

**Saint Katherine College Arts & Humanities  
PROGRAM REVIEW SELF-STUDY REPORT**

## **Introduction**

Saint Katherine College (the “College”) was founded by Frank Papatheofanis, MD, PhD and incorporated on June 30, 2010 as a California non-profit corporation. It received approval to operate from the California Bureau of Private Postsecondary Education in 2011. The College was originally located in Encinitas, California from 2010 to 2014, and moved to San Marcos, California in August 2014. From its founding, the College has offered baccalaureate degrees (BA, BS) in the liberal arts and sciences taught in the context of an Orthodox Christian worldview. Classroom instruction began in September 2011 with 14 enrolled students and has grown to 53 students. Our first commencement and graduation occurred in May 2013 when one student graduated. Our second commencement in May 2014 honored six students and our third commencement in May 2015 honored three students who were all awarded their degrees. The College has four full time professors and 17 adjunct professors. The Administration is composed of seven full-time employees including the President, Provost, and Chief Financial Officer.

The College is the only independent Orthodox Christian College of liberal arts and sciences in the Western hemisphere. The College is not part of a larger system or organization of the Orthodox tradition. The Mission of the College is as follows: “To provide a balanced education in the liberal arts and sciences, founded and rooted in the life of the Orthodox Christian Tradition - Inquiry Seeking Wisdom.”

St. Katherine College has a unique offering of degree programs that focus on four major disciplines: Arts and Humanities; Business, Management and Economics; Sport Performance; and Natural Sciences. Three of these disciplines have concentrations. While the pursuit of knowledge in each of these specific disciplines may vary, they all culminate in the focus of “Inquiry Seeking Wisdom” as we weave the study of the traditional liberal arts with the understanding of Orthodox Christianity to create a balanced, ethical, and wise individual.

The following is a list of the degree programs and the associated concentrations.

### Bachelor of Arts

BA Arts and Humanities

*Concentrations:*

- *Art*
- *English Language and Literature*
- *Interdisciplinary Studies*
- *History*

- *Music*
- *Orthodox Christian Theology*
- *Psychology*

BA Business, Management, and Economics

### Bachelor of Science

BS Sport Performance

*Concentrations:*

- *Kinesiology*
- *Exercise and Sport Performance*
- *Health and Wellness*

BS Natural Sciences

*Concentrations:*

- *Biological Sciences*
- *Chemistry and Biochemistry*

At this time, Saint Katherine College is seeking WSCUC accreditation to become a recognized member of and full participant in the higher education community. The College desires to ensure that its degrees are recognized by the public and the higher education community.

### **1. Name of Academic Unit, Program(s), and Concentration(s)**

#### **Bachelor of Arts, Arts and Humanities**

*Concentrations:*

- *Art*
- *English Language and Literature*
- *History*
- *Interdisciplinary Studies*
- *Music*
- *Orthodox Christian Theology*
- *Psychology*

### **2. Program Overview**

The Arts and Humanities (AH) Program at Saint Katherine College (SKC) has emerged as a strong academic force in the life of the institution in combination with the General Education and Integrated Core curriculum of the College, all of which showcase many high-impact practices, from internships and capstone projects like our Senior Thesis to writing-intensive courses and undergraduate research. These practices have a central place in the curriculum across the College. Most of the graduates of SKC thus far have matriculated

through Arts and Humanities, and all of them have moved through the Integrated Core curriculum, an interdisciplinary sequence that enriches liberal arts educational experience at the College. The Arts and Humanities Program invites SKC students to move further into a specialized focus that can cultivate skills and craft intellectual insights. Because of the design of the overall curriculum, however, a degree in AH is reinforced by additional high-impact practices and educational experiences from the Integrated Core and General Education, such as the capstone Senior Thesis and internship requirements, which bolsters the alignment of outcomes at the institutional and program levels.

**BA Art and Humanities Degree requirements – 120 total units**

Integrated Core courses - 21 credit units

General Education courses – 39 credit units

Senior Thesis/Project courses – 8 credit units

Practicum/Internship/Residency – 4 credit units

Art and Humanities program courses – 36-47 credit units depending on concentration

Electives – 1-12 credit units

The AH Program consists of seven concentrations, and is currently overseen by a program director, who functions as the principal student advisor for AH students and heads the AH program review committee. The current program director is also a full-time faculty member in one of the AH concentrations (English Language and Literature). Multiple part-time faculty members support the Director in the processes of assessment, program review, course design, advising, pedagogy workshops, and co-curricular initiatives. The AH program aims to provide students the opportunity to pursue a BA degree that focalizes a traditional field of study through mastery of specialized knowledge, contexts for applied and collaborative learning, personalized faculty interaction in seminar-style classroom environments, and the completion of a capstone project (direct summative assessment). As mentioned above, the AH program’s umbrella structure – a degree program with several concentration options – dovetails intentionally with the Integrated Core curriculum, which strengthens its interdisciplinary aspect.

Integrated Core courses (courses 3 units, 21 units)

- IC 100 Interdisciplinary Liberal Studies
- IC 110 Critical Reasoning
- IC 200 Classical Rhetoric
- IC 210 Western Civilization and Formation of Christendom
- IC 300 Ethics
- IC 310 Modern European Thought and Culture
- IC 350 The American Experiment

### 3. Brief History, Development, and Expectations of the program

Art and Humanities Enrollment Trends by Academic Year								
Concentration	2011-2012		2012-2013		2013-2014		2014-2015	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Art	0	0	2	3	1	0	1	1
English Language & Literature	1	1	1	2	3	3	2	1
History	0	0	1	1	1	2	1	1
Interdisciplinary Studies	2	2	3	3	4	5	9	6
Music	1	1	2	2	3	2	1	1
Orthodox Theology	1	1	1	1	3	3	1	1
Psychology	0	0	0	0	0	0	1	1
Public Health & Safety	1	1	3	3	3	3	0	0
<b>TOTAL Enrollment AH</b>	<b>6</b>	<b>6</b>	<b>13</b>	<b>15</b>	<b>18</b>	<b>18</b>	<b>16</b>	<b>12</b>

The Arts & Humanities (henceforth AH) Program is a strong, diverse degree program at Saint Katherine College that is close to the school's identity as a liberal arts institution. Most of the College's graduates thus far have matriculated through a concentration in the AH major program. The structure of the program has undergone changes in the course of the College's four-year existence, and faculty members teaching in the AH program have been at the heart of questions concerning the development of the AH major program as well as its relationship to the Integrated Core (IC) and General Education (GE) sequences within the Core curriculum.

Arts and Humanities Program Review Data Fiscal Years 2011-2015					
<i>Fiscal Year January 1 – December 31</i>					
Student Enrollment (units)	2011	2012	2013	2014	2015 (spring)
Art & Humanities	62	115	277	372	82
Other degree programs	12	33	360	834	315
GE & Integrated Core	162	255	1,371	768	351
<b>Total Student Enrollment (units)</b>	<b>236</b>	<b>403</b>	<b>2,008</b>	<b>1,974</b>	<b>748</b>
<b>AH as a percent % of total enrollment</b>	<b>26%</b>	<b>29%</b>	<b>14%</b>	<b>19%</b>	<b>11%</b>

There have thus far been six AH graduates at Saint Katherine College, listed as follows: 2013 – History & Theology (1); 2014 – English (1), Music (1), Theology (1); 2015 – English (1), Interdisciplinary Studies (1). Given that there have only been 10 graduates from SKC overall, this number – while representatively small – nonetheless amounts to a majority of graduates from

the College thus far, and hence offers an important data set for evaluating the AH program quality through varying means for measuring student success.

It should be clarified, however, that the contours of this first program review at the College are unique, not only because of the small number of graduates, but for several other reasons. These reasons include i) the internal changes made to the AH program over the last 2 years, ii) the relationship of the AH program to the Integrated Core sequence, and iii) the fact that this is the College's first program review and hence a sort of pilot endeavor in determining the best ways to gather, analyze and utilize data gathered through assessment processes. Regarding i), the current curricular structure of the AH program was settled upon only in Spring 2014. On the one hand, concentrations like Public Health and Policy that no longer exist were reviewed and did not meet sufficient standards of viability. On the other hand, it was decided by the faculty that in order to attempt to balance an ambitious range of offerings with low enrollments and faculty numbers, a sort of "umbrella" structure seemed advisable. The drawbacks of this model are increasingly apparent, as this Program Review has helped indicate. Regarding ii) it can be said that in tandem with changes in the AH program were improvements in the Core sequence; writing courses, for instance, became a part of the GE sequence while the Integrated Core crystallized into a refined set of seven courses. The reinforced alignment of outcomes between AH and IC programs were modified in the process. Finally, regarding iii), this pilot Program Review has attempted to respond to these changes in the AH program even while relying on assessment data for purposes of decision-making toward improvement; thankfully the summative Senior Thesis signature assignment has proven indispensable in providing a stable measure of outcome mastery across the AH program, through a period of 2 years (2013-2015).

Enrollment data trends indicate that one concentration within the Arts and Humanities is growing steadily: Interdisciplinary Studies. This trend accords with the external realities and pressures of a changing knowledge economy and the related demand for more flexible models of higher education. Projections for several other concentrations also anticipate growth, albeit at a lower rate. Long-term data indicates, however, that in Years 1 and 2 of the College there were proportionally far more AH majors in relation to other majors than in Years 3 & 4; this seems to have much to do with administrative decisions to alter recruiting practices and to strive to attract a vocational demographic – student-athletes – that statistically tend to prefer to major in Business and Kinesiology rather than in Arts and Humanities. This alteration in recruiting practices accounts for the significant jump in total enrolled students at the College, which is at the same time a drop proportionally in AH enrollment, since student-athletes have tended to enroll in other programs. Fall 2013 represents the high-mark of total enrollment, and the penultimate mark of proportional enrollment in the AH program.

**SELF-STUDY PART I: Defining the Education Objectives and Mission Alignment**

**Relationship to Mission and Strategic Plan**

The AH program is closely wedded to the Mission of the College as a liberal arts institution grounded in the Orthodox Christian tradition. For instance, one of the seven concentrations in the AH program is Orthodox Christian Theology. What is more, there is considerable overlap and mutual supplementation between the content of the Integrated Core sequence and each of the AH concentrations. Beyond this, the AH degree offers the highest number of concentration options of any major program. The College’s Strategic Plan (see exhibits for Section 4 of institutional self-study) incorporates general imperatives of program review, expansion, and development, all of which bear directly upon the success of the AH and other major programs at the College. In other words, the strategic plan is meant to be revisable according to the findings of program review, for example of the AH program.

The Program’s statement of purpose is as follows: The Arts & Humanities degree program is committed to maintaining a Christian perspective in higher education that aligns fruitfully with the teachings of the Orthodox Christian Church and embodies the core values of a Christian liberal education. We strive to develop each student's ability to acquire and critically interpret knowledge at a highly-specialized level in one of seven disciplines, to relate that knowledge to other subject areas in the liberal arts, and to communicate his or her understanding to others both within and outside the fields of the Arts & Humanities. The Arts & Humanities program will provide students with the knowledge in order to be equipped for graduate studies or careers in relevant fields.

**Institutional Learning Outcomes**

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| <i>1. Students communicate ideas clearly and concisely in both oral and written form (Articulate Communication, Written and Oral)</i>  |
| <i>2. Students develop a sense of inquiry rooted in critical thinking, research and analysis (Critical, Informed Inquiry)</i>  |
| <i>3. Students engage in interdisciplinary approaches to learning such as integrative thinking, collaboration, and the application of theoretical knowledge to practical issues (Broad, Interdisciplinary Insight)</i> |
| <i>4. Students establish a specialized set of intellectual and/or technical skills applicable within their discipline (Specialized Intellectual Skills)</i>  |
| <i>5. Students contribute self-reflectively to local communities and global society (Applied and</i>   |

<i>Collaborative Knowledge)</i>
<i>6. Students gain an appreciation for the historical Christian faith and deepen their own spiritual life in an Orthodox Christian context (Enriched Christian Spirituality)</i>

<b>Alignment of ILOs and Arts and Humanities PLOs</b>	
<b>Program Learning Outcome (common to all concentrations)</b>	<b>ILOs</b>
PLO1. Students critically analyze cultural artifacts, historical events, and philosophical ideas. (Critical Analysis)	ILO 2
PLO2. Students evaluate the historical development and modern forms of Western civilization (Historical Evaluation)	ILO 3
PLO3. Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (Creative and Integrative Thinking)	ILO 3, 5
<b>Program Learning Outcomes for each Concentration Specialized Knowledge</b>	
<b>Art concentration learning outcomes (CLOs)</b>	
<i>Art - CLO1. Students communicate about their own and others' artwork with coherency, self-awareness, and knowledge of the elements and principles of design as well as art historical context. (Critical Observation)</i>	ILO 2, 4
<i>Art - CLO2. Students demonstrate professional skills and competencies relevant to work as a practicing artist (Professional Skills and Development)</i>	ILO 4
<b>English concentration learning outcomes (CLOs)</b>	
<i>English - CLO1. Students demonstrate associational and narrative reasoning through engagement with various forms of literary representation and figuration (Associational and Narrative Reasoning)</i>	ILO 2, 4
<i>English - CLO2. Students evaluate the experience of others through imaginative engagement with historical and fictional narratives, acquiring an empathic relationship to different perspectives. (Empathetic Imagination)</i>	ILO 4
<b>History concentration learning outcomes (CLOs)</b>	
<i>History - CLO1. Students create an empirical historical narrative demonstrating their analysis of change within complex patterns of human thought, behavior, and events. (Sequential Logic and Contingency)</i>	ILO 4
<i>History - CLO2. Students evaluate documentary evidence within a historical context and demonstrate empathy for the distinct beliefs and values of that period. (Historical Contextualization and Empathetic Thinking)</i>	ILO 4
<b>Interdisciplinary concentration learning outcomes (CLOs)</b>	
<i>IDS - CLO1. Students apply theoretical understandings to practical, real-world issues that</i>	ILO 4, 5

<i>demand an interdisciplinary response (Applied Perspectives)</i>	
<i>IDS - CLO2 Students distinguish features of disciplinary perspectives and their epistemological characteristics. (Distinguishing Disciplinary Insights)</i>	ILO 3, 4
<b>Music concentration learning outcomes (CLOs)</b>	
<i>Music - CLO1. Students analyze music into the elemental concepts related to music theory, including pitch, rhythm, harmony, melody, timbre, and form. (Theoretical Competency)</i>	ILO 4
<i>Music - CLO2. Students demonstrate a range of performance skills in their instrument(s) or voice, sighted-read at the piano at an intermediate level or above, and/or learning to conduct a small ensemble. (Performance Skills)</i>	ILO 4
<i>Music - CLO3. Students evaluate European and global music traditions as well as Orthodox traditions of music in worship (Music in History and Worship)</i>	ILO 4

<b>Psychology concentration learning outcomes (CLOs)</b>	
<i>Psychology - CLO1. Students evaluate multiple theories of psychology and related treatments. (Content Knowledge)</i>	ILO 4
<i>Psychology - CLO2. Students analyze the evidence of presenting syndromes in case-study simulations and propose effective courses of response (Practical Diagnosis and Prognosis)</i>	ILO 4, 5
<b>Theology concentration learning outcomes (CLOs)</b>	
<i>Theology - CLO1. Students examine key theological concepts using accepted methods of interpretation as they pertain to church history, patristics, sacred texts, and doctrine. (Theological Conceptualization and Method)</i>	ILO 4, 6
<i>Theology - CLO2. Students evaluate the contributions and differences of an Eastern Orthodox Christian perspective compared to a variety of other Christian perspectives. (Evaluative Comparison)</i>	ILO 4, 6

The Arts and Humanities Program Learning Outcomes (PLOs) and Concentration Learning Outcomes (CLOs), which function for purposes of assessment like PLOs, are further aligned with course learning outcomes (CoLOs) in course syllabi.

