole Person Outcomes – Art Education

ORU Whole Person Outcomes		2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1A	Biblical Literacy	4	4.00	2	4.00	-	-
1B	Spiritual Formation	4	4.00	4	4.00	-	-
2A	Critical Thinking, Creativity & Aesthetic Appreciation	6	3.67	5	2.50	11	2.55
2B	Global & Historical Perspectives	5	4.00	-	-	1	3.00
2C	Information Literacy	4	3.00	4	2.00	-	-
2D	Knowledge of the Physical & Natural World	-	-	-	-	-	-
3A	Healthy Lifestyle	-	-	-	-	-	-
3B	Physically Disciplined Lifestyle	2	2.00	4	2.00	1	4.00
4A	Ethical Reasoning & Behavior	9	4.00	11	2.82	13	2.46
4B	Intercultural Knowledge & Engagement	-	-	-	-	2	3.00
4C	Written & Oral Communication	-	-	16	3.59	18	2.83
4D	Leadership Capacity	-	-	4	2.00	10	2.30

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

University Whole Person Outcomes – Graphic Design

ORU Whole Person Outcomes		2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1A	Biblical Literacy	26	3.81	-	-	2	4.00
1B	Spiritual Formation	12	3.82	7	3.86	5	3.13
2A	Critical Thinking, Creativity & Aesthetic Appreciation	130	3.58	59	3.70	9	2.67
2B	Global & Historical Perspectives	77	3.73	8	3.36	1	3.00
2C	Information Literacy	29	3.00	39	3.80	4	4.00
2D	Knowledge of the Physical & Natural World	2	3.50	9	3.68	1	3.00
3A	Healthy Lifestyle	1	3.00	2	3.00	-	-
3B	Physically Disciplined Lifestyle	32	3.22	40	3.35	7	3.17
4A	Ethical Reasoning & Behavior	103	3.91	7	3.57	1	4.00
4B	Intercultural Knowledge & Engagement	7	4.00	1	3.00	-	-
4C	Written & Oral Communication	71	3.40	39	2.74	-	-
4D	Leadership Capacity	47	3.34	18	3.44	1	4.00

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

University Whole Person Outcomes – Studio Art

ORU Whole Person Outcomes		2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1A	Biblical Literacy	8	3.75	-	-	3	3.00
1B	Spiritual Formation	2	3.50	1	4.00	5	3.40
2A	Critical Thinking, Creativity & Aesthetic Appreciation	37	2.47	12	3.75	11	2.33
2B	Global & Historical Perspectives	21	3.23	1	3.00	1	3.00
2C	Information Literacy	12	3.83	4	4.00	-	-
2D	Knowledge of the Physical & Natural World	-	-	1	4.00	1	3.00
3A	Healthy Lifestyle	1	3.00	-	-	-	-
3B	Physically Disciplined Lifestyle	13	3.54	6	3.67	4	3.50
4A	Ethical Reasoning & Behavior	27	3.78	1	3.00	-	-
4B	Intercultural Knowledge & Engagement	10	3.60	4	3.00	-	-
4C	Written & Oral Communication	16	3.27	5	3.60	10	3.73
4D	Leadership Capacity	26	3.89	8	3.88	7	3.33

VII. Program Assessment Process and Continuous Improvement

Description of the **process** that program faculty members use to evaluate the results of the evidence and to develop program improvements.

Evidence of process is composed of several parts, delineated as administrative (requiring interaction and approval from greater university), structural (utilizing collaborative input from ART faculty) and curricular (individually and collaboratively based on industry trends, course performance and assessment).

Since 2007, the results of assessment revealed a lack of professional development in the visual arts majors. For instance, assessment revealed Graphic Design was missing intentional development related to discipline specific research, technology, interdisciplinary collaboration, and spatial (3D, AR, VR) design. In 2015-16 academic year, using guidelines from the National Association of Schools of Art and Design, the accrediting body for art programs in the US, provides recommendations, were presented to the Dean of the College of Arts and Cultural Studies. These recommendations included a new degree, the Bachelor of Fine Arts (BFA), which included a defined division of subject areas (65%) and general education (35%) courses. Based on this data, new parameters for a general education was proposed, and ultimately approved via the General Education Committee, allowing new degrees, approved by the Dean of the College of Arts and Cultural Studies, the Provost, the President of the university, and the Board of Trustees, new classes, and new rubrics for assessment.

The 2017 the curriculum map and outcomes were written with the anticipation of approval of the new BFA degree. For Graphic Design, the implementation of this curricula was phased in beginning with the 2018 degree plan through the 2022 graduating class. The spring 2022 student show will close the final initial assessment process. Assessments will be tracked to specific courses via subject (i.e. motion design or typography) or to interdisciplinary courses (i.e. skill or process based).

Administrative Summary for BFA Proposal to University

1. Proposal to administration, Initially in 2007, second time in 2011, final proposal in 2015 with approval and implementation in 2017.
2. The need for a revised general education curriculum to allow to meet NASAD requirements for BFA presented to the General Education Committee.
3. Faculty, administrative and board of trustees' approval
4. Implementation began in Fall 2018 first classes.
5. Complete curricula phase-in over several years, final implementation and matriculation of first class for Graphic Design specialization is 2021-22 academic year.

Given the nature of the department, each professor oversees a general subject area within the ART academic designation. Individual faculty use the subject area's academic catalogue for specific assessment instruments. In addition, each year, all graduating seniors participate in ART 499 Senior Project (for BFA majors) or ART 498 Senior Paper (for BA majors). During the faculty review of the show, or after designated faculty's review of papers, a meeting is held to discuss strengths, weaknesses and areas for improvement driven by industry trends and demands. Each year and each semester, as many classes are annual, or triannual, individual faculty make modifications with individual assignments (and accompanying WPA assessments) in a similar manner, after consulting appropriate data. Current assessment shows a need for growth in the area of 3d based subjects (AR, VR and XR).

Depending upon nature of the areas, faculty subcommittees meet to discuss subject and course specific issues, provide solutions and develop a plan for implementing those changes. Each semester, the subcommittees meet to evaluate the implementation and assessment experience, and modify as necessary. The review process incorporates the previous year's catalogue and evaluates progress using the same or similar metrics.

The Structural and Curricular process generally occurs simultaneously and takes between one and two years depending on the teaching assignments and course rotation. A summary of the process follows:

1. Each year, faculty in the graphic design specialization meet with other art faculty.
2. Review assessment results individual assignments for anomalies
3. Review class notes, recordings and class discussion comments for insight.
4. Collaborate with colleagues to identify areas of overlap or variation.
5. Develop hypothesis for addressing and improving scores, course content, and student learning.
6. Conduct discussions, literature review and brainstorming for insight and trends.
7. Review WPA assessment data for correlation or conflict.
8. Confirm logistics of data analysis is accurate. Review methods and request correction as necessary.
9. Develop updated assignments, examples and content as needed.
10. Collaborate with colleagues and implement updates in appropriate course curricula.
11. Repeat the process at the end of each academic year.

BA History

Program Review | 2018-2021

Department Chair: Dr. Jason Pudlo

Assessment Coordinator: Dr. Marcela Chaván

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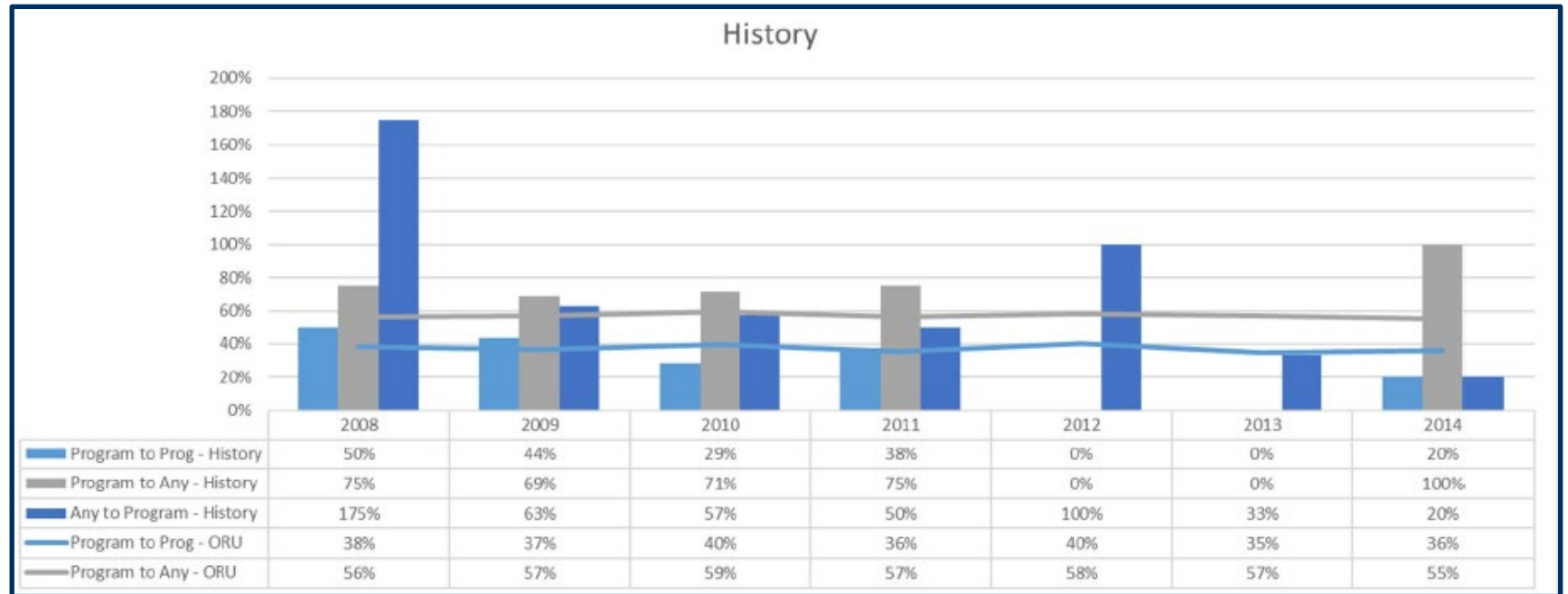
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I. Number of Majors | 2018 - 2021

Residential:

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
History	10	11	14	12
Social Studies Education (SOSE)	9	7	1	Closed

II. Graduation Rate | Cohort of 2008 - 2014



III. Program Outcomes

#	Program Outcome (2021)
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.
4	Students will participate in a meaningful, practical, field-learning experience.
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.

#	Program Outcome (2018)
1	Students will be able to understand, analyze, and communicate general historical knowledge.
2	Students will be able to identify and critique the method, origin, and quality of historical knowledge.
3	Students will participate in a meaningful, practical, field learning experience.
4	Demonstrate the ability to apply their Christian faith and worldview to their historical specialization to promote God's healing.

IV. Artifact Descriptions

1. **Political Science Research Methods Final Research Design (GOV 449)** Students will create a research design/research prospectus as the research project for this class. Students will develop an annotated bibliography, define appropriate data sources and analytical techniques, and present their research design to the class in an informative and visually compelling manner.
2. **Political Science Research Methods Research Design Presentation (GOV 449)** Students will present their research design to the class in an informative and visually compelling manner.
3. **Department Internship Reflection Essay (HHG 399)** Students must participate in an internship/practicum. After the field experience, students reflect on the skills they developed, what they learned about faith in public life, and how the internship influenced future career goals.
4. **Department Internship and Feedback Form (HHG 399)** Student completes required time for the internship to the satisfaction of the professional mentor.
5. **Department Senior Paper (HHG 499)** Students develop and execute an original research project. Students develop an extensive annotated bibliography, substantive engagement with a particular research method, exposure to IRB and research ethics, and then present their findings in a professional/academic context.
6. **Department Senior Paper Presentation (HHG 499)** Students present the findings of their Senior paper in a professional/academic context. The topic's significance is detailed and comprehensive, with a clear, detailed and easily identifiable thesis. The student has good eye contact, pacing, use of English, signposts, and summaries to help the audience to follow along.

V. Artifact and Program Outcome Alignment

#	Artifact	Program Outcome				
		1	2	3	4	5
1	Political Science Research Methods (GOV 449)	M	M	M		
2	Department Internship (HHG 399)				M	
3	Department Senior Paper (HHG 499)				M	M

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

VI. Primary Evidence

A. Program Outcomes: History

#	Program Outcome	2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.	3	4.00	3	4.00	6	4.00
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.	3	4.00	3	4.00	7	3.50
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.	4	4.00	4	4.00	8	3.38
4	Students will participate in a meaningful, practical, field-learning experience.	2	3.50	-	-	-	-
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.	6	3.67	3	4.00	15	3.92

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

B. Program Outcomes: Social Studies Education

#	Program Outcome	2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.	6	3.50	6	4.00	6	4.00
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.	18	3.76	18	3.79	7	3.50
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.	8	3.75	8	3.86	8	3.39
4	Students will participate in a meaningful, practical, field-learning experience.	-	-	-	-	-	-
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.	6	3.33	6	4.00	15	3.92

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

C. Artifact Outcomes

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WPA-HIS-Department Internship Documentation and Feedback Form (HHG 399)	1	3.50	-	-	-	-
WPA-HIS-Department Internship Reflection Essay (HHG 399)	1	3.67	-	-	2	4.00
WPA-HIS-Final Research Design (GOV 449)	-	-	-	-	-	-
WPA-HIS-Research Design Presentation (GOV 449)	-	-	-	-	-	-
WPA-HIS-Final Senior Paper (HHG 499)	3	3.86	3	3.97	2	3.65
WPA-HIS-Senior Paper Presentation Defense (HHG 499)	3	3.83	3	3.75	1	3.75

Displays the combined HIS and SOSE values

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

D. Criterion Outcomes

a. History

Criterion Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
HIS-1-A-Concept Description	1	4.00	1	4.00	2	4.00
HIS-1-B-Concept Explanation	1	4.00	1	4.00	2	4.00
HIS-1-C-Concept Evaluation	1	4.00	1	4.00	2	4.00
HIS-2-A-Written Description	1	4.00	1	4.00	2	3.50
HIS-2-B-Written Argument	1	4.00	1	4.00	2	3.00
HIS-2-C-Mechanics and Style	1	4.00	1	4.00	2	3.50
HIS-2-D-Oral Description	-	-	-	-	-	-
HIS-2-E-Oral Argument	-	-	-	-	-	-
HIS-2-F-Presentation Mechanics	-	-	-	-	-	-
HIS-2-G-Presentation Organization	-	-	-	-	-	-
HIS-3-A-Literature Review	1	4.00	1	4.00	2	3.00
HIS-3-B-Thesis Development	1	4.00	1	4.00	2	3.00
HIS-3-C-Causal Explanation	1	4.00	1	4.00	2	4.00
HIS-3-D-Data Sources	1	4.00	1	4.00	2	3.50
HIS-4-A-Internship Completion	1	3.00	-	-	-	-
HIS-4-B-Professional Mentoring Response	1	4.00	-	-	-	-
HIS-5-A-Worldview Influence	1	4.00	1	4.00	5	4.00
HIS-5-B-Worldview Development	1	4.00	1	4.00	5	3.80
HIS-5-C-Practical Influence	1	3.00	1	4.00	5	4.00

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

b. Social Studies Education

Criterion Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
HIS-HPEC-1-A-Concept Description	2	3.50	2	4.00	-	-
HIS-HPEC-1-B-Concept Explanation	2	3.50	2	4.00	-	-
HIS-HPEC-1-C-Concept Evaluation	2	3.50	2	4.00	-	-
HIS-HPEC-2-A-Written Description	2	3.50	2	4.00	-	-
HIS-HPEC-2-B-Written Argument	2	4.00	2	4.00	-	-
HIS-HPEC-2-C-Mechanics and Style	2	3.50	2	4.00	-	-
HIS-HPEC-2-D-Oral Description	3	3.67	3	3.67	-	-
HIS-HPEC-2-E-Oral Argument	3	4.00	3	3.33	-	-
HIS-HPEC-2-F-Presentation Mechanics	3	3.67	3	3.33	-	-
HIS-HPEC-2-G-Presentation Organization	3	4.00	3	3.67	-	-
HIS-HPEC-3-A-Literature Review	2	3.50	2	3.50	-	-
HIS-HPEC-3-B-Thesis Development	2	4.00	2	4.00	-	-
HIS-HPEC-3-C-Causal Explanation	2	4.00	2	4.00	-	-
HIS-HPEC-3-D-Data Sources	2	3.50	2	4.00	-	-
HIS-HPEC-5-A-Worldview Influence	2	4.00	1	4.00	-	-
HIS-HPEC-5-B-Worldview Development	2	3.00	1	4.00	-	-
HIS-HPEC-5-C-Practical Influence	2	3.00	1	4.00	-	-

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

E. University Whole Person Outcomes

a. History

ORU Whole Person Outcomes		2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1A	Biblical Literacy	6	3.50	1	4.00	6	3.25
1B	Spiritual Formation	2	4.00	9	3.83	12	3.57
2A	Critical Thinking, Creativity & Aesthetic Appreciation	20	3.85	13	3.38	12	3.77
2B	Global & Historical Perspectives	17	3.68	11	3.73	8	3.90
2C	Information Literacy	8	2.13	17	3.88	27	3.58
2D	Knowledge of the Physical & Natural World	1	4.00	1	4.00	4	3.75
3A	Healthy Lifestyle	1	2.00	11	2.47	9	2.93
3B	Physically Disciplined Lifestyle	4	4.00	8	2.50	20	3.29
4A	Ethical Reasoning & Behavior	16	3.94	30	3.82	17	4.00
4B	Intercultural Knowledge & Engagement	20	3.96	9	3.75	14	3.64
4C	Written & Oral Communication	13	3.72	33	3.11	53	3.23
4D	Leadership Capacity	22	3.64	35	3.20	40	3.68

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

b. Social Studies Education

ORU Whole Person Outcomes		2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1A	Biblical Literacy	11	3.61	1	4.00	-	-
1B	Spiritual Formation	-	-	3	3.75	-	-
2A	Critical Thinking, Creativity & Aesthetic Appreciation	15	3.40	18	2.89	9	2.56
2B	Global & Historical Perspectives	20	3.19	4	3.50	1	3.00
2C	Information Literacy	-	-	-	-	-	-
2D	Knowledge of the Physical & Natural World	-	-	1	4.00	-	-
3A	Healthy Lifestyle	2	3.00	2	3.00	-	-
3B	Physically Disciplined Lifestyle	9	3.33	4	4.00	-	-
4A	Ethical Reasoning & Behavior	9	3.07	22	2.93	5	2.00
4B	Intercultural Knowledge & Engagement	9	3.77	9	3.40	2	3.00
4C	Written & Oral Communication	22	3.54	33	3.22	9	2.67
4D	Leadership Capacity	25	3.77	29	2.62	5	2.40

VII. Program Assessment Process Description

1. What is the *annual process and activities that contribute towards continuous improvement*?
Examples may include:

HHG has engaged in an annual assessment day for several years and covers all of the current program review period (2016-2020). The assessment day occurred during regular department meetings or as a special pre-semester meeting. All faculty were required to attend and the assessment coordinator (the department chair) presented quantitative results from the Whole Person Assessment (WPA) program scores. During that meeting, faculty would discuss the results along with qualitative observations from courses.