<b>PART 1: Institutional and Program Alignment of Vision, Mission, Core Values, and Learning Outcomes</b>	
Key Findings	Recommendations
<ul style="list-style-type: none"> <li>• Department mission and program learning outcomes are consistently aligned</li> </ul>	<ul style="list-style-type: none"> <li>• No change necessary</li> </ul>
<ul style="list-style-type: none"> <li>• Institutional learning outcomes and program learning outcomes are consistently aligned (see alignment grids)</li> </ul>	<ul style="list-style-type: none"> <li>• No change necessary</li> </ul>

## **PART II: Core Commitment to Institutional Integrity, Sustainability, and Accountability**

Institutions recognize that the public has entrusted them with the critical responsibilities of upholding the values of higher education and contributing to the public good. They engage in sound business practices, demonstrate institutional integrity, operate in a transparent manner, and adapt to changing conditions. *WSCUC Handbook of Accreditation*, March 2013, p. 6

### **1. External demand for the program(s)**

#### **Analysis of enrollment trends and retention data**

As the table below suggests, enrollment in the Arts and Humanities program peaked in Fall 2013, and has undergone relative decline over the past two years, even though overall the trajectory of enrollment has been one of growth; since the original year at the College, AH enrollment has more than doubled, and this despite the removal of one Arts and Humanities concentration, Public Health and Policy, due to decisions in connection with institutional Mission.

Proportionate with total enrollment, Arts and Humanities has the second overall highest enrollment, with significantly fewer students than Business, our highest enrollment program. Reasons for the growth of Business program need not be analyzed here, but suffice it to say that recruiting practices at the College took a significant turn over summer of 2013 in order to attract more student-athletes. This impacted the enrollment trends across the programs in noticeable ways, as the jump in Business majors in Fall 2013 evinces. However, the Arts and Humanities program at the College is arguable the closest with the institutional Mission, and is internally reinforced by the Integrated Core curriculum. Projections for enrollment in Arts and Humanities reflect both these prior facts about the central role of the AH program at SKC, as well as changes in recruiting strategies for students already underway. Hiring projections and facilities expansion in order to grow the Arts and Humanities program are also underway. Hiring plans in A&H are being discussed by the Academic Affairs Committee in tandem with possible curricular restructuring, and facilities expansion – particularly with the construction of a larger library and learning resource center - can be found in the institutional Strategic Plan.

Recent studies in the *Chronicle of Higher Education*<sup>1</sup> have further suggested that degrees in the Arts and Humanities are proving resourceful to graduates whose job prospects are limited by the weakened US economy. Hence the adaptive, critical, broad, and creative aspects of knowledge gained through the completion of a degree in an AH field of study provide important skills and qualifications for SKC graduates who are seeking to pursue a career or graduate school.

Enrollment Statistics by Academic Year								
HEAD COUNT	2011-2012		2012-2013		2013-2014		2014-215	
PROGRAM	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring

**Art and Humanities:**

Art	0	0	2	3	1	0	1	1
English Language & Literature	1	1	1	2	3	3	2	1
General Education (w/USD)	0	0	0	0	1	1	1	1
History	0	0	1	1	1	2	1	1
Interdisciplinary Studies	2	2	3	3	4*	5	9	6
Music	1	1	2	2	3	2*	1	1
Orthodox Christian Theology	1	1	1	1	3*	3*	1	1
Psychology	0	0	0	0	0	0	1	1
Public Health & Policy	1	1	3	3	3	3	0	0

<sup>1</sup> See <http://chronicle.com/article/Colleges-Transform-the-Liberal/64398/> and <http://chronicle.com/article/How-Liberal-Arts-Majors-Fare/144133/>

<b>TOTAL Art and Humanities</b>	6	6	13	15	19	19	18	13
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**Business, Management & Economics:**

<b>TOTAL Bus, Manage, Econ</b>	0	0	0	6**	35*	36*	33*	32*
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**Natural Science:**

Biological Sciences	0	0	0	4	5	0	2*	1
Chemistry & Biochemistry	0	0	0	0	3	2	3	1
<b>TOTAL Natural Science</b>	0	0	0	4	8	2	5	2

**Sport Performance:**

Kinesiology & Health	0	0	0	5	14	17*	13	6
Exercise & Athletic Performance	0	0	0	0	0	0	0	0
<b>TOTAL Sport Performance</b>	0	0	0	5	14	17	13	6

<b>Undecided</b>	8	5*	1	6	20*	9*	2	2
New students	14	1	7	22	73	12	31	6
Continuing Students	0	10	7	14	24	70	38	48
<b>TOTAL SKC Enrollment</b>	<b>14</b>	<b>11</b>	<b>14</b>	<b>36</b>	<b>96</b>	<b>83</b>	<b>69</b>	<b>55</b>

\* data include the PT count as well \*\* includes Management Science majors

Enrollment Projections for 5 Years (head count)					
PROGRAM	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
<b>Art and Humanities</b>					
Art	2	2	2	3	4
English Language & Literature	3	3	3	4	5
General Education (w/USD)	0	0	1	1	1
History	1	1	1	1	2
Interdisciplinary Studies	7	7	7	8	8
Music	1	1	1	2	2
Orthodox Christian Theology	2	2	2	3	3

Psychology	2	2	2	2	2
<b>TOTAL Art and Humanities</b>	<b>18</b>	<b>18</b>	<b>19</b>	<b>24</b>	<b>27</b>

<b>Business, Management &amp; Economics</b>					
<b>TOTAL Business, Manage &amp; Econ</b>	<b>38</b>	<b>38</b>	<b>40</b>	<b>40</b>	<b>45</b>

<b>Natural Science</b>					
Biological Sciences	1	1	1	2	2
Chemistry & Biochemistry	1	1	2	2	2
<b>TOTAL Natural Science</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>

<b>Sport Performance</b>					
Kinesiology & Health	11	11	11	12	15
Exercise & Athletic Performance	1	1	1	2	2
<b>TOTAL Sport Performance</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>14</b>	<b>17</b>

<b>Undecided</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>
New students	30	15	15	15	30
Continuing Students	45	60	65	70	70
<b>TOTAL ENROLLMENT (projections)</b>	<b>75</b>	<b>75</b>	<b>80</b>	<b>85</b>	<b>100</b>

SKC's strategic plan projects an increase from current enrollment of 13 students to 27 students a 108% growth over five years. This significant growth projection assumes achieving WSCUC accreditation allowing for federal and state financial aid. It is assumed that student access to financial aid and facility in transferring SKC credits will lead to increased enrollment.

## 2. Internal demand for the program(s)

The Arts and Humanities Program supports the College's internal program needs for minors supporting other majors, elective credits. Most course units in a particular concentration within AH are generated by students in that concentration, with Arts and Humanities majors in another AH concentration being second most likely to enroll in a given course in an AH concentration. Non-majors do take AH courses regularly for elective credit. As discussed above, students do seem to be migrating into the IDS concentration within AH, or other into other concentrations. One noticeable fact worth mentioning: never has a student who began as an AH major transferred to another program. Transfer students and true freshmen, however, are enrolling in higher numbers in non-AH programs, especially Business.

## 3. Size, scope, and productivity of the program(s)

See below for program faculty profiles (numbers, rank, teaching load, administrative load release, and research/publication). The Faculty Handbook includes the College-wide criteria used by the Arts and Humanities Program in determining the assignment of faculty, full-time and part-time, to teach courses, serve on committees, and supervise the administer the culminating experience (see the The Arts and Humanities program has a broad scope of several concentrations, and it constitutes the single program from which the College has more than a single graduate. Its productivity in this regard has been maximal.

#### 4. Revenue and other resources generated by the program

SKC is currently dependent on donor support to close the gap between tuition revenue and College expenses. The last two fiscal years SKC has ended the year with a positive balance. Based on direct costs of faculty salaries and related program costs and indirect costs pro-rated among the academic programs, Integrated Core and General Education, the Arts and Humanities program ended with a net positive balance in fiscal year 2013 and 2014 and is expected to end with a positive balance in 2015. The actual revenue and expenses below do not include tuition revenue from fall 2015 semester.

<b>Arts and Humanities Revenue and Expenses</b>					
<b>Fiscal Year January 1 – December 31</b>					
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015 (spring only)</b>
Student Enrollment (units)	62	115	277	372	82
Tuition Revenue for Arts & Humanities	\$ 26,005	\$ 73,473	\$ 310,661	\$ 261,175	\$ 46,070
<b>Arts &amp; Humanities Expenses</b>					
Direct expenses	\$ 24,384	\$ 97,955	\$ 114,638	\$ 124,179	\$ 57,173
Indirect expenses	\$ 29,175	\$ 60,335	\$ 35,938	\$ 47,380	\$ 9,301
TOTAL Expenses	\$ 53,559	\$ 158,290	\$ 150,575	\$ 171,560	\$ 66,474
<b>Net Income (Loss)</b>	<b>(\$ 27,554)</b>	<b>(\$ 84,816)</b>	<b>\$ 160,085</b>	<b>\$ 89,615</b>	<b>(\$ 20,404)</b>
<b>Art &amp; Humanities Average per unit</b>					
Revenue (per unit)	419	639	1,122	702	562
Expense (per unit)	864	1,376	544	461	811
Average net income (loss)	(\$ 444)	(\$ 738)	\$ 578	\$ 241	(\$ 249)

#### 5. Costs and other expenses associated with the program(s)

Given that no official budget has been created for the Arts and Humanities program to date, it is needless to say that no benchmarking with national comparators with regard to

costs and FTEs of the program has been undertaken. However, the CFO and President in coordination with the Faculty Senate are beginning the process of using the data above to develop a budget for the Program. National benchmarks, in tandem with the acknowledged nascence of our own program and the current trends in enrollment, will be correlated in the process.

## **6. Quality of program inputs and processes**

- **Faculty**

The ratios of full-time to part-time faculty over the past three years has remained relatively steady, with 4-5 full-time faculty and between 9-12 part-time faculty as the range. Despite the fact that Fall 2013's enrollment numbers are actually far higher than Fall 2015 – the number of students who need upper-division courses is always steadily increasing. Three of the four full-time faculty have terminal degrees, and have been teaching at the College for at least 2 years. The proportionally larger number of adjunct part-time faculty has enabled flexibility in course-offerings across a range of AH concentrations. There are no planned retirements in the near future, but plans for recruitment and hiring of more full-time faculty continue as programs grow.

- **Adequacy and Availability**

The faculty needs are relatively limited due to the enrollment numbers. However, more faculty members are needed given the fact that currently there is only one full-time faculty member within the entire program. For purposes of advising this is manageable currently due to low enrollment, but still less than desirable. For purposes of providing upper-division required courses across the seven concentrations within the program, relying on part-time instructors seems most viable at this point, but introduces challenges elsewhere with regard to broad faculty ownership of the program, curriculum review, and assessment infrastructure.

- **Professional Development/Travel Support**

Professional Development in the form of travel support as well as rewards for publications or presentations are included for full-time faculty. Workshops in pedagogy best practices as well as “cultivating an assessment infrastructure” have strengthened the bonds between full-time and part-time faculty across the institution and within the AH program.

- **Technology, Resources and Information Literacy**

The Arts and Humanities program has thrived with a relative absence of advanced technological systems; the resources available through local institutions such as the SD Circuit system enable undergraduate research to continue developing. The physical holdings of the SKC library are rapidly and consistently expanding. Certain instructors within the AH Program choose to utilize the Smartboard technology in classrooms, and several utilize

online learning platforms for additional support out-of-class. Musical and artistic facilities and equipment are provided, and there are definite plans to grow these aspects.

The library print and electronic holdings are growing at the College; currently over 12,000 volumes are housed on the College's premises, and all are catalogued and accessible to students for research and coursework. The electronic holdings are currently minor, but discussions are underway for incorporating undergraduate research to an extent that requires broader database use. Access to databases and other learning resources is facilitated by individual faculty in relation to particular course projects, and the SD Circuit system as well as nearby academic libraries have proven amenable options. Technological equipment for students such as laptops are in place and under continual development. The information literacy outcome, in correspondence with the Core Competency of Information Literacy, is assessed at introductory levels in the GE101 and GE102 course sequence as well as at the mastery level in the GE400 Advanced Reading for Research seminar course.

Faculty workshops in open-access learning platforms such as Google Classroom and Sonisweb have been taking place. Regular use of the classroom technology of Smartboards has also been encouraged for faculty, and multiple training sessions have been well-attended.

- **Facilities**

The facilities at the disposal of the AH program at the College are growing rapidly. Along with burgeoning library holdings and electronic learning resources, a studio art space is being developed. Courses in the AH program are taught in-person, in classroom settings, or occasionally out in the field. Variations in pedagogy are tailored to both course content and individual student needs. Hybrid online course options are currently being explored, in in dialogue with other local institutions such as PLNU.

- **Staff**

- **Program Administration**

- Arts & Humanities Program Director, Gaelan Gilbert (English, IDS)

- Dean of Faculty, Peter Fellios (Psychology)

- Arts & Humanities Program Faculty Advisors:

- Jason Galea (Psychology)

- Megan Gilbert (Art)

- Sarah Moody (Music)

- **Arts and Humanities Pilot Program Review Committee (2014-15)**

- Arts & Humanities Program Director, Gaelan Gilbert (English, IDS)

- Provost, Margaret Bailey

Dean of Faculty, Peter Fellios (Psychology)  
 Sarah Moody (Music)  
 John Strickland (History, Theology)

- **Student Profile**

Many students at the College are the first in their generation to attend collegiate education, and a few do not have English as their primary (written) language. The College approaches its development of learning resources with this in mind, and seizes the opportunity to provide a liberal arts education, of which AH in tandem with the Core curriculum is at the heart, with demographics that historically do not have access to one.

**Five AH Graduates**

1. Interdisciplinary Studies: History & Theology, 2013
2. English, 2014
3. Music, 2014
4. Theology, 2014
5. English, 2015

- **Course Profile**

An average number of courses in the Arts and Humanities Program continue to be offered, each with relatively low enrollments between 3-10 students, which is normal for program-specific courses at the College. This allows AH courses to provide students with intimate pedagogical attention and support, a positive strength of the current low instructor-student ratio. However, the percentage of classes taught by full-time faculty in the Arts and Humanities Program over the past three years is decreasing due to changes in faculty, but developing hiring plans will be intended to account for and reverse this trend as the Program grows in relation to projected enrollments and more full-time faculty are needed for advising and ensuring course offerings meet needs. See tables below.

<b>Arts and Humanities Enrollment</b>					
<b>Fiscal Year January 1 – December 31</b>					
<b>UNITS OFFERED</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015 (spring only)</b>
AH Course Units Offered	16	50	77	109	34
Other degree programs	6	13	44	129	42
General Education & Integrated Core	18	45	102	132	33
<b>TOTAL units offered</b>	<b>40</b>	<b>108</b>	<b>223</b>	<b>370</b>	<b>109</b>
AH as percent of units offered	40%	46%	35%	29%	31%

<b>STUDENT ENROLLMENT (UNITS)</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015 (spring)</b>
AH student enrollment (units)	62	115	277	372	82
Other degree programs	12	33	360	834	315
General Education & Integrated Core	162	255	1,371	768	351
<b>TOTAL student enrollment (units)</b>	<b>236</b>	<b>403</b>	<b>2,008</b>	<b>1,974</b>	<b>748</b>
AH as % of student enrollment (units)	26%	29%	14%	19%	11%
<b>AVE. STUDENTS PER 3 UNIT COURSE</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015 (spring)</b>
AH Average enrollment per class	<b>3.88</b>	<b>2.30</b>	<b>3.60</b>	<b>3.41</b>	<b>2.41</b>
Other degree programs	<b>2.00</b>	<b>2.54</b>	<b>8.18</b>	<b>6.47</b>	<b>7.50</b>
General Education & Integrated Core	<b>9.00</b>	<b>5.67</b>	<b>13.44</b>	<b>5.82</b>	<b>10.64</b>
<b>SKC Average Enrollment per class</b>	<b>5.90</b>	<b>3.73</b>	<b>9.00</b>	<b>5.34</b>	<b>6.86</b>
AH above (below) average enrollment	<b>(2.02)</b>	<b>(1.43)</b>	<b>(5.40)</b>	<b>(1.93)</b>	<b>(4.45)</b>

## PART II: Core Commitment to Institutional Integrity, Sustainability, and Accountability

Key Findings	Recommendations
<ul style="list-style-type: none"> <li>The program is committed to providing learning resources to the students, but many resources are in a developmental stage</li> </ul>	<ul style="list-style-type: none"> <li>Closer attention needs to be paid to the allocation and usage of resources and facilities</li> </ul>
<ul style="list-style-type: none"> <li>The arts and humanities program does not have a distinct budget</li> </ul>	<ul style="list-style-type: none"> <li>A program budget needs to be created.</li> </ul>
<ul style="list-style-type: none"> <li>Course offerings and student demographics are broad and diverse</li> </ul>	<ul style="list-style-type: none"> <li>No change necessary, but hiring needs to increase to ensure offerings keep pace with student needs</li> </ul>

## PART III: Core Commitment to Student Learning and Success

*Institutions have clear educational goals and student learning outcomes. Institutions collect, analyze, and interpret valid and reliable evidence of learning as a way of assessing student achievement and success. Institutions support the success of all students and seek to understand and improve student success. WSCUC Handbook of Accreditation, March 2013, p. 6*

## 1. Quality of Program Learning Outcomes

The Arts and Humanities Program is piloting the College's first program review, and hence can be said to lead the College's efforts toward cultivating an assessment infrastructure at the College. The methods of evaluation used to assess the achievement of each outcome can be found in the assessment plan. Briefly summarized, program learning outcomes and concentration learning outcomes are treated as functionally equivalent for purposes of assessment, and each outcome is assessed on a cyclical basis every three years through examination of three pieces of evidence (outcome measures), of which at least 2 are direct evidence of student work, and at least 1 of which enables summative assessment of a particular outcome, the other 2 enabling formative assessment. Indirect evidence such as current student and alumni surveys, such as the one appended to this report, are also collected and factored into processes of decision making for improvement. Since this Program Review is the College's first, there are various ways that it form the basis for improvements in future practices of annual assessment and periodic review.

The Arts and Humanities Program assessment plan ([see exhibits](#)) utilizes a "backward" design model for ensuring the alignment of Program Learning Outcomes with particular courses and signature assignments in the program. Starting with the outcomes, the curricular structure is recursively and adaptively developed to facilitate students' achievement of learning outcomes at three levels: Introduction, Reinforcement, and Mastery. The curriculum maps in the Assessment Plan unfold how each concentration within the Program aligns these levels of outcome achievement with courses. Outcomes are communicated to students both in the syllabus, which provides not only a description of outcomes but also an alignment grid for reference. The design of the evaluating measures is grounded in a rubric-based approach, where the learning outcome achievement is mapped along a 4-point scale of performance standards, from Excellent, Good, Average, and Below Average. Each rubric is indicated to be at one of the levels of achievement: Introduction, Reinforcement and Mastery. And each specific signature assignment or outcome measure is further designated to be either formative or summative. The correlation of these accepted practices for assessment ensure that the evaluation methods are both useful and precise.

- Annual results of direct and indirect assessments of student learning in the program (could be combination of quantitative and qualitative measures), including the degree to which students achieve the program's desired standards:
  - The assessment results, based primarily on Capstone Project-related data as well as other signature assignments, strongly indicate that *all* current AH graduates from the College achieved *mastery* of *all* the Program Learning

Outcomes at a standard of “good” or better. This is extremely encouraging to discover, as it suggests that program quality far exceeded our expectations. See the assessment framework portion of the assessment plan, as well as the exhibits (rubrics, assessment results) for further details. See the assessment annual report for 2014-15 for these results.

- Ongoing efforts by the department to “close the loop” by responding to assessment results:
  - The AH Program is committed to using the assessment results to make improvements to program quality. In completing its pilot Program Review, the AH program will begin to “close-the-loop” by articulating the challenges and possible responses faced by the Program to ensuring learning outcome achievement at all levels. Certainly the cultivation of an assessment infrastructure is already well underway through 1) the offering of several faculty workshops on assessment, 2) the refinement and utilization of the syllabus as a key document for connecting learning outcome achievement to course design, and 3) the completion of a pilot Program Review in the Arts and Humanities program.
- Student retention and graduation rate trends (disaggregated by different demographic categories):
  - This data, disaggregated by demographic categories, is compiled in CFR 2.10 across the institution. Further work needs to be done on disaggregating this for AH students.
- Placement of graduates into graduate school or post-doctoral experiences:
  - One of the five AH graduates (Theology) has gone on to successfully complete a graduate degree in Theology.
- Job placements:
  - The remaining four Arts and Humanities graduates (English, IDS, Music) are employed in a field related to their field of study, whether teaching or professional conducting (Music).
- Alumni satisfaction surveys:
  - The AH alumni satisfaction surveys have proven very helpful in providing indirect evidence regarding program quality and even sustainability. Students’ input on the need to increasing faculty hiring in the program, for example, supports what the data indicates. On the other hand, student feedback from the surveys provides important evidence suggesting that the program is more than adequately preparing students for post-graduation life, and that the caliber of the educational offerings within the AH curriculum are very strong. As yet, however, the Academic Affairs

committee is discussing the idea of issuing employer surveys for the employers of College alumni. See the surveys in the exhibits.

**AH Program Learning Outcomes (common to all programs)**

PLO1. Students critically analyze cultural artifacts, historical events, and philosophical ideas. (Critical Analysis)
PLO2. Students evaluate the historical development and modern forms of Western civilization (Historical Evaluation)
PLO3. Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (Creative and Integrative Thinking)

**Student Assessment/Achievement Methodology & Practices**

The results of the assessment of student learning, understood primarily as the ongoing measurement of the achievement of indicated learning outcomes aligned with signature assignments and summative assessments, is at the heart of program review. The College is developing a standard procedure for assessment, otherwise known as an assessment infrastructure, that can be applied generally across all four degree programs. The AH Program Review is functioning as a pilot case for the implementation of the past assessment of student learning in determining program quality. Given the structure of the AH program into seven concentrations, the methodology for this AH program review involves attending primarily to those concentrations within the AH program which have had graduates. Only in four concentrations within the AH program has a capstone project been completed: English, Interdisciplinary Studies, Music, and Theology.

This is important because the capstone project functions in program review as a direct summative assessment for measuring achievement at the mastery level of program learning outcomes and aligned concentration learning outcomes, which function as program learning outcomes for purposes of assessment. Along with the capstone project, assessment processes relevant for this AH program review also include examples of student performance on signature assignments (aka formative assessments), curriculum maps indicating alignment of program and concentration learning outcomes and levels of achievement across the curricular offerings of particular concentrations, syllabi indicating alignment of institutional, major program, concentration *and* course learning outcomes with assignments, and standards of performance and rubrics for evaluating student work as it relates to the achievement of learning outcomes, primarily at the mastery level. See the exhibits for these rubrics.

**2. Curriculum**

## **Structure/coherence of instructional program**

The AH Program consists of seven concentrations, and aims to provide students the opportunity to pursue a BA degree that focalizes a traditional field of study through mastery of specialized knowledge, contexts for applied and collaborative learning, personalized faculty interaction in seminar-style classroom environments, and the completion of a capstone project (direct summative assessment). As mentioned above, the AH program's umbrella structure – a degree program with several concentration options – dovetails intentionally with the Integrated Core curriculum, which strengthens its interdisciplinary aspect. However, the Program Review committee has begun discussing the drawbacks of this curricular model, something the Program Review findings with regard to program viability have brought to light.

## **Cooperative programs and initiatives with other academic programs**

### **General Education/Integrated Core Overlap with AH Program**

The Core Curriculum at the College, which is constituted by the General Education and Integrated Core course sequences, overlaps significantly with the content of the seven concentrations in the Arts and Humanities program. In some cases, courses within the IC sequence can be taken for credit within particular AH concentrations, with adapted overall IC requirements resulting. The primary importance of the overlap of the IC sequence and the AH program is the inclusion of exposure to interdisciplinary approaches to students majoring in AH concentrations. In other words, the interdisciplinary approach to AH disciplines in the IC curriculum further equips students in the AH program to approach their degree as multi-faceted and capable of practical application.

### **Senior Thesis**

The Senior Thesis, or capstone project, functions as a direct summative assessment within the AH program, and is thus crucial for purposes of program review. Through evaluation of a student's senior thesis, it can be determined whether a student has not only achieved but mastered the major program learning outcomes of a given degree program. In this pilot program review, evaluation of the Senior Theses of past AH graduates forms an essential component. The annual assessment report provides the results of the first round of assessment utilized in this program across five Senior Theses from four different AH concentrations.

## **3. Program Faculty**

**Advising/Mentoring**

One full-time faculty member, who is also the AH program director, as well as several part-time faculty members, are available to advise and mentor students. Given the intimate learning environment and low student-instructor ratio, AH students received direct and personalized attention from faculty advisors and mentors, forging relationships which last throughout and beyond a student's time at the College.

**Teaching**

Effective, learner-centered, outcomes-based pedagogy is a priority in the AH program, and the Faculty Senate has organized several pedagogy workshops to this end. Integration of the efforts of full-time and part-time faculty is also essential, since many of the courses in AH programs are taught by part-time faculty. Utilizing a common syllabus template, designing and undertaking assessment processes together, and meeting regularly to discuss program priorities and contours helps unify teaching across the AH program and the entire College. Evaluations by the Dean of Faculty, which are supplemented by Peer Evaluations and faculty evaluations by students at the end of each course, are meant to ensure that the quality of instruction remains high, and provides a structure for responding when student concerns are voiced. The Dean of Faculty is currently integrating the findings from these evaluative measures in order to utilize them in the next Program Review. The College also supports faculty awareness and practice of pedagogical innovation through familiarization with digital learning platforms and engagement with invited professional educators. Program Review addresses teaching quality by cross-referencing student evaluation feedback on individual courses, student performance on signature assignments, and incorporation of learning outcomes as described in syllabi, all as reviewed and analyzed by the Dean of Faculty and the Faculty Senate.

**Scholarship, Research, and Creative Activity**

Faculty at Saint Katherine College are dedicated to pursuing individual and collaborative scholarship and research within and across their respective fields. The College actively encourages, supports, and rewards faculty publications and participation in conferences and symposia, both in research and pedagogical improvement. Creative activity is also encouraged.

**4. Credit Hour Policy and Monitoring**

The Program Director and Dean of the Faculty have the responsibility of monitoring faculty contact hours and course design to ensure compliance with US Department of

Education regulations. SKC credit hour policy is defined in the undergraduate and graduate catalogs as follows.

The following terms refer to classroom contact hours and credit hours:

- Semester - 15 weeks
- One contact hour - One 50-minute class session
- One clock hour - One contact hour
- One semester credit hour - 15 hours of lecture or 30 hours of lab or 60 hours of internship.

The policy is communicated in writing and orally to full-time and part-time faculty at orientation workshops at the beginning of each semester. The program director of each program and ultimately the Dean of Faculty are responsible for enforcing these policies across syllabi and pedagogical practice. Within the Arts and Humanities Program the Program Director meets with all instructors in a given semester to review the policy and inquire into means of adherence. Requests for off-campus field work must be submitted to the dean as a request which justifies how the Credit Hour Policy will be upheld.

#### **5. Recruitment, Retention, and Student Services**

Recruitment for the program occurs primarily through the labors of the Office of Admission's College ambassadors, but the Program Director is regularly in communication with inquiring parents and students about the AH program, both digitally, by phone and during in-person visits. Support is provided through regular office hours, which are required of all faculty, and academic resources such as complementary tutoring and study hall. In the process of evaluating the enrollment data provided above, it has become clear that developing an Enrollment Management Plan is a vital action item for tracking and making sense of enrollment trends in order to grow the program.

The Arts and Humanities Program provides intimate advising and mentoring to students within the program. The Program Director in tandem with the Dean of Students work closely with students to ensure their timely path to graduation in relation to fulfilling the necessary AH concentration requirements of courses. Career advising and development are at this point undertaken through the internship requirement, which gives students the opportunity, in consultation with their faculty internship advisor, to begin applying theoretical content knowledge in practical contexts, as well as through the Senior Thesis capstone project, which enables students to make an original contribution to research in their field and thus equips them with experience for articulating their contribution in a career or field to a potential employer or graduate school. Thus far these efforts have

proven extremely successful considering the rates of employment and admission into graduate school among Arts and Humanities alumni.

**6. Disciplinary, Professional, and Community Interactions**

The Arts and Humanities Program employs various high-impact practices, from internships and capstone projects like our Senior Thesis to writing-intensive courses, undergraduate research, seminar courses and collaborative projects. These have proven especially beneficial for students who are motivated and committed to success, but also have engaged students in the program who might otherwise fall behind.