Evidence of these meetings is included and is labeled as “assessment catalog” or “assessment day”.

2. What process do you use to *implement your recommendations*?

Faculty implement recommendations at the course level. This includes creating or redesigning assignments, modifying syllabi and content taught in the course, or updating rubrics to better reflect the learning occurring in the classroom.

3. How do you “close-the-feedback loop” and *review the effects of your changes*?

The annual assessment day provides the opportunity to review if the changes implemented in specific courses have led to improvements in WPA program scores. Faculty also consider student and graduate comments and responses in student evaluations. At the present, the student and graduate comment process are formalized through the Student Opinion Survey (SOS) and by reviewing the reflections and appendices students create in the internship and senior paper courses. Informal feedback comes from conversations with students after they graduate. While outside the formalized process, phone calls and visits from former students help us know the types of skills they need to succeed in HHG related career fields.

VIII. Continuous Program Improvement Description

1. How have the results of assessment directly affected program changes for the future?

For each of the following questions:

- *Place any key documents that you reference in the folder with this document*
- *Describe who's involved.* Please make reference to faculty, instructional, and other staff members involved in the processes and methodologies to assess student learning
- *Describe when the activity took place*

1. Since 2016, how have the results of assessment directly affected program changes for the future?

- Provide data used to support the need for improvement. Data may come from:
 - i. ORU, program, artifact-rubric, and criterion line scores
 - ii. Professional accreditation reviews, student surveys, alumni and stakeholder feedback, market reports, etc.
- Changes may have taken place in the following areas:
 - i. Course content, artifacts, and rubrics
 - ii. Instructional strategies, including a change in the use of technology
 - iii. Sequencing or repetition of material in an individual course or as a whole program
 - iv. Updating program outcomes
 - v. Updating a curriculum map
 - vi. Updating the program's master rubric
- As available, provide data that demonstrates the impact your changes had on meeting program outcomes. See trends in the data tables.

NOTE: For organizational purposes, this section is the summary narrative. The sections address specific elements of assessment and revision such as senior paper, feedback loops, future data, etc.... Those sections may refer back to this summary narrative.

The department has used program assessment information to make several changes and modifications across our majors and programs since 2016. These changes are summarized here and then expounded upon when necessary in other sections of the program review. In general, faculty meet once or twice a year to discuss the Whole Person Assessment (WPA) rubrics, criterion line scores, and general feedback from alumni and students. From these assessment review days, the faculty take action to improve or modify department programs.

2016-2017 was an important season for department assessment and has driven ongoing changes. The assessment review process illuminated the fact that department program learning outcomes (PLO) had not been built in a way that truly assessed field-specific learning for students, but more general-education-type student learning outcomes. Recognizing this allowed for more sincere conversations regarding department goals for the future as it relates to degree plan structures, course development, and general revision and updates. This also led to enthusiastic engagement with the idea of revising the curriculum in

many of the department's programs to match with the increasing frequency of our graduates going on to graduate education. We were also able to identify disconnects between the value the department places on internships (HHG 399) for student learning and the corresponding lack of support the department was providing in identifying his quality experiences in some programs. Proposed changes to the internship program were paused on account of the disruptions and uncertainties caused by the COVID-19 pandemic. However, a trial of curriculum and program modifications began in Fall 2021.

The 2016-2017 assessment review process ended with the Summer Assessment Institute where drafts of program PLOs, curriculum maps, and assessment plans were submitted for departmental revision and approved during the 2017-2018 year. Assessment packets, including PLOs, Curriculum Maps, Assessment Plans, Master Rubrics, and Artifact Rubrics were created and approved by the program faculty. These items were fully implemented in the 2018-19 school year. During the 2017-2018 year, focus groups were held with students in our programs, and the first systematic College of Arts and Cultural Studies (CACS) program review took place.

The 2017-2018 CACS systematic program review yielded mixed results for the department's programs. Political Science (formerly Government), International Relations, International Community Development, and History rank in the top tier of programs in the college. Global Studies and Leadership Studies are at risk, primarily due to low enrollment and a lack of program dedicated full-time faculty. These are interdisciplinary programs built out of the existing program curriculum, which often creates advising challenges for students as they are unsure of where their "home" program fits. We are actively involved in a conversation regarding whether or not to terminate these programs or how to find dedicated resources to improve. Social Studies Education (SOSE) also landed as a weak program. However, SOSE students are essentially History majors with an additional course battery in professional education proctored by the College of Education. Because of this, the program name has been changed to History with a Professional Education Concentration so that program review data provides a more accurate depiction of enrollment and resources.

In response to the CACS program review and other university initiatives, all of the on-campus departmental programs received degree plan revisions and had the minimum number of hours required for graduation reduced to 120. Each of these degree plan revisions contained strategic restructuring to improve alignment with the newly established program learning outcomes. Based on student focus groups, we strongly believe these new degree plans will help clarify the goal and learning expectations for students.

Since the significant department review of 2016-2017 and the college review of 2017-2018, the department has engaged in continuous and incremental changes and modifications. 2018-20219 was spent implementing the changes from the department and college program reviews. Learning outcome data were collected for all 5 departmental outcomes. As this was our first academic year with our new outcomes and artifacts, the number of observations was few. Once data errors were cleaned up, we saw scores between 3 and 4 on a 4 point scale. We find these short terms results pleasing. It appears the curriculum adjustments we made while building the new outcomes, such as requiring all senior paper students to present their papers and also to include a worldview reflection as an appendix in their senior

paper, is allowing us to more consistently check on whether our students are learning what we had hoped.

Many of these changes were put on hold immediately following the initiation of the COVID-19 pandemic. However, during the 2019-2020 and then the 2020-2021 school years, the faculty made significant increases in the use of technology in the classroom. Emergency measures adopted in Spring 2020 became more commonplace in 2020-2021. Faculty moved many of their exams and course content onto ORU's learning management system (D2L). Both changes helped to improve student accessibility. Faculty became comfortable using video conferencing software. While the pedagogical effectiveness of live streaming a class is an ongoing debate, video conferencing has been tremendously beneficial for office hours, student meetings, and senior paper presentations.

Nevertheless, faculty continued to make revisions and modifications to the curriculum in response to assessment and stakeholder feedback. In 2020-2021, the senior paper and project curriculum was modified to create an informal sequencing between research methods (GOV 449) and senior paper (HHG 499). Assessment days and faculty feedback revealed that student projects were of inconsistent quality or off-topic. Incremental changes to the senior paper class and the sequence of classes seems to have improved student experience and project quality. Starting in 2020-2021 and in response to student and alumni feedback, we initiated a trial of revisions to the internship program (HHG 399) which includes more focus on professional development, expanding internship placement services, and partnering with other successful internship program classes on campus. Starting in 2020-2021, the International Community Development (ICD) program was renamed to International Development (ID) to help with recruiting and post-graduation placements. Also in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes.

At the college level, a reorganization in CACS means that the History, Humanities, and Government department was absorbed into new units. Beginning in the 2021-2022 school year, the Political Science (POLS), International Relations (INR), Global Studies (GLOB), Leadership Studies (LEAD), and International Development (ID – formerly ICD) joined with communication programs to create the School of Communication and Public Affairs. The History (HIS) and related programs joined with modern languages and other humanities programs to create the School of Liberal Arts. It is too early to tell the impacts of this realignment, but, the hope is that we can work across the School of Communication and Public Affairs to equip students with analytical and communications skills in high demand in the marketplace.

2. If you use *Senior papers/projects* they often provide rich data on student achievement. How do you tie the results from these artifacts back to changes for specific courses?

Senior papers and projects are a key part of our mastery-level assessment. While a single faculty member leads the class, faculty across the department are involved in the project development phase and as evaluators during senior paper presentations.

Faculty expressed concern in 2018-2019 about inconsistent quality work and non-germane research topics in HHG 499 Senior Paper. This led to curriculum and sequencing changes

in both HHG 499 and GOV 449 Political Science Research Methods. Starting in 2020-2021, the GOV 449 course pivoted towards a broader emphasis on research design. While the key assessment in the course remained a research proposal and presentation, students were now explicitly expected to use the GOV 449 research proposal as the foundation of their HHG 499 senior project. This created an informal sequencing encouraging students to take GOV 449 earlier than HHG 499. Additionally, curriculum changes in HHG 499 required that students meet with content experts in the department about their senior project. This ensures that students have feedback from multiple faculty in the design and execution of their senior papers.

The impacts of the disruptions caused by the COVID-19 pandemic make evaluating these curricula and sequencing changes difficult since they occurred during a non-normal school year. For example, tables B and C show that all rubrics and criteria lines now score above 3.0, but, the overall averages may have fallen since 2018. However, informal feedback from students and faculty suggests that the revisions to the classes and the sequencing of GOV 449 and HHG 499 have made the senior project process more manageable for students and led to more consistent project quality with more substantively interesting project topics. While optimistic about the informal responses, we are still waiting on more data to evaluate the full impact.

3. As applicable, describe how you've updated the program due to professional accreditation changes or reports, student surveys, alumni and stakeholder feedback, market trends, etc.