**7. Post-Graduation Outcomes and Alumni Satisfaction**

The Arts and Humanities Alumni Satisfaction Survey (see exhibits) has provided key inputs of indirect evidence that point to student perceptions of program quality, both intrinsically and in terms of preparation for post-graduation life, and also sustainability. The survey also asks graduates to identify strengths, weakness and distinguishing characteristics of the AH program at SKC. The results of the survey indicate that students are extremely satisfied with the education they received in the AH program, and are confident in the Program’s curricular rigor and quality. Graduates also identified the relatively non-diverse faculty ratios within individual concentrations, of which the Faculty Senate and Program Director have long been aware. Remedies to this situation primarily concern available financial resources for hiring. The surveys indicate on the whole that the AH Program has provided a strong undergraduate specialization for SKC students, which is further indicated by the success of graduates from the AH program post-graduation, in terms of employment or graduate school admission and completion.

PART III: Core Commitment to Student Learning and Success	
Key Findings	Recommendations
<ul style="list-style-type: none"> <li>• Learning outcomes are well developed and implemented</li> </ul>	<ul style="list-style-type: none"> <li>• No change necessary</li> </ul>
<ul style="list-style-type: none"> <li>• Advising, mentoring and recruitment practices are currently sustainable, but program growth necessitates planning</li> </ul>	<ul style="list-style-type: none"> <li>• Begin developing new recruitment practices, especially an Enrollment Management Plan</li> </ul>
<ul style="list-style-type: none"> <li>• AH graduates are satisfied and well-served post-graduation</li> </ul>	<ul style="list-style-type: none"> <li>• No change necessary</li> </ul>

**PART IV – Core Commitment to Quality and Continuous Improvement**



*Institutions are committed to high standards of quality in all of their educational activities. They utilize appropriate evidence to improve teaching, learning, and overall institutional effectiveness. Through strategic and integrated planning, institutions demonstrate the capacity to fulfill their current commitments and future needs and opportunities. WSCUC Handbook of Accreditation, March 2013, p. 6*

**1. Comparison with comparable programs at comparator and aspirant programs at other universities:**

At the Institutional level of comparison, the College will be implementing (spring 2016) annual testing of seniors using the nationally normed ETS Proficiency Profile or Collegiate Learning Assessment (CLA). Because of the uniqueness of the small programs and the interdisciplinary characteristics of the program, the College does not have direct comparators. However, faculty have worked directly with faculty from other universities including a planned visit of the program faculty to Point Loma Nazarene University the summer of 2016. The faculty have also tentatively utilized the Lumina Degree Qualification Profile and referred to the AAC&U VALUE rubrics in developing the AH, IC and GE learning outcomes, aligning them at the program level.

**2. Unique Features:** Describe any unique features of your program that strengthen its comparative position or represent best practice within the discipline.

The Arts and Humanities Program at the College is distinguished primarily by its intimate, seminar-style courses, its complementary reinforcing relationship with the Integrated Core curriculum (unique to the College), and the internship requirement and Capstone Senior Thesis project required of all students. These strengths add to the quality and rigor of the Program and its educational effectiveness, approaching student success as a multifaceted reality.

PART IV – Core Commitment to Quality and Continuous Improvement	
Key Findings	Recommendations
<ul style="list-style-type: none"> <li>Comparative or benchmarking analyses with other institutions are set for the upcoming academic year</li> </ul>	<ul style="list-style-type: none"> <li>Schedule meetings with relevant departments at mentor institution, PLNU</li> </ul>

<ul style="list-style-type: none"> <li>• Learning outcomes were developed by comparison with nationally the accepted DQP and AACU VALUE rubrics</li> <li>• High-impact practices and relationship with IC curriculum strengthens AH</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate assessment of outcomes in order to demonstrate alignment with DQP and AAC&amp;U</li> <li>• Increase implementation of high-impact practices in upper-division AH courses</li> </ul>
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**PART V – Summary of Findings**

The Arts and Humanities program at the College is facing what Humanities programs across the United States are also facing: decreasing enrollments. This is a multifactorial reality reflecting shrinking university budgets, changing student interests based on perceived needs post-graduation, and various other aspects of the external situation. The flexibility and strength of the AH program at the College in the face of this changing context has been manifested in two primary ways; the hopeful record of employment and graduate education among AH graduates, and the increasing enrollment in Interdisciplinary Studies. On the one hand, this indicates that degrees in the Arts and Humanities are indeed capable of propelling students into employment and in some cases desired career paths. On the other hand, it shows that student perceptions about necessary flexibility in light of volatile job prospects along with the likelihood of demands for a range of skills and cognitive approaches in changing work environments may be driving transitions out of non-AH degree programs and into the Interdisciplinary concentration. A needs assessment plan would help supplement the strategic plan in this regard; such a needs assessment plan would be generated out of findings from employer surveys, as well as through consultation with an advisory council for the program, which this Program Review has indicated is an important aspect of building a program that supports and prepares its students upon graduation.

It seems justified to reflect on the Integrated Core as at least one motivating factor in this trend; by exposing students to the practical importance of integrating insights from a range of disciplines, the Integrated Core may be encouraging a revitalization of the AH program despite recruitment practices that may work in the other direction (student-athletes tending to enroll in the Business program). Speculative as this may be, it not only lends weight to the approach of the College across its Core curriculum (both GE and IC), but also indicates the abiding strength of an AH program at a liberal arts institution committed to academic quality and rigor. Without lapsing into idealism, and as indicated above, competence in the adaptive and qualitative modes of thinking cultivated in AH disciplines have been shown to strengthen students prospects post-graduation, but in work environments and graduate education. AH

program academic quality can thus be said to have remained strong since the first year of the College.

Beyond these reflections, there are emerging lacunae in the AH program that, as the Program grows, will need to be addressed. One is hiring; more full-time faculty will be needed very soon to keep pace with advising, mentoring, and instruction of upper-division course offerings that ensure path to graduate in the program remains timely. The aforementioned hiring plan that is in development will emerge in tandem with both a multi-year course offering schedule across the AH program and the Enrollment Management Plan (EMP), which will enable the provision of more accurate projections for enrollment in the program. Both of these together will strengthen the predictive capacity necessary to develop a program hiring plan, correlating average course sizes and existing loads for current faculty with expected increases in enrollment.

Second is program viability; due to enrollment numbers, diminishing financial and other resources are a concern. Considerations of program restructuring at the curricular level may be necessary, and it is anticipated that the External Reviewers will provide helpful feedback on envisioning how and at what scope to approach such restructuring. One of the primary goals of discussion with the External Review Team will be making pathways into explorations leading to action plans for addressing how to respond to low enrollment, such as the development of an EMP, or the development of a specific program-related budget order to ensure that financially relevant decision-making remains data-based. In sum, addressing and mitigating the fact of low enrollment in the AH program will happen in two ways; first, by becoming attuned and responsive to the enrollment trends through the development of an EMP, and secondly, by making changes to existing AH curriculum in order to ensure viability. A third possible option that would happen in concert with curricular changes would be to return to pursuing strategic partnerships with other local institutions, and developing all the necessary policies for streamlining credit transfer and equivalency involved in this.

These items constitute the primary coordinates needed for navigating toward a strengthened model of the AH that continues to draw on and in turn strengthen both the IC and GE programs, but which adapts its internal requirements in order to ensure sustainable growth and timely path to graduation for students in the face of low enrollment. Proactive yet not hazardous; responsive yet not belated – there is a certain pace of improvement that this program review has helped regulate and the vision for the AH program at Saint Katherine College will be stepped toward in precisely this fashion. It is anticipated that the Memorandum of Understanding drafted in response to the report of the External Review Team will have the opportunity to address these items and specific plans for implementing them in more detail.

## PART VI - Program Review Themes for Future Inquiry

Based on the current Program Review analysis, there are several future lines of inquiry that will remain central to continuous improvement.

Regarding the assurance of program quality, one theme is the need for continuing toward the full, multi-annual implementation of the assessment infrastructure that is now in place, in part through increased faculty contributions to data collection. This pilot Program Review leans heavily on exemplary direct evidence at the summative level, but with a low “n.” Future programs will need to perform longitudinal generalization as the PLOs are assessed for a second time and CLOs outside of the English are assessed for the first time. The office of institutional research will need to be more actively integrated into process of assessment, and this program review has played an important part in generating recognition of the need for an IR office at the College. Although it’s already been happening, faculty development needs to become formalized. Regarding program viability, developing means for adapting to current enrollment numbers as well as moving toward increasing future enrollment seem to be the key needs. Program growth and enrollment are to some extent circuitous; as enrollments are projected to grow, faculty and resources need to grow in tandem in order to ensure student retention, satisfaction and success. But ensuring that enrollment will in fact grow takes precedence, and both curriculum restructuring as well as possible strategic partnerships with local institutions in the face of low enrollment will be prioritized in the next five years.

Broadening assessment and increasing enrollment: these are the two main future lines of inquiry that the AH program administration, in consultation with the Academic Affairs committee, will pursue aggressively for the sake of continuous improvement at the College.

Overall, the AH program is and has been strong at the College – arguably the strongest in terms of academic results and student success. Advising and mentoring have played a positive role, as the alumni surveys indicate. Course format has remained intimate and course offerings have remained diverse. This is only sustainable for so long given current numbers, however. Current enrollment drops will need to be addressed. While it is hoped that the attainment of initial accreditation will contribute to program growth, the development of an enrollment management plan is vital. And yet the integral features of the Integrated Core, the internship, and the Senior Thesis capstone project – all high-impact practices – have made the AH program

not only resilient to changing context but a generative program with excellent results. The Arts and Humanities have had a strong past, and will have a strong future at Saint Katherine College.

## Assessment Plan for Bachelor of Arts in the Arts & Humanities Program

### **Mission**

#### **Saint Katherine College Mission**

##### **MISSION**

To provide a balanced education in the liberal arts and sciences, founded and rooted in the life of the Orthodox Christian Tradition- Inquiry Seeking Wisdom.

#### **BA Arts & Humanities Program Statement of Purpose**

The Arts & Humanities degree program is committed to maintaining a Christian perspective in higher education that aligns fruitfully with the teachings of the Orthodox Christian Church and embodies the core values of a liberal Christian education. We strive to develop each student's ability to acquire and critically interpret knowledge in a range of seven disciplines, to relate that knowledge to other subject areas in the liberal arts, and to communicate his or her understanding to others both within and outside the fields of the Arts & Humanities. The Arts & Humanities program will provide students with the knowledge in order to be equipped for graduate studies or careers in relevant fields.

**Student Learning Outcomes**

**Institutional Learning Outcomes**

- |  |
|--|
| <i>1. Students communicate ideas clearly and concisely in both oral and written form (Articulate Communication, Written and Oral)</i>  |
| <i>2. Students develop a sense of inquiry rooted in critical thinking, research and analysis (Critical, Informed Inquiry)</i>  |
| <i>3. Students engage in interdisciplinary approaches to learning that involve integrative thinking, collaboration with others, and the application of theoretical knowledge to a range of practical issues (Broad, Interdisciplinary Insight)</i> |
| <i>4. Students establish a specialized set of intellectual and/or technical skills applicable within their discipline (Specialized Intellectual Skills)</i>  |
| <i>5. Students contribute self-reflectively to local communities and global society (Applied and Collaborative Knowledge)</i>  |
| <i>6. Students gain an appreciation for the historical Christian faith and deepen their own spiritual life in an Orthodox Christian context (Enriched Christian Spirituality)</i>  |

**PROGRAM LEARNING OUTCOMES: Arts & Humanities Program (with Concentration Learning Outcomes following)**

- |  |
|--|
| <i>PLO1. Students critically analyze cultural artifacts, historical events, and philosophical ideas. (Critical Analysis)</i>   |
| <i>PLO2. Students evaluate the historical development and modern forms of Western civilization (Historical Evaluation)</i>   |
| <i>PLO3. Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (Creative and Integrative Thinking)</i> |

**Art Concentration (A&H Program)**

- |  |
|--|
| <i>Concentration PLO1. Students communicate about their own and others' artwork with coherency, self-awareness, and knowledge of the elements and principles of design as well as art historical context. (Critical Observation)</i> |
| <i>Concentration PLO2. Students demonstrate professional skills such as planning and hanging exhibitions, documenting their work, and submitting art to galleries, exhibits, and art commissions.</i>                                |

*(Professional Skills and Development)*

**English Language and Literature Concentration (A&H Program)**

*Concentration PLO1. Students demonstrate associational and narrative reasoning through engagement with various forms of literary representation and figuration (Associational and Narrative Reasoning)*

*Concentration PLO2. Students evaluate the experience of others through imaginative engagement with historical and fictional narratives, acquiring an empathic relationship to different perspectives. (Empathetic Imagination)*

**History Concentration (A&H Program)**

*Concentration PLO1. Students create an empirical historical narrative demonstrating their analysis of change within complex patterns of human thought, behavior, and events. (Sequential Logic and Contingency)*

*Concentration PLO2. Students evaluate documentary evidence within a historical context and demonstrate empathy for the distinct beliefs and values of that period. (Historical Contextualization and Empathetic Thinking)*

**Interdisciplinary Studies Concentration (A&H Program)**

*Concentration PLO1. Students apply theoretical understandings to practical, real-world issues that demand an interdisciplinary response (Applied Perspectives)*

*Concentration PLO2 Students distinguish features of disciplinary perspectives and their epistemological characteristics. (Distinguishing Disciplinary Insights)*

**Music Concentration (A&H Program)**

*Concentration PLO1. Students analyze music into the elemental concepts related to music theory, including pitch, rhythm, harmony, melody, timbre, and form. (Theoretical Competency)*

*Concentration PLO2. Students demonstrate a range of performance skills in their instrument(s) or voice, sight-read at the piano at an intermediate level or above, and/or learning to conduct a small ensemble. (Performance Skills)*

*Concentration PLO3. Students evaluate the histories of European and global music traditions, learning in addition how Orthodox traditions of worship have cultivated musical innovation and preservation. (Music in History and Worship)*

**Psychology Concentration (A&H Program)**

*Concentration PLO1. Students evaluate multiple theories of psychology and related treatments.*

<i>(Content Knowledge)</i>
<i>Concentration PLO2. Students analyze the evidence of presenting syndromes in case-study simulations and propose effective courses of response (Practical Diagnosis and Prognosis)</i>
<b>Orthodox Christian Theology Concentration (A&amp;H Program)</b>
<i>Concentration PLO1. Students examine key theological concepts using accepted methods of interpretation as they pertain to church history, patristics, sacred texts, and doctrine. (Theological Conceptualization and Method)</i>
<i>Concentration PLO2. Students evaluate the contributions and differences of an Eastern Orthodox Christian perspective compared to a variety of other Christian perspectives. (Evaluative Comparison)</i>