At the undergraduate level, there is no accreditation body for the programs in our department. Nevertheless, we are attentive to student and stakeholder feedback along with developments in professional environments where our students go.

4. Describe any data-driven decisions that faculty members made to *open this program* since 2016. Please provide evidence of data informing the decision to open the program.
5. Describe your stakeholder participation from alumni, community members, businesses, other organizations, etc.
 - Who are they?
 - What feedback have you received?
 - How have you used the feedback for continuous improvement?

The department feedback loop consists of student opinion surveys, internship supervisor response forms in the HHG 399 Internship course, and informal communication by stakeholders with faculty. Alumni and community member stakeholders maintain good relationships with faculty and freely discuss the strengths and weaknesses of ORU. Informal channels include direct emails, in-person alumni visits, or similar. Alumni are active in various government agencies, working as staff for political leaders, practicing law, and involved in business or community organizations. Faculty are active with community organizations, which provides an additional avenue for learning community needs or getting feedback on internships. Feedback from stakeholders has resulted in consistent internship placements with the offices of specific political leaders and community organizations, revisions to the internship (HHG 399) curriculum, and other changes as identified in the summary narrative.

6. Describe any open questions that faculty members have concerning the program that they are *waiting on future data* to evaluate for decision-making.

The department is waiting for more data on three key curriculum changes. As discussed elsewhere in this review, the senior paper and project curriculum and sequencing were modified in 2020-2021. At this point, we have informal responses and one year of rubric data. However, it is unclear how COVID-19 protocols may have affected the WPA and criterion line scores from 2020-2021. We are still waiting to see 2021-2022 before making further adjustments.

Related, in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes. We are still waiting on more information and data before adjusting the artifact specific rubrics.

The final key curriculum change has been in the internship program. In 2017, the faculty began a discussion about the internship program connected to the HHG 399 Internship course. Through the WPA assessment review process we were able to identify disconnects between the value the university places on internships for student learning and the corresponding lack of support the department was providing in identifying quality experiences in some programs. While the department has strong connections with political leaders in the region and a few government agencies, the internship course could improve the placement process and the professional development aspect of the curriculum. Two actions were taken.

First, we began to promote the use of Handshake, an internship placement service used across the university. While faculty are often sent limited internship opportunities by past alumni, Handshake provides students with access to more options.

Second, we began a three-semester trial of incorporating curriculum from other units on campus. In Fall 2021, we added a resume evaluation into the curriculum where students send their resumes to ORU career services for consultation. For Spring 2022 and all of 2022-2023, the faculty have merged the classroom elements of HHG 399 with the Communication internship. At the end of the trial period, the faculty will compare student outcomes and determine if and how to adjust the HHG 399 Internship program.

BS Liberal Studies

Program Review | 2018-2021

Department Chair: David Farnsworth

Assessment Coordinator: Dr. Marcela Chaván

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I. Number of Majors | 2018 - 2021

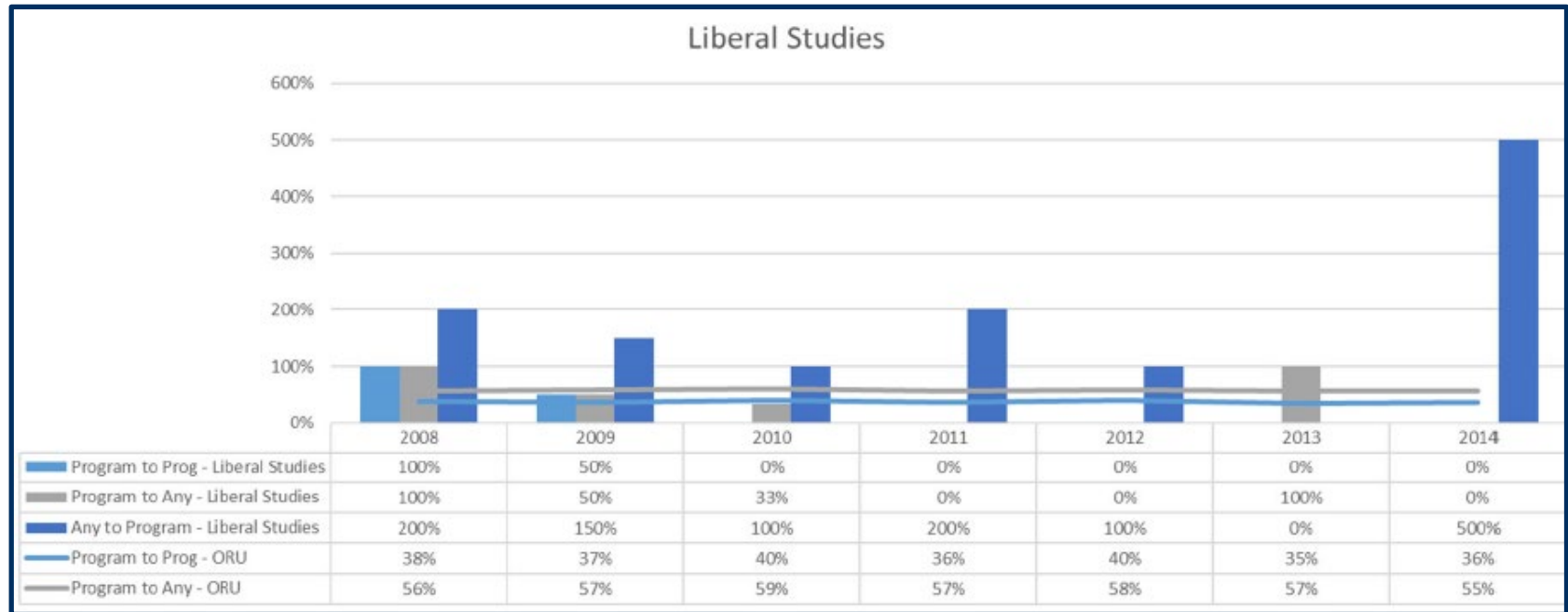
Residential:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
5	26	27	22

Online:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
8	12	28	32

II. Graduation Rate | Cohort of 2008 - 2014



III. Program Outcomes

#	Program Outcome (2021)
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.
4	Students will participate in a meaningful, practical, field-learning experience.
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.

#	Program Outcome (2018)
1	Students will be able to understand, analyze, and communicate general knowledge of their chosen area of emphasis
2	Students will be able to identify and critique research in their chosen area of emphasis.
3	Students will participate in a meaningful, practical, field learning experience.
4	Demonstrate the ability to apply their Christian faith and worldview to their chosen area of emphasis to promote God's healing.

IV. Artifact Descriptions

1. **Political Science Research Methods Final Research Design (GOV 449)** Students will create a research design/research prospectus as the research project for this class. Students will develop an annotated bibliography, define appropriate data sources and analytical techniques, and present their research design to the class in an informative and visually compelling manner.
2. **Political Science Research Methods Research Design Presentation (GOV 449)** Students will present their research design to the class in an informative and visually compelling manner.
3. **Department Internship Reflection Essay (HHG 399)** Students must participate in an internship/practicum. After the field experience, students reflect on the skills they developed, what they learned about faith in public life, and how the internship influenced future career goals.
4. **Department Internship and Feedback Form (HHG 399)** Student completes required time for the internship to the satisfaction of the professional mentor.
5. **Department Senior Paper (HHG 499)** Students develop and execute an original research project. Students develop an extensive annotated bibliography, substantive engagement with a particular research method, exposure to IRB and research ethics, and then present their findings in a professional/academic context.
6. **Department Senior Paper Presentation (HHG 499)** Students present the findings of their Senior paper in a professional/academic context. The topic's significance is detailed and comprehensive, with a clear, detailed and easily identifiable thesis. The student has good eye contact, pacing, use of English, signposts, and summaries to help the audience to follow along.

V. Artifact and Program Outcome Alignment

#	Artifact	Program Outcome				
		1	2	3	4	5
1	Political Science Research Methods Final Research Design (GOV 449)	M	M	M		
2	Political Science Research Methods Research Design Presentation (GOV 449)	M	M	M		
3	Department Internship Reflection Essay (HHG 399)				M	
4	Department Internship and Feedback Form (HHG 399)				M	
5	Department Senior Paper (HHG 499)				M	M
6	Department Senior Paper Presentation (HHG 499)				M	M

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

VI. Primary Evidence

A. Program Outcomes

#	Program Outcome	2018 - 2019				2019 - 2020				2020 - 2021			
		Residential		Online		Residential		Online		Residential		Online	
		n	score	n	score	n	score	n	score	n	score	n	score
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.	3	3.33	-	-	15	3.17	-	-	9	4.00	-	-
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.	7	3.29	-	-	35	3.38	-	-	21	3.71	-	-
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.	4	3.50	-	-	20	3.28	-	-	12	3.56	-	-
4	Students will participate in a meaningful, practical, field-learning experience.	3	4.00	-	-	15	4.00	-	-	9	4.00	-	-
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.	3	3.33	-	-	15	3.17	-	-	-	-	-	-

B. Artifact Outcomes

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

Artifact Outcomes	2018 - 2019				2019 - 2020				2020 - 2021			
	Residential		Online		Residential		Online		Residential		Online	
	n	score	n	score	n	score	n	score	n	score	n	score
WPA-LIBS-Department Internship Documentation and Feedback Form (HHG 399)												
WPA-LIBS-Department Internship Reflection Essay (HHG 399)												
WPA-LIBS-Final Research Design (GOV 449)												
WPA-LIBS-Research Design Presentation (GOV 449)												
WPA-LIBS-Final Senior Paper (HHG 499)	1	3.46			5	3.48			3	3.82		
WPA-LIBS-Senior Paper Presentation Defense (HHG 499)	1	3.50			5	3.85			3	3.84		

C. Criterion Outcomes

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

Criterion Outcomes	2018 – 2019				2019 – 2020				2020 – 2021			
	Residential		Online		Residential		Online		Residential		Online	
	n	score	n	score	n	score	n	score	n	score	n	score
LIBS-1-A-Concept Description	1	4.00	-	-	5	3.60	-	-	3	4.00	-	-
LIBS-1-B-Concept Explanation	1	3.00	-	-	5	3.00	-	-	3	4.00	-	-
LIBS-1-C-Concept Evaluation	1	3.00	-	-	5	3.20	-	-	3	4.00	-	-
LIBS-2-A-Written Description	1	4.00	-	-	5	3.60	-	-	3	3.67	-	-
LIBS-2-B-Written Argument	1	3.00	-	-	5	3.40	-	-	3	4.00	-	-
LIBS-2-C-Mechanics and Style	1	2.00	-	-	5	3.40	-	-	3	3.33	-	-
LIBS-2-D-Oral Description	1	3.00	-	-	5	4.00	-	-	3	4.00	-	-
LIBS-2-E-Oral Argument	1	3.00	-	-	5	3.60	-	-	3	4.00	-	-
LIBS-2-F-Presentation Mechanics	1	4.00	-	-	5	3.80	-	-	3	3.67	-	-
LIBS-2-G-Presentation Organization	1	4.00	-	-	5	4.00	-	-	3	3.67	-	-
LIBS-3-A-Literature Review	1	4.00	-	-	5	3.00	-	-	3	3.33	-	-
LIBS-3-B-Thesis Development	1	3.00	-	-	5	3.60	-	-	3	3.67	-	-
LIBS-3-C-Causal Explanation	1	4.00	-	-	5	3.60	-	-	3	3.67	-	-
LIBS-3-D-Data Sources	1	3.00	-	-	5	3.60	-	-	3	4.00	-	-
LIBS-4-A-Faith/Worldview Motivation	1	4.00	-	-	4	4.00	-	-	3	4.00	-	-
LIBS-4-B-Influence on Faith/Worldview	1	4.00	-	-	4	4.00	-	-	3	4.00	-	-
LIBS-4-C-Practical Influence	1	4.00	-	-	4	4.00	-	-	3	4.00	-	-

D. University Whole Person Outcomes

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

ORU Whole Person Outcomes		2018 – 2019				2019 – 2020				2020 – 2021			
		Residential		Online		Residential		Online		Residential		Online	
		n	score	n	score	n	score	n	score	n	score	n	score
1A	Biblical Literacy			2	4.00			2	4.00			15	3.57
1B	Spiritual Formation					1	4.00	14	3.78			33	3.78
2A	Critical Thinking, Creativity & Aesthetic Appreciation			9	3.08	3	2.67	26	3.30			14	3.722
2B	Global & Historical Perspectives							8	3.50			5	4.00
2C	Information Literacy			4	4.00			18	3.79			42	3.05
2D	Knowledge of the Physical & Natural World			1	4.00	1	3.00	3	2.67			1	4.00
2E								2	3.00				
3A	Healthy Lifestyle					1	3.00	8	2.00			8	2.67
3B	Physically Disciplined Lifestyle			6	3.17			36	3.50			23	3.55
4A	Ethical Reasoning & Behavior					7	3.43	49	3.12			44	3.74
4B	Intercultural Knowledge & Engagement							5	4.00			3	4.00
4C	Written & Oral Communication			1	4.00	1	4.00	43	3.12			62	3.19
4D	Leadership Capacity			1	4.00	2	4.00	29	3.13			32	3.71
4E								3	2.33				

VII. Program Assessment Process Description

1. What is the *annual process and activities that contribute towards continuous improvement*? Examples may include:

HHG has engaged in an annual assessment day for several years and covers all of the current program review period (2016-2020). The assessment day occurred during regular department meetings or as a special pre-semester meeting. All faculty were required to attend and the assessment coordinator (the department chair) presented quantitative results from the Whole Person Assessment (WPA) program scores. During that meeting, faculty would discuss the results along with qualitative observations from courses.

Evidence of these meetings is included and is labeled as “assessment catalog” or “assessment day”.

2. What process do you use to *implement your recommendations*?

Faculty implement recommendations at the course level. This includes creating or redesigning assignments, modifying syllabi and content taught in the course, or updating rubrics to better reflect the learning occurring in the classroom.

3. How do you “close-the-feedback loop” and *review the effects of your changes*?

The annual assessment day provides the opportunity to review if the changes implemented in specific courses have led to improvements in WPA program scores. Faculty also consider student and graduate comments and responses in student evaluations. At the present, the student and graduate comment process are formalized through the Student Opinion Survey (SOS) and by reviewing the reflections and appendices students create in the internship and senior paper courses. Informal feedback comes from conversations with students after they graduate. While outside the formalized process, phone calls and visits from former students help us know the types of skills they need to succeed in HHG related career fields.

VIII. Continuous Program Improvement Description

1. How have the results of assessment directly affected program changes for the future?

For each of the following questions:

- *Place any key documents that you reference in the folder with this document*
- *Describe who's involved.* Please make reference to faculty, instructional, and other staff members involved in the processes and methodologies to assess student learning
- *Describe when the activity took place*

1. Since 2016, how have the results of assessment directly affected program changes for the future?

- Provide data used to support the need for improvement. Data may come from:
 - i. ORU, program, artifact-rubric, and criterion line scores
 - ii. Professional accreditation reviews, student surveys, alumni and stakeholder feedback, market reports, etc.
- Changes may have taken place in the following areas:
 - i. Course content, artifacts, and rubrics
 - ii. Instructional strategies, including a change in the use of technology
 - iii. Sequencing or repetition of material in an individual course or as a whole program
 - iv. Updating program outcomes
 - v. Updating a curriculum map
 - vi. Updating the program's master rubric
- As available, provide data that demonstrates the impact your changes had on meeting program outcomes. See trends in the data tables.

NOTE: For organizational purposes, this section is the summary narrative. The sections address specific elements of assessment and revision such as senior paper, feedback loops, future data, etc.... Those sections may refer back to this summary narrative.

The department has used program assessment information to make several changes and modifications across our majors and programs since 2016. These changes are summarized here and then expounded upon when necessary in other sections of the program review. In general, faculty meet once or twice a year to discuss the Whole Person Assessment (WPA) rubrics, criterion line scores, and general feedback from alumni and students. From these assessment review days, the faculty take action to improve or modify department programs.

2016-2017 was an important season for department assessment and has driven ongoing changes. The assessment review process illuminated the fact that department program learning outcomes (PLO) had not been built in a way that truly assessed field-specific learning for students, but more general-education-type student learning outcomes. Recognizing this allowed for more sincere conversations regarding department goals for the future as it relates to degree plan structures, course development, and general revision and updates. This also led to enthusiastic engagement with the idea of revising the curriculum in

many of the department's programs to match with the increasing frequency of our graduates going on to graduate education. We were also able to identify disconnects between the value the department places on internships (HHG 399) for student learning and the corresponding lack of support the department was providing in identifying his quality experiences in some programs. Proposed changes to the internship program were paused on account of the disruptions and uncertainties caused by the COVID-19 pandemic. However, a trial of curriculum and program modifications began in Fall 2021.

The 2016-2017 assessment review process ended with the Summer Assessment Institute where drafts of program PLOs, curriculum maps, and assessment plans were submitted for departmental revision and approved during the 2017-2018 year. Assessment packets, including PLOs, Curriculum Maps, Assessment Plans, Master Rubrics, and Artifact Rubrics were created and approved by the program faculty. These items were fully implemented in the 2018-19 school year. During the 2017-2018 year, focus groups were held with students in our programs, and the first systematic College of Arts and Cultural Studies (CACS) program review took place.

The 2017-2018 CACS systematic program review yielded mixed results for the department's programs. Political Science (formerly Government), International Relations, International Community Development, and History rank in the top tier of programs in the college. Global Studies and Leadership Studies are at risk, primarily due to low enrollment and a lack of program dedicated full-time faculty. These are interdisciplinary programs built out of the existing program curriculum, which often creates advising challenges for students as they are unsure of where their "home" program fits. We are actively involved in a conversation regarding whether or not to terminate these programs or how to find dedicated resources to improve. Social Studies Education (SOSE) also landed as a weak program. However, SOSE students are essentially History majors with an additional course battery in professional education proctored by the College of Education. Because of this, the program name has been changed to History with a Professional Education Concentration so that program review data provides a more accurate depiction of enrollment and resources.

In response to the CACS program review and other university initiatives, all of the on-campus departmental programs received degree plan revisions and had the minimum number of hours required for graduation reduced to 120. Each of these degree plan revisions contained strategic restructuring to improve alignment with the newly established program learning outcomes. Based on student focus groups, we strongly believe these new degree plans will help clarify the goal and learning expectations for students.

Since the significant department review of 2016-2017 and the college review of 2017-2018, the department has engaged in continuous and incremental changes and modifications. 2018-20219 was spent implementing the changes from the department and college program reviews. Learning outcome data were collected for all 5 departmental outcomes. As this was our first academic year with our new outcomes and artifacts, the number of observations was few. Once data errors were cleaned up, we saw scores between 3 and 4 on a 4 point scale. We find these short terms results pleasing. It appears the curriculum adjustments we made while building the new outcomes, such as requiring all senior paper students to present their papers and also to include a worldview reflection as an appendix in their senior

paper, is allowing us to more consistently check on whether our students are learning what we had hoped.