<b>Alignment of ILOs and Arts and Humanities PLOs</b>	
<b>Program Learning Outcome</b>	<b>Institutional Learning Outcome</b>
PLO1. Students critically analyze cultural artifacts, historical events, and philosophical ideas. (Critical Analysis)	ILO 2
PLO2. Students evaluate the historical development and modern forms of Western civilization (Historical Evaluation)	ILO 3
PLO3. Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (Creative and Integrative Thinking)	ILO 3, 5
<i>Art - Concentration PLO1. Students communicate about their own and others' artwork with coherency, self-awareness, and knowledge of the elements and principles of design as well as art historical context. (Critical Observation)</i>	ILO 4

<i>Art - Concentration PLO2. Students demonstrate professional skills such as planning and hanging exhibitions, documenting their work, and submitting art to galleries, exhibits, and art commissions. (Professional Skills and Development)</i>	ILO 4
<i>English - Concentration PLO1. Students demonstrate associational and narrative reasoning through engagement with various forms of literary representation and figuration (Associational and Narrative Reasoning)</i>	ILO 4
<i>English - Concentration PLO2. Students evaluate the experience of others through imaginative engagement with historical and fictional narratives, acquiring an empathic relationship to different perspectives. (Empathetic Imagination)</i>	ILO4
<i>History - Concentration PLO1. Students create an empirical historical narrative demonstrating their analysis of change within complex patterns of human thought, behavior, and events. (Sequential Logic and Contingency)</i>	ILO 4
<i>History - Concentration PLO2. Students evaluate documentary evidence within a historical context and demonstrate empathy for the distinct beliefs and values of that period. (Historical Contextualization and Empathetic Thinking)</i>	ILO 4
<i>IDS - Concentration PLO1. Students apply theoretical understandings to practical, real-world issues that demand an interdisciplinary response (Applied Perspectives)</i>	ILO 3, 4
<i>IDS - Concentration PLO2 Students distinguish features of disciplinary perspectives and their epistemological characteristics. (Distinguishing Disciplinary Insights)</i>	ILO 3, 4
<i>Music - Concentration PLO1. Students analyze music into the elemental concepts related to music theory, including pitch, rhythm, harmony, melody, timbre, and form. (Theoretical Competency)</i>	ILO 4
<i>Music - Concentration PLO2. Students demonstrate a range of performance skills in their instrument(s) or voice, sight-reading at the piano at an intermediate level or above, and/or learning to conduct a small ensemble. (Performance Skills)</i>	ILO 4
<i>Music - Concentration PLO3. Students evaluate the histories of European and global music traditions, learning in addition how Orthodox traditions of worship have cultivated musical innovation and preservation. (Music in History and Worship)</i>	ILO 4
<i>Psychology - Concentration PLO1. Students evaluate multiple theories of psychology and related treatments. (Content Knowledge)</i>	ILO 4
<i>Psychology - Concentration PLO2. Students analyze the evidence of presenting syndromes in case-study simulations and propose effective courses of response (Practical Diagnosis and Prognosis)</i>	ILO 4

<i>Theology - Concentration PLO1. Students examine key theological concepts using accepted methods of interpretation as they pertain to church history, patristics, sacred texts, and doctrine. (Theological Conceptualization and Method)</i>	ILO 4, 6
<i>Theology - Concentration PLO2. Students evaluate the contributions and differences of an Eastern Orthodox Christian perspective compared to a variety of other Christian perspectives. (Evaluative Comparison)</i>	ILO 4, 6

### **Assessment of the Core Competencies**

#### **Saint Katherine College, Arts & Humanities Program, Assessment Plan for the Core Competencies**

The core competencies are assessed during the Arts & Humanities major's senior year. In the fall semester, students are required to enroll in GE400 *Advanced Reading for Research* and GE410 *Senior Thesis*. These two courses together provide an opportunity to assess all Core Competencies.

To assess the core competency of Oral Communication at the mastery level, students are required to give a 15 - 20 minute formal presentation/mini-lecture of their Senior Thesis to an audience of their peers and members of the community.

To assess the core competencies of Written Communication, Information Literacy, Critical Thinking, and Quantitative Reasoning, students write a Senior Thesis paper that includes their original research or literature review conducted during their senior year at Saint Katherine College.

All Senior Theses are used in the evaluation process with the AAC&U Rubrics for the Core Competencies as the assessment tool.

#### **Arts & Humanities Program Concentration Curriculum Maps, w/Outcome Achievement Levels**

1. Curriculum Map for BA Arts & Humanities, **ART** concentration

Introduced (I), Reinforced (R), Mastered (M)

Required courses	PLO AH-1	PLO AH-2	PLO AH-3**	PLO AH-4/Concentration PLO 1	PLO AH-5/Concentration PLO 2
AH100AR	I	I	I	I	
AH105AR	I	I	I	I	I
AH115AR	I	I	I	I	I
AH140AR	I		I	I	I
AH150AR	I	I	I	I	I
AH170AR	I		I	I	I
AH200AR	R	R	R	R	
AH205AR	R	R	R	R	R
AH215AR	R	R	R	R	R
AH220AR	R	I	R	I	I
AH250AR	R	R	R	R	R
AH270AR	I	I	I	R	R
AH280AR	R		R	I	I
AH290AR	M	R	R	I	I
AH320AR	M		R	I	I
AH340AR	M	R	M	I	I
AH350AR	M	R	M	R	R
AH360AR	M	M	M	R	R
AH380AR	M	M	M	M	M

AH399AR	M	M	M	M	M
GE400	M	M	M	M	M
GE410	M	M	M	M	M

**Means of Assessment & Criteria for Success**

**LEARNING OUTCOMES ASSESSMENT PLAN  
Arts & Humanities Program, Art Concentration  
Updated August 2015**

Program Learning Outcomes

PLO1. Students critically analyze cultural artifacts, historical events, and philosophical ideas.  
(Critical Analysis)

**Means of Assessment** (Collected every two years): AH220AR Signature Assignment - Compare/Contrast Essay

**Criteria for Success:** 75% of the students should have an average score of at least 60% on the Signature Assignment

**When Assessed:** Every 3 years (starting 2014-15)

PLO2. Students evaluate the historical development and modern forms of Western civilization  
(Historical Evaluation)

**Means of Assessment** (Collected every year): GE410 Senior Thesis

**Criteria for Success:** 75% of the students should have an average score of at least 70% on the portion of the thesis that evaluates either the historical development or the contemporary forms of Western civilization under investigation in the project.

**When assessed:** Every 3 Years (starting 2014-15)

PLO3. Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (Creative and Integrative Thinking)

**Means of Assessment** (Collected every year): GE410 Senior Thesis

**Criteria for Success:** 80% of the students should have an average score of at least 75% in the content/argumentation component of a research-based Senior Thesis, or the artistic composition component of a creative Senior Capstone project.

**When assessed:** Every 3 Years (starting 2014-15)

Art Concentration Specific Program Learning Outcomes

*Concentration PLO1. Students communicate about their own and others' artwork with coherency, self-awareness, and knowledge of the elements and principles of design as well as art historical context. (Critical Observation)*

**Means of Assessment:** AH205AR Signature Assignment - Mid-Term Drawing Project

**Criteria of Success:** 75% of students should achieve a score of 75% or higher in the relevant components of the signature assignment.

**When Assessed:** Every 3 Years (starting 2015-16)

*Concentration PLO2. Students demonstrate professional skills such as planning and hanging exhibitions, documenting their work, and submitting art to galleries, exhibits, and art commissions. (Professional Skills and Development)*

**Means of Assessment** (collected every year): GE410 Senior Thesis

**Criteria of Success:** 75% of students should achieve a score of 75% or greater in the professionalism component of their Senior Thesis.

**When Assessed:** Every 3 Years (starting 2015-16)

II. Curriculum Map for BA Arts & Humanities, **ENGLISH** concentration

Introduced (I), Reinforced (R), Mastered (M)

Curriculum Map for BA Arts & Humanities, English concentration					
Required courses	PLO AH-1	PLO AH-2	PLO AH-3**	PLO AH-4/Concentration PLO 1	PLO AH-5/Concentration PLO 2
AH210EN	I	I	I	I	I
AH220EN	I	I	I	I	I
AH230EN	R	R	R	I	I
AH240EN	R	R	R	R	R
AH250EN	I	I	I	R	R
AH260EN	I	I	I	I	I
AH270EN	R	R	R	I	I

AH280EN	R	R	R	R	R
AH350EN-AH399EN upper-division English electives (5 required)	R-M	R-M	R-M	R-M	R-M
GE400	M	M	M	M	M
GE410	M	M	M	M	M

**Means of Assessment & Criteria for Success**

**LEARNING OUTCOMES ASSESSMENT PLAN  
Arts & Humanities Program, English Concentration  
Updated August 2015**

Program Learning Outcomes

PLO1. Students critically analyze cultural artifacts, historical events, and philosophical ideas.  
(Critical Analysis)

**Means of Assessment** (Collected every two years): AH280EN Signature Assignment - Critical Essay

**Criteria for Success:** 75% of the students should have an average score of at least 60% on the Signature Assignment

**When Assessed:** Every 3 Years (starting 2014-15)

PLO2. Students evaluate the historical development and modern forms of Western civilization  
(Historical Evaluation)

**Means of Assessment** (Collected every year): GE410 Senior Thesis

**Criteria for Success:** 75% of the students should have an average score of at least 70% on the portion of the thesis that evaluates either the historical development or the contemporary forms of Western civilization under investigation in the project.

**When Assessed:** Every 3 Years (starting 2014-15)

PLO3. Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (Creative and Integrative Thinking)

**Means of Assessment** (Collected every 2 years): AH380EN Signature Assignment - Research Essay

**Criteria for Success:** 80% of the students should have an average score of at least 75% in the content/argumentation component of this research-based essay assignment.  
**When Assessed:** Every 3 Years (starting 2014-15)

English Concentration Specific Program Learning Outcomes

*Concentration PLO1. Students demonstrate associational and narrative reasoning through engagement with various forms of literary representation and figuration (Associational and Narrative Reasoning)*

**Means of Assessment:** AH280EN Signature Assignment - Critical Essay  
**Criteria of Success:** 75% of students should achieve a score of 75% or higher in the components of the critical essay that require the demonstration of associational and/or narrative reasoning.  
**When Assessed:** Every 3 Years (starting 2014-15)

*Concentration PLO2. Students evaluate the experience of others through imaginative engagement with historical and fictional narratives, acquiring an empathic relationship to different perspectives. (Empathetic Imagination)*

**Means of Assessment:** GE410 Senior Thesis  
**Criteria of Success:** 75% of students should achieve a score of 75% or greater in the relevant component of their Senior Thesis.  
**When Assessed:** Every 3 Years (starting 2014-15)

III. Curriculum Map for BA Arts & Humanities, **HISTORY** concentration

**Introduced (I), Reinforced (R), Mastered (M)**

**Curriculum Map for BA Arts & Humanities, History concentration**

Required courses	PLO AH-1	PLO AH-2	PLO AH-3**	PLO AH-4/Concentration PLO 1	PLO AH-5/Concentration PLO 2
AH101HI	I	I	I	I	I
AH120HI	I	I	I	I	I
AH121HI	I	I	I	I	I
AH210HI	R	R	R	I	R
AH211HI	R	R	R	I	R
AH201HI-AH268HI (lower division electives)	R	I-R	I-R	R	R-M
AH301HI-AH393HI (upper division electives)	R-M	R-M	R-M	M	M
AH390HI	M	M	M	M	M
GE400	M	M	M	M	M
GE410	M	M	M	M	M

**Means of Assessment & Criteria for Success**

**LEARNING OUTCOMES ASSESSMENT PLAN  
Arts & Humanities Program, History Concentration  
Updated August 2015**

Program Learning Outcomes

PLO1. Students critically analyze cultural artifacts, historical events, and philosophical ideas.  
(Critical Analysis)

**Means of Assessment** (Collected every two years): AH340HI Signature Assignment - Book Review

**Criteria for Success:** 75% of the students should have an average score of at least 60% on this Signature Assignment

**When Assessed:** Every 3 Years (starting 2015-16)

PLO2. Students evaluate the historical development and modern forms of Western civilization  
(Historical Evaluation)

Means of Assessment (Collected every year): GE410 Senior Thesis  
Criteria for Success: 75% of the students should have an average score of at least 70% on the portion of the thesis that evaluates either the historical development or the contemporary forms of Western civilization under investigation in the project.  
When Assessed: Every 3 Years (starting 2014-15)

PLO3. Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (Creative and Integrative Thinking)

Means of Assessment (Collected every year): GE410 Senior Thesis  
Criteria for Success: 80% of the students should have an average score of at least 75% in the content/argumentation component of a research-based Senior Thesis, demonstrating original research and creative thinking.  
When Assessed: Every 3 Years (starting 2014-15)

#### History Concentration Specific Program Learning Outcomes

*Concentration PLO1. Students create an empirical historical narrative demonstrating their analysis of change within complex patterns of human thought, behavior, and events. (Sequential Logic and Contingency)*

Means of Assessment: GE410 Senior Thesis  
Criteria of Success: 75% of students should achieve a score of 75% or higher in the relevant components of the signature assignment.  
When Assessed: Every 3 Years (starting 2015-16)

*Concentration PLO2. Students evaluate documentary evidence within a historical context and demonstrate empathy for the distinct beliefs and values of that period. (Historical Contextualization and Empathetic Thinking)*

Means of Assessment: AH392HI Signature Assignment - Prism Paper  
Criteria of Success: 75% of students should achieve a score of 75% or greater in the relevant component of empathetic contextualization in the signature assignment.  
When Assessed: Every 3 Years (starting 2015-16)

IV. Curriculum Map for BA Arts & Humanities, **INTERDISCIPLINARY STUDIES** concentration

**Introduced (I), Reinforced (R), Mastered (M)**

Curriculum Map for BA Arts & Humanities, Interdisciplinary Studies concentration					
Required courses	PLO AH-1	PLO AH-2	PLO AH-3	PLO AH-4/Concentration PLO 1	PLO AH-5/Concentration PLO 2
IC100	I	I	I	I	I
<i>Main area of emphasis</i>					
1	I	I	I	I	I
2	I	I	I	I	I
3	R	R	R	I	I
4	R	R	R	I	I
5	M	M	M	R	R
6	M	M	M	R	R
7	M	M	M	R	R
<i>Secondary Area of Emphasis</i>					
1	I	I	I	I	I
2	I	I	I	I	I
3	R	R	R	I	I
4	R	R	R	I	I
5	M	M	M	R	R

6	M	M	M	R	R
AH300IS	M	M	M	R	M
AH398IS	M	R	M	R	M
GE400	M	M	M	M	M
GE410	M	M	M	M	M

**Means of Assessment & Criteria for Success**

**LEARNING OUTCOMES ASSESSMENT PLAN  
Arts & Humanities Program, Interdisciplinary Studies Concentration  
Updated August 2015**

Program Learning Outcomes

PLO1. Students critically analyze cultural artifacts, historical events, and philosophical ideas. (Critical Analysis)

**Means of Assessment** (Collected every two years): AH300IS Signature Assignment - Critical Review

**Criteria for Success:** 75% of the students should have an average score of at least 60% on the Critical Review Signature Assignment in the IDS methodology course.

**When Assessed:** Every 3 Years (starting 2015-16)

PLO2. Students evaluate the historical development and modern forms of Western civilization (Historical Evaluation)

**Means of Assessment** (Collected every year): GE410 Senior Thesis

**Criteria for Success:** 75% of the students should have an average score of at least 70% on the portion of the thesis that evaluates either the historical development or the contemporary forms of Western civilization under investigation in the project.

**When Assessed:** Every 3 Years (starting 2015-16)

PLO3. Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (Creative and Integrative Thinking)

**Means of Assessment** (Collected every year): GE410 Senior Thesis

**Criteria for Success:** 80% of the students should have an average score of at least 75% in the content/argumentation component of a research-based Senior Thesis, demonstrating original research and interdisciplinary thinking.

**When Assessed:** Every 3 Years (starting 2015-16)

IDS Concentration Specific Program Learning Outcomes

*Concentration PLO1. Students apply theoretical understandings to practical, real-world issues that demand an interdisciplinary response (Applied Perspectives)*

**Means of Assessment:** AH100IS/IC100 Signature Assignment - ID Project Proposal

**Criteria of Success:** 75% of students taking IC100 as AH100IS should achieve a score of 75% or higher in the relevant components of the ID Project Proposal.

**When Assessed:** Every 3 Years (starting 2015-16)

*Concentration PLO2 Students distinguish features of disciplinary perspectives and their epistemological characteristics. (Distinguishing Disciplinary Insights)*

**Means of Assessment:** GE410 Senior Thesis

**Criteria of Success:** 75% of students should achieve a score of 75% or greater in the portion of their Senior Thesis that acknowledges insights from multiple disciplines.

**When Assessed:** Every 3 Years (starting 2015-16)

V. Curriculum Map for BA Arts & Humanities, **MUSIC** concentration

**Introduced (I), Reinforced (R), Mastered (M)**

Curriculum Map for BA Arts & Humanities, Music concentration						
Required courses	PLO AH-1	PLO AH-2	PLO AH-3**	PLO AH-4/Concentration PLO 1	PLO AH-5/Concentration PLO 2	PLO AH-6/Concentration PLO 3
AH050MU			I		I	

AH060MU			I		I	
AH100-400MU			I-R-M		I-R-M	
AH105-405MU			I-R-M		I-R-M	
AH205MU			R		R	R
AH101MU	I	I	I	I	R	R
AH102MU	R	I	I	R	R	R
AH120MU	I	R	I	I		I
AH201MU	R	R	R	R		I
AH202MU	R	R	R	R		R
AH301MU	M	M	M	R		R
AH302MU	M	M	M	R		M
AH310MU	M	M	M	R		M
AH320MU	R	M	R	R		M
AH380MU	M	M	M	M	M	M
GE400	M	M	R	M	M	M
GE410	M	M	M	M	M	M

***Means of Assessment & Criteria for Success***

**LEARNING OUTCOMES ASSESSMENT PLAN  
Arts & Humanities Program, Music Concentration**

## Updated August 2015

### Program Learning Outcomes

PLO1. Students critically analyze cultural artifacts, historical events, and philosophical ideas. (Critical Analysis)

**Means of Assessment** (Collected every two years): AH201MU Signature Assignment - Research Paper

**Criteria for Success:** 75% of the students should have an average score of at least 60% on the Signature Assignment

**When Assessed:** Every 3 Years (starting 2016-17)

PLO2. Students evaluate the historical development and modern forms of Western civilization (Historical Evaluation)

**Means of Assessment** (Collected every year): GE410 Senior Thesis

**Criteria for Success:** 75% of the students should have an average score of at least 70% on the portion of the thesis that evaluates either the historical development or the contemporary forms of Western civilization under investigation in the project.

**When Assessed:** Every 3 Years (starting 2014-15)

PLO3. Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (Creative and Integrative Thinking)

**Means of Assessment** (Collected every year): GE410 Senior Thesis

**Criteria for Success:** 80% of the students should have an average score of at least 75% in the content/argumentation component of a research-based Senior Thesis, or the musical composition component in a creative Senior Thesis.

**When Assessed:** Every 3 Years (starting 2014-15)

### Music Concentration Specific Program Learning Outcomes

*Concentration PLO1. Students analyze music into the elemental concepts related to music theory, including pitch, rhythm, harmony, melody, timbre, and form. (Theoretical Competency)*

**Means of Assessment:** GE410 Senior Thesis

**Criteria of Success:** 75% of students should achieve a score of 75% or greater in the relevant performance component of their Senior Thesis.

**When Assessed:** Every 3 Years (starting 2016-17)

*Concentration PLO2. Students demonstrate a range of performance skills in their instrument(s) or voice, sight-reading at the piano at an intermediate level or above, and/or learning to conduct a small ensemble. (Performance Skills)*

**Means of Assessment:** AH303MU Signature Assignment - Composition Project

**Criteria of Success:** 75% of students should achieve a score of 75% or higher in the relevant components of the signature assignment.

**When Assessed:** Every 3 Years (starting 2016-17)

*Concentration PLO3. Students evaluate the histories of European and global music traditions, learning in addition how Orthodox traditions of worship have cultivated musical innovation and preservation. (Music in History and Worship)*

**Means of Assessment:** GE410 Senior Thesis

**Criteria of Success:** 75% of students should achieve a score of 75% or greater in the relevant performance component of their Senior Thesis.

**When Assessed:** Every 3 Years (starting 2016-17)

VI. Curriculum Map for BA Arts & Humanities, **PSYCHOLOGY** concentration

Introduced (I), Reinforced (R), Mastered (M)

Curriculum Map for BA Arts & Humanities, Psychology concentration					
Required courses	PLO AH-1	PLO AH-2	PLO AH-3**	PLO AH-4/Concentration PLO 1	PLO AH-5/Concentration PLO 2
AH101PSY	I	I	I	I	I
AH211PSY	I	I	I	I	I
AH230PSY	I	I	I	I	I
NS103				I	R
NS104				I	R
AH260PSY	R	I	R	R	R
AH280PSY	R		R	R	I
AH316PSY	R		R	I	R
AH332PSY	R		M	I	R
AH340PSY	R	R	M	M	R
AH350PSY	M	R	R	M	M
AH351PSY	M	R	M	M	M

AH370PSY	M	R	R	R	M
AH380PSY	M	M	M	M	M
GE400	M	M	M	M	M
GE410	M	M	M	M	M

**Means of Assessment & Criteria for Success**

**LEARNING OUTCOMES ASSESSMENT PLAN  
Arts & Humanities Program, Psychology Concentration  
Updated August 2015**

Program Learning Outcomes

PLO1. Students critically analyze cultural artifacts, historical events, and philosophical ideas.  
(Critical Analysis)

Means of Assessment (Collected every two years): AH230PS Signature Assignment -  
Identity Formation Essay

Criteria for Success: 75% of the students should have an average score of at least 60%  
on the Signature Assignment

When Assessed: Every 3 Years (starting 2016-17)

PLO2. Students evaluate the historical development and modern forms of Western civilization  
(Historical Evaluation)

Means of Assessment (Collected every year): GE410 Senior Thesis

Criteria for Success: 75% of the students should have an average score of at least 70%  
on the portion of the thesis that evaluates either the historical development or the  
contemporary forms of Western civilization under investigation in the project.

When Assessed: Every 3 Years (starting 2016-17)

PLO3. Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (Creative and Integrative Thinking)

Means of Assessment (Collected every year): GE410 Senior Thesis

Criteria for Success: 80% of the students should have an average score of at least 75% in the content/argumentation component of a research-based Senior Thesis, or the musical composition component in a creative Senior Thesis.

When Assessed: Every 3 Years (starting 2016-17)

Psychology Concentration Specific Program Learning Outcomes

*Concentration PLO1. Students evaluate multiple theories of psychology and related treatments. (Content Knowledge)*

Means of Assessment: AH101PS Signature Assignment - Final Exam

Criteria of Success: 75% of students should achieve a score of 75% or higher in the relevant components of the signature assignment.

When Assessed: Every 3 Years (starting 2016-17)

*Concentration PLO2. Students analyze the evidence of presenting syndromes in case-study simulations and propose effective courses of response (Practical Diagnosis and Prognosis)*

Means of Assessment: GE410 Senior Thesis

Criteria of Success: 75% of students should achieve a score of 75% or greater in the relevant performance component of their Senior Thesis.

When Assessed: Every 3 Years (starting 2016-17)

VII. Curriculum Map for BA Arts & Humanities, **ORTHODOX CHRISTIAN THEOLOGY** concentration

**Introduced (I), Reinforced (R), Mastered (M)**

Curriculum Map for BA Arts & Humanities, Orthodox Christian Theology					
Required courses	PLO AH-1	PLO AH-2	PLO AH-3**	PLO AH-4/Concentration PLO 1	PLO AH-5/Concentration PLO 2
AH100TH					
GE160					
AH120TH					

AH150TH	I	I	I	I	I
AH151TH	R	R	R	I	I
AH152TH	R	I	R	I	I
AH153TH	R	I	R	I	I
AH200TH	R	R	R	R	M
AH300TH	M	R	M	R	M
AH315TH	M	M	M	R	R
AH320TH	M	M	M	R	M
AH355TH	M	M	M	M	R
AH360TH	M	M	M	R	R
AH370TH	M	R	M	M	M
AH390TH	M	R	M	M	M
AH395TH	M	M	M	M	M
AH396TH	M	M	M	M	M
GE400	M	M	M	M	M
GE410	M	M	M	M	M

**Means of Assessment & Criteria for Success**

**LEARNING OUTCOMES ASSESSMENT PLAN  
Arts & Humanities Program, Orthodox Christian Theology Concentration  
Updated August 2015**

Program Learning Outcomes

PLO1. Students critically analyze cultural artifacts, historical events, and philosophical ideas.  
(Critical Analysis)

**Means of Assessment** (Collected every two years): AH360TH Signature Assignment - Patristic Themes Essay

**Criteria for Success:** 75% of the students should have an average score of at least 60% on the Signature Assignment

**When Assessed:** Every 3 Years (starting 2016-17)

PLO2. Students evaluate the historical development and modern forms of Western civilization (Historical Evaluation)

**Means of Assessment** (Collected every year): GE410 Senior Thesis

**Criteria for Success:** 75% of the students should have an average score of at least 70% on the portion of the thesis that evaluates either the historical development or the contemporary forms of Western civilization under investigation in the project.

**When Assessed:** Every 3 Years (starting 2014-15)

PLO3. Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (Creative and Integrative Thinking)

**Means of Assessment** (Collected every year): GE410 Senior Thesis

**Criteria for Success:** 80% of the students should have an average score of at least 75% in the content/argumentation component of a research-based Senior Thesis, or the musical composition component in a creative Senior Thesis.

**When Assessed:** Every 3 Years (starting 2014-15)

Theology Concentration Specific Program Learning Outcomes

*Concentration PLO1. Students examine key theological concepts using accepted methods of interpretation as they pertain to church history, patristics, sacred texts, and doctrine. (Theological Conceptualization and Method)*

**Means of Assessment:** AH360TH Signature Assignment - Patristic Themes Essay

**Criteria of Success:** 75% of students should achieve a score of 75% or higher in the relevant components of the signature assignment.

**When Assessed:** Every 3 Years (starting 2016-17)

*Concentration PLO2. Students evaluate the contributions and differences of an Eastern Orthodox Christian perspective compared to a variety of other Christian perspectives. (Evaluative Comparison)*

**Means of Assessment:** GE410 Senior Thesis

**Criteria of Success:** 75% of students should achieve a score of 75% or greater in the relevant performance component of their Senior Thesis.

**When Assessed:** Every 3 Years (starting 2016-17)

## Evidence of Student Learning and the Use of Evidence

### Annual Assessment Data 2014-15

#### I. Program Learning Outcome: PLO1 - Students critically analyze cultural artifacts, historical events, and philosophical ideas. (Critical Analysis)

##### **Outcome Measure 1: Senior Thesis (Summative)**

**Criteria for Success:** 75% of students will score the equivalent of an 85% (“good”) or better in achieving the learning outcome at a level of “mastery”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates mastered PLO1 in a summative outcome measure 100% of the time.

**Conclusions Drawn from Data:** The outcome has been achieved above expectations, and is measurable by the signature assignment; the outcome measure is a good one and will be used again for the next cycle of assessment leading up to the next A&H program review.

**Changes to be Made Based on Data:** None deemed necessary.

**Rubric Used (include):** A&H Senior Thesis Assessment Rubric (see exhibits)

##### **Outcome Measure 2: Research Essay (Formative)**

**Criteria for Success:** 75% of students will score the equivalent of an 80% (“good”) in “achieving” the learning outcome at a level of “reinforcement”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates achieved PLO1 at a level of “reinforcement” in this formative outcome measure 75% of the time; “average” is the most common assessment.

**Conclusions Drawn from Data:** It is projected that the broader collection of data should indicate the achievement at a formative level of this PLO at a level of “good” or above. Another cycle of assessment is needed to determine the strength of this PLO.

**Changes to be Made Based on Data:** None deemed necessary.

**Rubric Used (include):** A&H Research Essay Assessment Rubric (see exhibits)

##### **Outcome Measure 3: Critical Essay (Formative)**

**Criteria for Success:** 75% of students will score the equivalent of an 80% (“good”) in “achieving” the learning outcome at a level of “reinforcement”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates achieved PLO1 at a level of “reinforcement” in this formative outcome measure 100% of the time, though the assessors vary on whether the outcome is achieved in an “excellent,” “good” or “average” fashion within this level. For a formative assignment, this is understandable.

**Conclusions Drawn from Data:** The outcome has been achieved above expectations, and is measurable by the signature assignment; the outcome measure is a good one and will be used again for the next cycle of assessment leading up to the next A&H program review.

**Changes to be Made Based on Data:** None deemed necessary.

**Rubric Used (include):** A&H Critical Essay Assessment Rubric (see exhibits)

## **II. Learning Outcome: PLO2 - Students evaluate the historical development and modern forms of Western civilization (PLO 2: Historical Evaluation)**

### **Outcome Measure 1: Senior Thesis (Summative)**

**Criteria for Success:** 75% of students will score the equivalent of an 85% (“good”) or better in achieving the learning outcome at a level of “mastery”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates mastered PLO2 in a summative outcome measure 75% of the time.

**Conclusions Drawn from Data:** In one particular Senior Thesis, that from “Theology,” both assessors indicated that PLO2 was only mastered at an “average” level.