Many of these changes were put on hold immediately following the initiation of the COVID-19 pandemic. However, during the 2019-2020 and then the 2020-2021 school years, the faculty made significant increases in the use of technology in the classroom. Emergency measures adopted in Spring 2020 became more commonplace in 2020-2021. Faculty moved many of their exams and course content onto ORU's learning management system (D2L). Both changes helped to improve student accessibility. Faculty became comfortable using video conferencing software. While the pedagogical effectiveness of live streaming a class is an ongoing debate, video conferencing has been tremendously beneficial for office hours, student meetings, and senior paper presentations.

Nevertheless, faculty continued to make revisions and modifications to the curriculum in response to assessment and stakeholder feedback. In 2020-2021, the senior paper and project curriculum was modified to create an informal sequencing between research methods (GOV 449) and senior paper (HHG 499). Assessment days and faculty feedback revealed that student projects were of inconsistent quality or off-topic. Incremental changes to the senior paper class and the sequence of classes seems to have improved student experience and project quality. Starting in 2020-2021 and in response to student and alumni feedback, we initiated a trial of revisions to the internship program (HHG 399) which includes more focus on professional development, expanding internship placement services, and partnering with other successful internship program classes on campus. Starting in 2020-2021, the International Community Development (ICD) program was renamed to International Development (ID) to help with recruiting and post-graduation placements. Also in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes.

At the college level, a reorganization in CACS means that the History, Humanities, and Government department was absorbed into new units. Beginning in the 2021-2022 school year, the Political Science (POLS), International Relations (INR), Global Studies (GLOB), Leadership Studies (LEAD), and International Development (ID – formerly ICD) joined with communication programs to create the School of Communication and Public Affairs. The History (HIS) and related programs joined with modern languages and other humanities programs to create the School of Liberal Arts. It is too early to tell the impacts of this realignment, but, the hope is that we can work across the School of Communication and Public Affairs to equip students with analytical and communications skills in high demand in the marketplace.

2. If you use *Senior papers/projects* they often provide rich data on student achievement. How do you tie the results from these artifacts back to changes for specific courses?

Senior papers and projects are a key part of our mastery-level assessment. While a single faculty member leads the class, faculty across the department are involved in the project development phase and as evaluators during senior paper presentations.

Faculty expressed concern in 2018-2019 about inconsistent quality work and non-germane research topics in HHG 499 Senior Paper. This led to curriculum and sequencing changes

in both HHG 499 and GOV 449 Political Science Research Methods. Starting in 2020-2021, the GOV 449 course pivoted towards a broader emphasis on research design. While the key assessment in the course remained a research proposal and presentation, students were now explicitly expected to use the GOV 449 research proposal as the foundation of their HHG 499 senior project. This created an informal sequencing encouraging students to take GOV 449 earlier than HHG 499. Additionally, curriculum changes in HHG 499 required that students meet with content experts in the department about their senior project. This ensures that students have feedback from multiple faculty in the design and execution of their senior papers.

The impacts of the disruptions caused by the COVID-19 pandemic make evaluating these curricula and sequencing changes difficult since they occurred during a non-normal school year. For example, tables B and C show that all rubrics and criteria lines now score above 3.0, but, the overall averages may have fallen since 2018. However, informal feedback from students and faculty suggests that the revisions to the classes and the sequencing of GOV 449 and HHG 499 have made the senior project process more manageable for students and led to more consistent project quality with more substantively interesting project topics. While optimistic about the informal responses, we are still waiting on more data to evaluate the full impact.

3. As applicable, describe how you've updated the program due to professional accreditation changes or reports, student surveys, alumni and stakeholder feedback, market trends, etc.

At the undergraduate level, there is no accreditation body for the programs in our department. Nevertheless, we are attentive to student and stakeholder feedback along with developments in professional environments where our students go.

4. Describe any data-driven decisions that faculty members made to *open this program* since 2016. Please provide evidence of data informing the decision to open the program.
5. Describe your stakeholder participation from alumni, community members, businesses, other organizations, etc.
 - Who are they?
 - What feedback have you received?
 - How have you used the feedback for continuous improvement?

The department feedback loop consists of student opinion surveys, internship supervisor response forms in the HHG 399 Internship course, and informal communication by stakeholders with faculty. Alumni and community member stakeholders maintain good relationships with faculty and freely discuss the strengths and weaknesses of ORU. Informal channels include direct emails, in-person alumni visits, or similar. Alumni are active in various government agencies, working as staff for political leaders, practicing law, and involved in business or community organizations. Faculty are active with community organizations, which provides an additional avenue for learning community needs or getting feedback on internships. Feedback from stakeholders has resulted in consistent internship placements with the offices of specific political leaders and community organizations, revisions to the internship (HHG 399) curriculum, and other changes as identified in the summary narrative.

6. Describe any open questions that faculty members have concerning the program that they are *waiting on future data* to evaluate for decision-making.

The department is waiting for more data on three key curriculum changes. As discussed elsewhere in this review, the senior paper and project curriculum and sequencing were modified in 2020-2021. At this point, we have informal responses and one year of rubric data. However, it is unclear how COVID-19 protocols may have affected the WPA and criterion line scores from 2020-2021. We are still waiting to see 2021-2022 before making further adjustments.

Related, in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes. We are still waiting on more information and data before adjusting the artifact specific rubrics.

The final key curriculum change has been in the internship program. In 2017, the faculty began a discussion about the internship program connected to the HHG 399 Internship course. Through the WPA assessment review process we were able to identify disconnects between the value the university places on internships for student learning and the corresponding lack of support the department was providing in identifying quality experiences in some programs. While the department has strong connections with political leaders in the region and a few government agencies, the internship course could improve the placement process and the professional development aspect of the curriculum. Two actions were taken.

First, we began to promote the use of Handshake, an internship placement service used across the university. While faculty are often sent limited internship opportunities by past alumni, Handshake provides students with access to more options.

Second, we began a three-semester trial of incorporating curriculum from other units on campus. In Fall 2021, we added a resume evaluation into the curriculum where students send their resumes to ORU career services for consultation. For Spring 2022 and all of 2022-2023, the faculty have merged the classroom elements of HHG 399 with the Communication internship. At the end of the trial period, the faculty will compare student outcomes and determine if and how to adjust the HHG 399 Internship program.

BA in Translation and Interpreting

Program Review | 2018-2021

Department Chair: David Farnsworth

Assessment Coordinator: David Farnsworth

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I. Number of Majors | 2018 - 2021

Residential:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
6	4	10	18



II. Graduation Rate | Cohort of 2008 - 2014

Not available due to recent start of program in Fall 2018.

III. Program Outcomes – Translation and Interpretation

#	Program Outcome
1	Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian Worldview.
2	Student demonstrates developing target language proficiency in the four modes of communication.
3	Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.
4	Student is skilled in the use of translation hardware and CAT tools, maintains ethical conduct, and effectively manages client relations.
5	Student is able to analyze source and target language linguistic structures, understand various translation theories and determine an effective translation approach.
6	Student is able to use translation hardware and CAT tools, maintain ethical conduct, and effectively manage client relations.

IV. Artifact Descriptions

The artifacts used to evaluate student achievement of outcomes for the Translation/Interpreting program are specific assignments/projects completed during the courses. The assignments/projects, which serve as artifacts, are constructed in a manner to assess both program outcomes and student content knowledge related to the course in which the assignment/project is given.

1. **TRNS Project 1 (Upper-division foreign language course)** – Students will submit the electronic documentation of their written/oral project from the corresponding upper-division language course.
2. **TRNS Project 2 (TRNS 331)** – Student will submit the final documentation of their senior paper or senior project.
3. **TRNS Project 3 (TRNS 441)** – Students will submit the final documentation of their semester translation project.
4. **TRNS Project 4 (TRNS 450)** – Students will submit the final documentation of their semester internship project.
5. **TRNS Project 5 (TRNS 499)** – Students will submit the final documentation of their senior paper.

V. Artifact and Program Outcome Alignment

#	Artifact	Program Outcome					
		1	2	3	4	5	6
1	TRNS Project 1 (FRE 302/SPA 302)	M					
2	OPI Results		M				
3	TRNS Project 2 (TRNS 331)			M			M
4	TRNS Project 3 (TRNS 441)					M	
5	TRNS Project 4 (TRNS 450)				M		
6	TRNS Project 5 (TRNS 499)						

Program Learning Outcome	Developmental/Mastery Level Course(s)	Direct Evidence (Artifact) of Student Learning
1. Integrating Faith and Learning - Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian Worldview.	FRE 302, SPA 302	Christian Aesthetics Essay
2. Student demonstrates near native target language proficiency or better in the four modes of communication.	ACTFL Oral Proficiency Interview (OPI)	OPI Results
3. Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.	WRT 331	Creative Writing Portfolio
4. Student is able to think critically, analyze source and target language linguistic structures, apply translation theory, synthesize information and evaluate information critically.	TRNS 321 or TRNS 441	Senior Paper
5. Student is able to analyze source and target language linguistic structures, understand various translation theories and determine an effective translation approach.	TRNS 321 or TRNS 441	Semester Project
6. Student is able to use translation hardware and CAT tools, maintain ethical conduct, and effectively manage client relations.	TRNS 331	CAT Module

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

VI. Primary Evidence

A. Program Outcomes

Note: WPA rubrics were not created in D2L at the point where ORU's Assessment system moved to that platform; so, there is no WPA data available for the program review period.

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

B. Artifact Outcomes

Note: WPA rubrics were not created in D2L at the point where ORU's Assessment system moved to that platform; so, there is no WPA data available for the program review period.

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

C. Criterion Outcomes

Note: WPA rubrics were not created in D2L at the point where ORU's Assessment system moved to that platform; so, there is no WPA data available for the program review period.

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

D. University Whole Person Outcomes

ORU Whole Person Outcomes		2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1A	Biblical Literacy	2	4.00	-	-	10	4.00
1B	Spiritual Formation	1	4.00	4	4.00	21	3.85
2A	Critical Thinking, Creativity & Aesthetic Appreciation	-	-	1	2.00	14	3.78
2B	Global & Historical Perspectives	1	3.75	2	4.00	1	4.00
2C	Information Literacy	4	3.75	9	3.58	7	3.29
2D	Knowledge of the Physical & Natural World	-	-	-	-	-	-
3A	Healthy Lifestyle	1	3.00	5	2.67	4	1.75
3B	Physically Disciplined Lifestyle	2	3.00	4	4.00	9	2.42
4A	Ethical Reasoning & Behavior	7	4.00	15	3.21	7	3.71
4B	Intercultural Knowledge & Engagement	13	3.85	9	3.33	13	3.74
4C	Written & Oral Communication	7	3.80	15	3.33	18	3.53
4D	Leadership Capacity	-	-	16	3.30	23	3.95

VII. Program Assessment Process Description

With the implementation of the university assessment system moving to a new platform beginning in the fall semester of 2018, data has been collected on individual student assignments scored using rubrics created by translation/interpreting and foreign language faculty. The data is provided by the university once each semester. Availability of the data has been limited to outcome level up until 2021, and therefore criterion level data was not available until recently. Observing only outcome level view with a small number of students in the program provides very limited information not easily utilized to improve program outcomes. In the future, when more criterion level data is available faculty members will be able to see more detailed course specific information and even though number of majors are small, can still gain information related to the program.

The English and Modern Language Department has engaged in assessment activities for several years, which covers all of the current program review period (2016-2020). Assessment activities occurred during regular department meetings or as a special meeting ("Assessment Day") immediately prior to the start of the semester. All faculty were required to attend, and the assessment coordinator (the department chair) presented quantitative results from the Whole Person Assessment (WPA) program scores. During that meeting, faculty would discuss the results along with qualitative observations from courses.

Faculty implement recommendations at the course level. This includes creating or redesigning assignments, modifying syllabi and content taught in the course, or updating rubrics to better reflect the learning occurring in the classroom.

In addition to reviewing WPA program scores, faculty also consider comments from current students and alumni, which may arise during informal conversations or during advisement. At present, student and graduate comment process are formalized through the Student Opinion Survey (SOS) and by reviewing student reflections written in internship and senior paper courses.

VIII. Continuous Program Improvement Description

In 2015, our previously existing program Modern Foreign Language Education (MFLE) underwent program review for the ORU College of Education. This program review required the incorporation of standards from the American Council on the Teaching of Foreign Languages (ACTFL). Subsequent to this program review, faculty from the former English and Modern Languages Department determined that adding ACTFL proficiency level wording to our syllabi would make stakeholders (students, faculty, outside parties) aware of our goals for student language learning at each level. Foreign language syllabi were reviewed, and proficiency level wording in the form of ACTFL “can do” statements was incorporated into all foreign language syllabi in 2017.

2016-2017 was an important season for department assessment and has driven ongoing changes. The assessment review process illuminated the fact that department program learning outcomes (PLO) had not been built in a way that truly assessed field-specific learning for students, but more general-education-type student learning outcomes. Recognizing this allowed for more sincere conversations regarding department goals for the future as it relates to degree plan structures, course development, and general revision and updates.

The 2016-2017 assessment review process ended with the Summer Assessment Institute where drafts of program PLOs, curriculum maps, and assessment plans were submitted for departmental revision and approved during the 2017-2018 year. Assessment packets, including PLOs, Curriculum Maps, Assessment Plans, Master Rubrics, and Artifact Rubrics were created and approved by the program faculty. These items were fully implemented in the 2018-19 school year. During the 2017-2018 year, focus groups were held with students in our programs, and the first systematic College of Arts and Cultural Studies (CACS) program review took place.

The Translation and Interpreting program began officially in the fall of 2017 at the same time the university was moving its assessment system to a new platform. At this time, translation and interpreting outcomes were developed and rubrics were created; however, these rubrics were not implemented due to several factors, which, unfortunately, has prevented us from gathering data on specific translation and interpreting outcomes. While several changes have been made to the program since its inception, they have not been driven by WPA data but rather by instructor review of course content. The following is a summary of the changes this program has undergone:

- In 2020, a new course, TRNS 499 Senior Paper/Project, was created to replace the SPA 499 course that was used previously. This new course was needed since students are able to specialize in any one of the five foreign languages we offer, three of which did not have a senior paper course.

- The Translation and Interpreting major was originally designed as a combination of 24 credits of existing foreign language courses and 7 newly created courses translation and interpreting (21 credit hours) for a total major of 45 credit hours. In the fall of 2021, the program underwent another revision as a result of faculty observation of program needs, though not based on numerical data. These changes included:
 - Reducing the major “core” to a 24-credit hour translation/Interpreting major
 - Reconfiguring the foreign language portion of the degree to a 15-credit hour concentration
 - Lowering the beginning foreign language course from the 204 (intermediate II) level to 203 (intermediate I), making it more accessible to students, many of whom were required to take 11 credits of foreign language prior to their credits counting toward the major.
 - Renaming INTR 321 Beginning Interpreting as INTR 321 Interpreting I
 - Eliminating INTR 441 Advanced Interpreting. After the three initial years of the program, faculty determined that only three courses were necessary to cover most interpreting skills.
 - Renaming INTR 331 Intermediate Interpreting as INTR 441 Interpreting II
 - For consistency, TRNS 321 Beginning Translation, TRNS 331 Intermediate Translation, and TRNS 441 Advanced Translation were renamed TRNS 321 Translation I, TRNS 331 Translation II, and TRNS 331 Translation II, respectively.
 - Substituting the language-specific internship with a new course, TRNS 450 Internship. This course better reflects the nature of the internship and reduces the foreign language credit hour total.
 - Reducing the overall total degree hours from 123 to 120, which brings the degree in line with most other ORU degrees in terms of total number of credit hours.

In Fall '21, foreign language faculty revised the Translation/Interpreting Outcomes, eliminating outcome #3 and revising.

BA Writing

Program Review | 2018-2021

Department Chair: David Farnsworth

Assessment Coordinator: David Farnsworth

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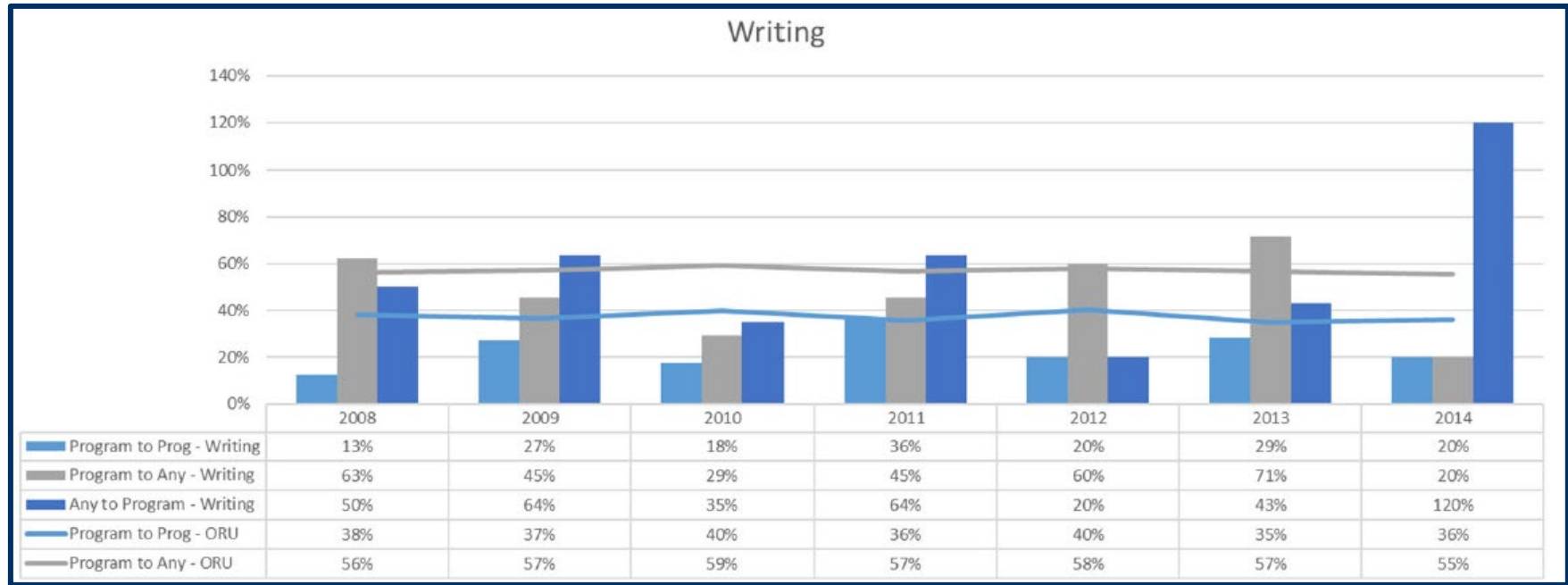
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I. Number of Majors | 2018 - 2021

Residential:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
20	18	21	20

II. Graduation Rate | Cohort of 2008 - 2014



III. Program Outcomes

#	Program Outcome
1	Integrating Faith and Learning - Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian Worldview.
2	Student is able to think critically, analyze linguistic structures, synthesize information, and evaluate information critically.
3	Mastering Literary Writing - Student can write with clarity and skill, can write original works avoiding formulaic writing, and can employ various literary devices.
4	Mastering Technical Writing - Student can read and use HTML code, write articles for the Web, properly build a website, and write progress and formal reports.
5	Student can write correct and effective academic papers, evaluating information and using it ethically and appropriately with correct grammar, mechanics, and presentation.