**Changes to be Made Based on Data:** None necessary, as intended criteria for success target was reached. However, some review of Senior Thesis supervisory procedures to ensure that PLO2 is aligned fully with Theology capstone project guidelines are recommended.

**Rubric Used (include):** A&H Senior Thesis Assessment Rubric (see exhibits)

### **Outcome Measure 2: Research Essay (Formative)**

**Criteria for Success:** 75% of students will score the equivalent of an 80% (“good”) in “achieving” the learning outcome at a level of “reinforcement”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates achieved PLO2 at a level of “reinforcement” in this formative outcome measure 100% of the time, though the

assessors vary on whether the outcome is achieved in a “good” or “average” fashion within this level. For a formative assignment, this is understandable.

**Conclusions Drawn from Data:** The outcome has been achieved above expectations, and is measurable by the signature assignment; the outcome measure is a good one and will be used again for the next cycle of assessment leading up to the next A&H program review.

**Changes to be Made Based on Data:** None deemed necessary.

**Rubric Used (include):** A&H Research Essay Assessment Rubric (see exhibits)

**Outcome Measure 3: Critical Essay (Formative)**

**Criteria for Success:** 75% of students will score the equivalent of an 80% (“good”) in “achieving” the learning outcome at a level of “reinforcement”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates achieved PLO2 at a level of “reinforcement” in this formative outcome measure 100% of the time, though the assessors vary on whether the outcome is achieved in an “good” or “average” fashion within this level. For a formative assignment, this is understandable.

**Conclusions Drawn from Data:** The outcome has been achieved above expectations, and is measurable by the signature assignment; the outcome measure is a good one and will be used again for the next cycle of assessment leading up to the next A&H program review.

**Changes to be Made Based on Data:** None deemed necessary.

**Rubric Used (include):** A&H Critical Essay Assessment Rubric (see exhibits)

**III. Program Learning Outcome: PLO 3 - Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (Creative and Integrative Thinking)**

**Outcome Measure 1: Senior Thesis (Summative)**

**Criteria for Success:** 75% of students will score the equivalent of an 85% (“good”) or better in achieving the learning outcome at a level of “mastery.”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates mastered PLO3 in a summative outcome measure 88% of the time.

**Conclusions Drawn from Data:** One assessor of the Senior Thesis in Theology noted that PLO3 was mastered at only an “average” level. However, the criteria for success was

reached and the outcome is both measurable and demonstrably mastered in the signature assignments that were assessed.

**Changes to be Made Based on Data:** None currently necessary as criteria for success target was reached.

**Rubric Used (include):** A&H Senior Thesis Assessment Rubric (see exhibits)

**Outcome Measure 2: Research Essay (Formative)**

**Criteria for Success:** 75% of students will score the equivalent of an 80% (“good”) in “achieving” the learning outcome at a level of “reinforcement”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates achieved PLO3 at a level of “reinforcement” in this formative outcome measure 100% of the time, though the assessors vary on whether the outcome is achieved in an “excellent,” “good” or “average” fashion within this level. For a formative assignment, this is understandable.

**Conclusions Drawn from Data:** The outcome has been achieved above expectations, and is measurable by the signature assignment; the outcome measure is a good one and will be used again for the next cycle of assessment leading up to the next A&H program review.

**Changes to be Made Based on Data:** None deemed necessary.

**Rubric Used (include):** A&H Research Essay Assessment Rubric (see exhibits)

**Outcome Measure 3: Critical Essay (Formative)**

**Criteria for Success:** 75% of students will score the equivalent of an 80% (“good”) in “achieving” the learning outcome at a level of “reinforcement”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates achieved PLO3 at a level of “reinforcement” in this formative outcome measure 100% of the time, though the assessors vary on whether the outcome is achieved in an “excellent,” “good” or “average” fashion within this level. For a formative assignment, this is understandable.

**Conclusions Drawn from Data:** The outcome has been achieved above expectations, and is measurable by the signature assignment; the outcome measure is a good one and will be used again for the next cycle of assessment leading up to the next A&H program review.

**Changes to be Made Based on Data:** None deemed necessary.

**Rubric Used (include):** A&H Critical Essay Assessment Rubric (see exhibits)

**IV. English Concentration Learning Outcome (A&H Program): PLO4/CLO1 - Demonstrates associational and narrative reasoning through engaging with various forms of literary representation and figuration (Associational and Narrative Reasoning)**

**Outcome Measure 1: Senior Thesis (Summative)**

**Criteria for Success:** 75% of students will score the equivalent of an 85% (“good”) or better in achieving the learning outcome at a level of “mastery”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates mastered PLO4/CLO1 in a summative outcome measure 100% of the time.

**Conclusions Drawn from Data:** The outcome has been achieved above expectations, and is measurable by the signature assignment; the outcome measure is a good one and will be used again for the next cycle of assessment leading up to the next A&H program review.

**Changes to be Made Based on Data:** None deemed necessary.

**Rubric Used (include):** A&H Senior Thesis Assessment Rubric (see exhibits)

**Outcome Measure 2: Research Essay (Formative)**

**Criteria for Success:** 75% of students will score the equivalent of an 80% (“good”) in “achieving” the learning outcome at a level of “reinforcement”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates achieved PLO4/CLO1 at a level of “reinforcement” in this formative outcome measure 75% of the time. The assessors differed significantly on their assessment of one particular instance of this signature assignment, one marking “excellent” and the other “below average.”

**Conclusions Drawn from Data:** Discussion about this outcome and its wording may be required to normalize the assessment procedures. Another round of assessment with different assessors is necessary, but the target criteria for success was met.

**Changes to be Made Based on Data:** None deemed necessary.

**Rubric Used (include):** A&H Research Essay Assessment Rubric (see exhibits)

**Outcome Measure 3: Critical Essay (Formative)**

**Criteria for Success:** 75% of students will score the equivalent of an 80% (“good”) in “achieving” the learning outcome at a level of “reinforcement”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates achieved PLO4/CLO1 at a level of “reinforcement” in this formative outcome measure 100% of the time, though the assessors vary on whether the outcome is achieved in an “excellent,” “good” or “average” fashion within this level. For a formative assignment, this is understandable.

**Conclusions Drawn from Data:** The outcome has been achieved above expectations, and is measurable by the signature assignment; the outcome measure is a good one and will be used again for the next cycle of assessment leading up to the next A&H program review.

**Changes to be Made Based on Data:** None deemed necessary.

**Rubric Used (include):** A&H Critical Essay Assessment Rubric (see exhibits)

**V. English Concentration Learning Outcome (A&H Program): PLO5/CLO2 - Demonstrates an evaluation of the experience of others through imaginative engagement with historical and fictional narratives, acquiring an empathic relationship to different perspectives. (PLO/CLO 2 - Empathetic Imagination)**

**Outcome Measure 1: Senior Thesis (Summative)**

**Criteria for Success:** 75% of students will score the equivalent of an 85% (“good”) or better in achieving the learning outcome at a level of “mastery”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates mastered PLO5/CLO2 in a summative outcome measure 100% of the time.

**Conclusions Drawn from Data:** The outcome has been achieved above expectations, and is measurable by the signature assignment; the outcome measure is a good one and will be used again for the next cycle of assessment leading up to the next A&H program review.

**Changes to be Made Based on Data:** None deemed necessary.

**Rubric Used (include):** A&H Senior Thesis Assessment Rubric (see exhibits)

**Outcome Measure 2: Research Essay (Formative)**

**Criteria for Success:** 75% of students will score the equivalent of an 80% (“good”) in “achieving” the learning outcome at a level of “reinforcement.”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates achieved PLO5/CLO2 at a level of “reinforcement” in this formative outcome measure 100% of the time.

**Conclusions Drawn from Data:** There seems to be some variation among the assessors as to what the learning outcome means.

**Changes to be Made Based on Data:** Further discussion and clarification of the outcome and the descriptions in the rubric will precede the next cycle of assessment.

**Rubric Used (include):** A&H Research Essay Assessment Rubric (see exhibits)

**Outcome Measure 3: Critical Essay (Formative)**

**Criteria for Success:** 75% of students will score the equivalent of an 80% (“good”) in “achieving” the learning outcome at a level of “reinforcement.”

**When Assessed:** Every 3 Years

**Data:** The assessment results indicate that A&H graduates achieved PLO5/CLO2 at a level of “reinforcement” in this formative outcome measure 100% of the time.

**Conclusions Drawn from Data:** The outcome has been achieved above expectations, and is measurable by the signature assignment; the outcome measure is a good one and will be used again for the next cycle of assessment leading up to the next A&H program review.

**Changes to be Made Based on Data:** None deemed necessary.

**Rubric Used (include):** A&H Critical Essay Assessment Rubric (see exhibits)

<b>Arts and Humanities Senior Thesis Assessment Rubric</b>		Standards of Performance within Outcome Achievement Level of Mastery		
OUTCOME MEASURE: SENIOR THESIS (ENGLISH)	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>
<b>Students critically analyze cultural artifacts, historical events, and philosophical ideas. (PLO 1: Critical Analysis)</b>				
Criteria 1: Identifying features	Clearly and insightfully identifies key significant features and conventions in object of study.	Clearly identifies some significant features and conventions in object of study.	Acknowledges some significant features and conventions in object of study.	Fails to identify significant features in object of study.
Criteria 2: Engaging past understandings	Makes significant reference to and citation of multiple examples of relevant past understandings or critical opinions.	Makes appropriate reference to and citation of some examples of relevant past understandings or critical opinions.	Makes adequate reference to or citation of some examples of relevant past understandings or critical opinions.	Fails to refer to or cite any examples of relevant past understandings or critical opinions, or does so poorly.
Criteria 3: Informed critique	Offers insightful and thorough analytical critique of given object(s) of study.	Offers informed analytical critique of given object(s) of study.	Offers adequate analytical critique of given object(s) of study.	Offers poor or nonsensical critique of given object(s) of study, with minimal analysis.
<b>Students evaluate the historical development and modern forms of Western civilization (PLO 2: Historical Evaluation)</b>				
Criteria 1: Sequential logic & contingency	Demonstrates advanced understanding of both connections and ambiguity in historical change.	Demonstrates thorough understanding of both connections and ambiguity in historical change	Demonstrates adequate understanding of both/either connections and/or ambiguity in historical change	Fails to demonstrate adequate understanding of both/either connections and/or ambiguity in historical change, or does so poorly
Criteria 2: Accurate description	With exceptional accuracy and concision, describes processes of change, historical events, cultural artifacts, and/or social forms	Accurately describes processes of change, historical events, cultural artifacts, and/or social forms	Describes processes of change, historical events, cultural artifacts, or social forms with adequate accuracy and concision	Fails to describe processes of change, historical events, cultural artifacts, or social forms with accuracy or concision, or does so poorly
Criteria 3: Balanced evaluation	Provides clear and rational evaluation of relevant data grounded in evidence that acknowledges and accounts for counterarguments and alternative understandings	Provides rational evaluation of relevant data grounded in evidence that acknowledges counterarguments and alternative understandings	Provides adequate evaluation of relevant data grounded in evidence that acknowledges counterarguments or alternative understandings	Fails to provide adequate evaluation, or does so poorly
<b>Students practice synthetic and creative thought in original research, artistic composition, or interdisciplinary projects. (PLO 3: Creative and Integrative Thinking)</b>				
Criteria 1: Extension or transformation of idea	Creatively extends and transforms an idea, position, format or product in order to advance theoretical understanding	Creatively extends or transforms an idea, position, format or product in order to advance theoretical understanding	Adequately extends or transforms an idea or position, with minimal creativity or effect on advancing understanding	Fails to extend or transform an idea or position creatively or with effect on advancing understanding, or does so poorly
Criteria 2: Innovative application	Applies knowledge insightfully in order to achieve innovation in practical contexts and problem-solving	Applies knowledge in order to achieve innovation in practical contexts and problem-solving	Applies knowledge in order to achieve innovation in practical contexts or problem-solving	Fails to apply knowledge adequately in order to achieve innovation in practical contexts or problem-solving, or does so poorly

Criteria 3: Synthetic articulation	Articulates research from one or multiple disciplines pertaining to a specific problem, topic or object of study	Synthesizes research from one or multiple disciplines pertaining to a specific problem, topic or object of study	Adequately synthesizes research from one or multiple disciplines	Fails to synthesize research from one or multiple disciplines, or does so poorly
<b>Demonstrates associational and narrative reasoning through engaging with various forms of literary representation and figuration (PLO/ CLO 4- Associational and Narrative Reasoning)</b>	Offers original and insightful analysis of literary text(s), attending to figurative and plot-related issues in order to advance understanding about that text, its thematic contents, or context of production.	Offers solid analysis of literary text(s), attending to figurative or plot-related issues in order to advance understanding about that text, its thematic contents, or context of production.	Offers adequate analysis of literary text(s), attending to figurative or plot-related issues in order to advance understanding about that text, its thematic contents, or context of production.	Offers poor analysis of literary text(s), attending to figurative or plot-related issues in order to advance understanding about that text, its thematic contents, or context of production.
<b>Demonstrates an evaluation of the experience of others through imaginative engagement with historical and fictional narratives, acquiring an empathic relationship to different perspectives. (PLO5/CLO2 - Empathetic Imagination)</b>	Demonstrates exceedingly imaginative and empathetic evaluation of discursive representations of human experience, highlighting relevant literary features of that representation, particularly when that experience is historically or culturally different than one's own.	Demonstrates solidly imaginative and empathetic evaluation of discursive representations of human experience, highlighting relevant literary features of that representation, particularly when that experience is historically or culturally different than one's own.	Demonstrates adequately imaginative or empathetic evaluation of discursive representations of human experience, particularly when that experience is historically or culturally different than one's own.	Demonstrates unsatisfactory imaginative or empathetic evaluation of discursive representations of human experience, particularly when that experience is historically or culturally different than one's own.

**Arts and Humanities Program Review  
Saint Katherine College  
External Reviewer Team Site Visit**

Shawna L. Lafreniere, Ph.D.

*Director of Curricular Effectiveness, Assistant Professor, Azusa Pacific University*

David Michael McKinney, Ph.D., J.D.