IV. Artifact Descriptions

The artifacts used to evaluate student achievement of outcomes for the WRT program are specific assignments/projects given during the course. The assignments/projects which serve as artifacts are constructed in a manner to assess both program outcomes and student content knowledge related to the course in which the assignment/project is given. The chart below shows in which courses the assignments are collected.

- 1. Christian Aesthetics Essay (WRT 201)**
- 2. Semester Project (WRT 304)**
- 3. Creative Writing Portfolio (WRT 331)**
- 4. Technical Writing Portfolio (WRT 336)**
- 5. Senior Paper (ENG or WRT 499)**

V. Artifact and Program Outcome Alignment

#	Artifact	Program Outcome				
		1	2	3	4	5
1	Christian Aesthetics Essay (WRT 201)	X				
2	Semester Project (WRT 304)		X			
3	Creative Writing Portfolio (WRT 331)			X		
4	Technical Writing Portfolio (WRT 336)				X	
5	Senior Paper (ENG or WRT 499)					X

Program Learning Outcome	Developmental/Mastery Level Course(s)	Direct Evidence (Artifact) of Student Learning
1. Integrating Faith and Learning - Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian Worldview.	WRT 201	Christian Aesthetics Essay
2. Student is able to think critically, analyze linguistic structures, synthesize information, and evaluate information critically.	WRT 304	Semester Project
3. Mastering Literary Writing - Student can write with clarity and skill, can write original works avoiding formulaic writing, and can employ various literary devices.	WRT 331	Creative Writing Portfolio
4. Mastering Technical Writing - Student can read and use HTML code, write articles for the Web, properly build a website, and write progress and formal reports.	WRT 336	Technical Writing Portfolio
5 Student can write correct and effective academic papers, evaluating information and using it ethically and appropriately with correct grammar, mechanics, and presentation.	ENG or WRT 499	Senior Paper

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

VI. Primary Evidence

A. Program Outcomes

#	Program Outcome	2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1	Integrating Faith and Learning - Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian Worldview.	-	-	10	4.00	8	3.86
2	Student is able to think critically, analyze linguistic structures, synthesize information, and evaluate information critically.	-	-	-	-	-	-
3	Mastering Literary Writing - Student can write with clarity and skill, can write original works avoiding formulaic writing, and can employ various literary devices.	-	-	4	3.50	21	3.33
4	Mastering Technical Writing - Student can read and use HTML code, write articles for the Web, properly build a website, and write progress and formal reports.	-	-	-	-	-	-
5	Student can write correct and effective academic papers, evaluating information and using it ethically and appropriately with correct grammar, mechanics, and presentation.	20	3.25	2	3.00	8	3.38

- Program outcomes are being collected for 6, 8, and 10.

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

B. Artifact Outcomes

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WPA-WRT-Annotated Bibliography	3	3.67	4	3.63	3	3.83
WPA-WRT-Christian Aesthetics Essay	-	-	5	4.00	4	3.88
WPA-WRT-Creative writing portfolio	-	-	-	-	7	3.33
WPA-WRT-Review of Literature	3	3.67	3	3.17	3	3.67
WPA-WRT-Senior Paper	5	3.25	1	3.50	2	3.38
WPA-WRT-Supervisor Evaluation	3	4.00	-	-	-	-
WPA-WRT-Annotated Bibliography	3	3.67	4	3.63	3	3.83
WPA-WRT-Christian Aesthetics Essay	-	-	5	4.00	4	3.88

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

C. Criterion Outcomes

Criterion Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WRT-1-A-Personal Faith	-	-	5	4.00	4	4.00
WRT-1-B-Christian Worldview	-	-	5	4.00	4	3.80
WRT-3-A-Writing Skill	-	-	-	-	7	3.43
WRT-3-B-Original Works	-	-	-	-	7	3.29
WRT-3-C-Employs Literary Devices	-	-	-	-	7	3.29
WRT-5-A-Ethical and Appropriate Use of Information	5	3.00	1	3.00	2	4.00
WRT-5-B-Evaluation of Information	5	3.80	1	4.00	2	3.50
WRT-5-C-Grammar and Mechanics	5	2.80	1	3.00	2	3.00
WRT-5-D-Writing Style	5	3.40	1	4.00	2	3.00
WRT-6-A-Ethical Decision-making	3	4.00	-	-	-	-
WRT-6-B-Professional Work Ethic	3	4.00	-	-	-	-
WRT-6-B-Resume Content	-	-	2	3.00	1	4.00

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

D. University Whole Person Outcomes

ORU Whole Person Outcomes		2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1A	Biblical Literacy	-	-	-	-	16	4.00
1B	Spiritual Formation	-	-	8	4.00	38	3.89
2A	Critical Thinking, Creativity & Aesthetic Appreciation	-	-	6	2.83	3	3.67
2B	Global & Historical Perspectives	-	-	4	3.83	2	4.00
2C	Information Literacy	-	-	21	3.85	40	3.99
2D	Knowledge of the Physical & Natural World	-	-	2	2.50	-	-
3A	Healthy Lifestyle	-	-	9	1.89	21	2.57
3B	Physically Disciplined Lifestyle	-	-	28	3.00	17	2.95
4A	Ethical Reasoning & Behavior	-	-	25	3.66	49	3.91
4B	Intercultural Knowledge & Engagement	-	-	7	4.00	26	3.80
4C	Written & Oral Communication	-	-	28	3.80	37	3.93
4D	Leadership Capacity	-	-	27	3.81	40	3.83

VII. Program Assessment Process Description

With the implementation of the university assessment system moving to a new platform beginning in the fall semester of 2018, data has been collected on individual student assignments scored using rubrics created by translation/interpreting and foreign language faculty. The data is provided by the university once each semester. Availability of the data has been limited to outcome level up until 2021, and therefore criterion level data was not available until recently. Observing only outcome level view with a small number of students in the program provides very limited information not easily utilized to improve program outcomes. In the future, when more criterion level data is available faculty members will be able to see more detailed course specific information and even though number of majors are small, can still gain information related to the program.

The English and Modern Language Department has engaged in assessment activities for several years, which covers all of the current program review period (2016-2020). Assessment activities occurred during regular department meetings or as a special meeting ("Assessment Day") immediately prior to the start of the semester. All faculty were required to attend, and the assessment coordinator (the department chair) presented quantitative results from the Whole Person Assessment (WPA) program scores. During that meeting, faculty would discuss the results along with qualitative observations from courses.

Faculty implement recommendations at the course level. This includes creating or redesigning assignments, modifying syllabi and content taught in the course, or updating rubrics to better reflect the learning occurring in the classroom.

In addition to reviewing WPA program scores, faculty also consider comments from current students and alumni, which may arise during informal conversations or during advisement. At present, student and graduate comment process are formalized through the Student Opinion Survey (SOS) and by reviewing student reflections written in internship and senior paper courses.

VIII. Continuous Program Improvement Description

In their review of the Writing program, English and writing faculty have proposed the following improvements. As a whole, these changes have not been driven by WPA data but rather by review of the program's coursework. The following is a summary of the changes this program has undergone:

- In 2020, faculty voted to remove WRT 212 Writing Workshop: Revision from the Writing degree plan. This course was originally created as a "lab" for the course WRT 201 Introduction to Writing. It was created to give more time for students to revise their writing; however, the English and Writing faculty found the course unnecessary, and it can prove challenging for students to work the one-credit course into their schedules along with WRT 201.
- In 2020, faculty voted to remove LANG 300 Career Preparation from all EML degree programs, including Writing. This course was originally designed for students in certain EML Department programs to help with career readiness; however, its topics are covered in advisement and in other courses. There is also a plethora of good resumé writing instruction and training for interviews available online. The course has also had fairly low enrollment over the past few semesters.
- Faculty continue to review the course WRT 312 Writing Workshop. Currently, writing majors repeat this one-credit course three times with a different emphasis each time. Emphases are Copyediting, Diction, and Freelance and Publishing. At time it is challenging for students to fit this one-credit course into their schedules, and the question as to whether students would be better served by a three-credit course or if these topics may be better addressed another way.
- Finally, faculty are evaluating the current Writing Outcomes for as result of changes noted above, as well as ongoing advances in the technical writing profession due to technological advances and other advances in the profession. Tentative outcomes changes include those in red:
 - Outcome 1 – Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian Worldview
 - Outcome 2 – Student is able to think critically, analyze linguistic structures, synthesize information, and evaluate information critically.
 - Outcome 3 – Student can write with clarity and skill, can write original works avoiding formulaic writing, and can employ various literary devices.
 - Outcome 4 –Student can skillfully use information design techniques, write clear and usable documentation for print and online, and design an effective website.
 - Outcome 5 – Student can write correct and effective academic papers, evaluating information and using it ethically and appropriately with correct grammar, mechanics, and presentation.
 - Outcome 6 – Student demonstrates understanding of literary genres and characteristics of literature from various time periods.