*Professor of German and Literature, Literature, Journalism and Modern Languages,  
Point Loma Nazarene University*

***Friday 11 September 2015 - Itinerary***

- 10:00-10:30    Arrival of external reviewer, Dr. Shawna Lafreniere  
Welcome and campus tour by A&H Program Director – *with coffee*
- 10:30-11:00    Dr. Shawna Lafreniere, external reviewer from APU, meets with current  
students and alumni of Arts & Humanities program  
*Room 202*
- 11:00-12:30    Dr. Shawna Lafreniere, external reviewer from APU, meets with Provost
- 12:30-1:30    Lunch – *Pizza Nova*  
*President's Conference Room*
- 1:00            External reviewer, Dr. Mike McKinney, from PLNU arrives (second visit)
- 1:30-2:30    External reviewers meet with the Arts & Humanities Program Review  
Committee: **Dr. Maggie Bailey**, Provost; **Dr. Gaelan Gilbert**, Assistant  
Professor of English Language and Literature, Program Director of Arts &  
Humanities; **Dr. Peter Fellios**, Dean of Faculty and Professor of  
Psychology; **Sarah Moody**, Adjunct Professor of Music; **Geoff Bray**,  
Assistant Professor of Natural Sciences.  
*President's Conference Room*
- 2:30---        External Reviewers review Arts & Humanities exhibits and write report  
(with coffee/tea)  
*Provost's Office*

When report is done External Reviewers meet with Provost and President to submit report and review recommendations

**Points of Contact**

Dr. Gaelan Gilbert, Program Director (760) 994-6390

Dr. Maggie Bailey, Provost (951) 757-5678

**SAINT KATHERINE EXTERNAL REVIEW TEAM REPORT  
PERSONAL NOTES AND IMPRESSIONS**

**1. Executive Summary and Findings**

**a. Summary of Major Findings.**

Given the small number of students enrolled at St. Katherine College, what immediately strikes me as compelling is the quality of education this small cohort of students receives. The school is true to its mission, for in every respect, clothing is given to the notion of intellectual inquiry and the pursuit and cultivation of wisdom. It is apparent that the administration is committed to the actualization of its stated mission and that the faculty and staff have dedicated themselves to putting that mission into practice. And finally, it is equally apparent, if not manifest, in light of the students' evaluations of their experience at St. Katherine, that the high level of educational experience they have received is demonstrably and personally recognized and deeply valued. In assessing the quality of their experience, the graduates, without exception, have given their professors unqualified praise while also recognizing the limitations of a small program.

That said, it is difficult to present a comprehensive program where the number of courses actually offered is limited and where the number of cohorts is minimal, thereby denying the students the opportunity for diversity of thought and contribution, not to mention the many benefits of a community of learners. On the plus side, and it is a powerful plus, the quality of teaching at St. Katherine's – which I attest to on the basis of personal observation and dialogue – is exceptional. Indeed, what the students receive in the classroom, at least in the arena of literature and history (and which I assume is reflective of the teaching faculty at large) is equal in quality to what students would experience in our more prestigious halls of learning. In fact, St. Katherine's students may well have a more meaningful experience, given the competence of the instruction, given the insightful focus on interdisciplinary integration (based on the rather rare realization that the disciplines are fluid and truly interrelated, i.e., they do not exist in a vacuum), and given the personal and intimate nature of the instruction (and interaction) provided. What is at once a detriment, perhaps (the small number of students), is also a strength.

Finally, I would note that the learning objectives, beginning with those of the institution, to those of the program, to those of the various concentrations, have been well thought out, are concisely stated, and are consistent in their linear relationship. The plan for assessing the realization of the stated objectives is well-designed, and what appears to be a systematic means of assessing appears to be well in process, a process that should drive itself once in place. Most striking among the objectives, from this observer's perspective, is the College's emphasis on the creation of empathy, in the various concentrations, which puts the College's understanding of the arts and humanities in direct overlap with Aristotle – beautifully demonstrating the community of learners that extends throughout the ages and through the many cultural and political evolutions. The Arts and Humanities Program engages its students in a spiritual experience, an encounter with the unchanging aesthetic, i.e., the beauty of the divine in artistic and humanistic expression, a core basis of Christian Orthodox thought.

**b. Personal Observations and Comments – Positive and Negative, Intended Solely as Constructive and as Points for Consideration.**

**COMMENDATIONS.**

1) Am terribly impressed with the separation of Integrated Core courses from the General Education courses. Whereas most General Education required courses, as traditionally presented, are a loosely fit number of courses taken from the various disciplines, the Integrated Core courses at St. Katherine have their own rationale and coherency – and it is a marvelously conceived rationale. Deeply appreciate that the Integrated Core concept runs through the students' entire tenure. And, as the Self-Study notes, the courses are not only integrated among themselves, they are closely integrated to the various concentrations as well. Truly a coherent approach to learning.

2) Along this same line, the school's openness to interdisciplinary teaching is enlightened. It is one thing to advocate interdisciplinary courses, yet another thing altogether to put it into practice. Indeed, I come out of system that continually calls for such courses but does little to promote such courses or to support them. As Saint Katherine recognizes, such courses fit symbiotically into the mission of the school as well as into the objectives inuring to that mission. I would note that there is a financial cost to offering such courses (programs) but I would think the benefits, intangible though they may be, far outweigh the financial costs.

I would also note that I observed one such course, an interdisciplinary course combining literature with history, and I cannot envision a more profitable educational experience for the students. To understand that the literature of the 19th century does not stand independent of the history (or the religion, or the philosophy, or the politics, or the arts etc.) of the era, as the college has recognized, is the basis for integrated learning and having watched the students in this course actively engaged in such an inclusive dialogue – and it was a two-way dialogue – was to observe a learning experience perhaps more superior (albeit not always) to sitting in a lecture class of 400, listening to an expert in a narrow discipline of knowledge pass on information. What the students experienced in this very active (engaged) interdisciplinary class was a paradigm of the learning objectives coming alive. Virtually each of the objectives (at all levels) were addressed in this class and the students quite obviously took major steps towards the acquisition of wisdom – and this in a decidedly spiritual context, albeit one without pretense.

3) I am of the firm belief that students are drawn to (or away from) institutions, programs, concentrations and courses by the people representing those divisions. In brief, students are drawn to professors whom they respect and admire, both on a professional and personal level. The two faculty members I observed were incredibly gifted and, in fact, I was taken back by their knowledge, their ability to communicate, and their compassion for their students. The other faculty members I met were also impressive, all of which suggests Saint Katherine's has a remarkable assembly of scholar/teachers in hand (few though at the moment are) and they will, I am confident, be an important factor in the college's growth.

4) The Speaker's Forum that the College hosts is a marvelous means of establishing credibility and visibility in the community.

## QUESTIONS/CONCERNS

1) One would expect the Psychology Concentration to draw a larger number of students. This is an area that should be ripe for growth, as reflected by the popularity of psychology across the nation. Potential is significant.

2) The question does arise as to why psychology is in the Arts and Humanities at all. While some of the courses appear to be in the humanities arena, the offerings appear more generally to fall under the sciences. It also seems that the learning objectives in psychology do not mesh, linearly speaking, as do the other six concentrations.

3) Am deeply impressed with the incorporation of empathy as a learning objective – in the Program Review Self-Study, i.e., as to History and Eng/Lit and otherwise noted for Art. Am somewhat surprised that empathy does not appear as a Theology concentration objective. While I understand it is a good practice to set out a limited number of learning objectives and that one cannot be comprehensive, it would seem that empathy, in some form, should be the one factor that should run through the entire chain of objectives. Also, apart from Theology, no other objective ties into the ILO #6, which is the spiritual one. Would expect otherwise, given the College's spiritual focus.

4) While the College has no doubt given the following considerable thought, it might give some consideration to referencing their literature courses as "literature" courses, as opposed to English. Indeed, it does not appear that the concentration is "English" at all, but rather is more focused on literature in general, e.g., European, Russian, World, etc.

5) No mention is made, either in the Report or in the Catalogue itself as to how transfer students are treated, more specifically, how do the Core Curriculum courses apply to them. Also, it is not clear how courses for subsequent terms are scheduled, i.e., how far in advance do students know which courses, specifically, are being offered in a given semester? Are course offerings determined in consultation with students and dialogue as to what their desires might be? Are courses offered and students take as offered? In this same regard, it is not clear how elective courses are scheduled and how (and when) students might know what selection of electives will be available? And this brings us back to transfers again – do they come in after the fact, or are schedules set at the beginning of a term?

6) Am intrigued by immense number of history courses listed in the Catalogue. While it looks impressive, does it not detract from the legitimacy and credibility of the program (College) to have classes listed that cannot possibly be offered? No other concentration has such a listing.

7) Since there is no discussion of faculty load, would be interested in learning just what a normal load is and how that plays out in interdisciplinary courses.

8) A note on the Self-Study itself: I believe it would be helpful if two sections were added at the very beginning of the Report: First, the College's Mission Statement, and second, the Arts and Humanities Mission Statement. These are referenced later in the report, but nowhere is the College Mission presented and only after-the-fact is the Arts and Humanities Mission Statement given. It might be helpful, perhaps, given the emphasis placed on the various objectives, if the Mission Statements were set out as a sort of frame for the Report.

9) Page 5 (of Self-Study Report) begins with "Relationship to Mission and Strategic Plan." Do not know what Strategic Plan is nor where it might be found, nor is further mention of it made.

10) Note on "Assessment Plan," section, page 5. "The Core competencies are assessed. This comes out of the blue. What are the Core Competencies? Where do they come from?"

## **RECOMMENDATIONS**

1) A way of offering more classes and getting more students in given classes, perhaps, would be to offer more interdisciplinary courses, i.e., two courses together or even three. There are some natural ones, e.g., Lit/Psy/Rel; History/Art/Music; Lit/History; etc.

2) Would recommend reaching out to San Marcos (or other institutions) for avenues of Saint Katherine students to taking courses there, and vice versa. This is done by SOKA and also by Hope, I believe, and it seems to work very well there; it is also a recruiting tool that both employ fairly broadly. Given the proximity of San Marcos, would seem a viable option, however problematic, to pursue. Could talk with Hope and SOKA to see how they proceeded.

3) If not doing so already, might be beneficial to send recruiters to Community Colleges as a means of establishing name recognition. Probably have such already, but to the degree they are not active in the local communities (high schools), would give some thought to this.

# **Saint Katherine College External Review Report**

## **Context of External Review Visit**

On September 11, 2015 it was my great pleasure to visit Saint Katherine College in the capacity of an External Reviewer. In this capacity I focused my attention on a holistic observation of institutional sustainability and viability, while also having reviewed the Arts and Humanities Program Review. Dr. Michael McKinney from Point Loma Nazarene University served as the context expert for the Arts and Humanities program and has submitted a separate report pertaining to the Arts and Humanities' self-study.

Prior to my visit I had the opportunity to evaluate several documents from the College including:

- Program Review Self-Study Guidelines
- Program Review Self-Study Rubric
- Arts and Humanities Program Review
- Arts and Humanities Assessment Plan
- Arts and Humanities Assessment Report
- Alumni Survey Results
- Student Survey Results

During my visit I was presented with the following documents:

- SKC Strategic Plan
- Faculty Handbook

I met with various SKC constituents including current students, alumna, admissions personnel, institutional research personnel, full-time and adjunct faculty, Dean of Faculty, Provost, Chief Financial Officer, and the President.

As a result of my evaluation of the documents listed above, and conversations with the noted SKC constituents, I would like to offer the following commendations and recommendations.

## **Commendations:**

- 1. Student Experience:** It is clear from my visit with your students that they are enjoying a meaningful learning experience at SKC. They affirmed that the learning afforded to them, with small class sizes and professors who know them well, has enhanced their learning. They also seemed to be satisfied with campus services and community life. When asked why they chose to attend SKC, it was noted that the Orthodox tradition and intimate learning environment that attracted them to the College is also keeping them at the College. The fact that SKC is not yet accredited did not appear to be a

detractor for them. In fact, one student commented that attending the college is “a risk worth taking” in anticipation that the college will one day be accredited.

2. **Quality of Programs:** The academic programs appear to be of the appropriate rigor and structure for a liberal arts college. The curriculum has been developed appropriately for the Orthodox context of the College.
3. **Quality of Faculty:** The qualifications and commitment of the faculty are commendable. I was struck by the deep and abiding dedication and loyalty of the faculty I met. Although many of them are new to academia as faculty members, they bring a breath and depth of knowledge from their disciplines to their teaching.
4. **Quality of Facilities:** The college facilities are both intimate and adequate for SKC’s educational context. Classrooms are adequate and built for anticipated growth.
5. **Institutional Vision:** The vision to both begin and grow an Orthodox liberal arts institution of higher learning for a niche market is inspiring. President Dr. Frank Papatheofanis is to be commended for his vision and execution of founding the institution to meet this felt need.

### **Recommendations:**

1. **Academic Programs:** The Arts and Humanities program should consider reducing the number of concentrations to align with current market demand. Consideration could be given to expanding the program foci with expanding enrollment. Consideration should also be given to changing from “concentrations” to “minors”. In addition, SKC is encouraged to use external indicators and sources of evidence to determine whether its program objectives have been achieved.
2. **Advisory Boards:** Consideration should be given to create advisory boards for each major. Practitioners in the field, employers, academic experts, etc. could represent these advisory boards.
3. **Assessment of Student Learning:** Assessment and Program Review are a relatively new process for the College. It is recommended that the faculty continue to develop the assessment plans, integrate rubrics for student learning evaluation, analyze assessment results, and use the assessment results for continuous improvement of programs and student learning. Assessment and improving student learning should be an important priority for all faculty. Students should also have opportunity to provide feedback and evaluate their own learning.

4. **Faculty Development:** Attention should be given to ensure that SKC's policies and administrative procedures encourage and support scholarship, instructional innovation and creative activity (e.g., policies on faculty workload and reward, research, funding, professional development programs, etc.), as well as learning about pedagogy and learning theory. SKC should also ensure that part-time faculty are oriented, supported, and integrated appropriately into the academic life of the College.
5. **Strategic Plan:** As SKC envisions its preferred future, it will be important to consider how the College's strategic plan will be used for planning, resource allocation, and evaluation of existing programs. Consideration should be given to aligning its fiscal, physical, and human resources to fulfill its mission, priorities, and educational objectives. In addition, a timeline of implementation for the strategic plan would enhance its attainment as SKC moves toward an unfulfilled capacity.
6. **Strategic Enrollment Management:** As a tuition-driven institution, attention should be given to developing a comprehensive enrollment management plan for the recruitment and retention of SKC students. This includes a needs, market, and demographic analysis; a better understanding of the enrollment funnel; prospective student tracking system; strong advising and retention strategy; and career counseling. SKC should ensure that its programs can be completed in a timely manner, are configured to meet student needs, and lead to retention and graduation rates appropriate to the type of institution and student population. SKC should regularly collect and analyze retention and attrition data for the student body as a whole as well as for major subgroups (such as by age, ethnicity, or gender), and explore the implications of the data to be assured that SKC is being responsive to the needs of all of its students. It is also recommended that SKC admission personnel receive further professional development to garner more expertise in these areas.
7. **Strategic Partnerships:** Where SKC does not have sufficient enrollment or ability to offer certain courses, consideration should be given to create partnerships with other institutions for SKC students to obtain these courses. Transfer agreements and Memorandums of Understanding will broaden the courses available to students.

Thank you for this opportunity to evaluate Saint Katherine College. Any questions about this report can be directed to me at [slafreniere@apu.edu](mailto:slafreniere@apu.edu).

Respectfully Submitted,

Shawna L. Lafreniere, Ph.D.  
Director of Curricular Effectiveness, Azusa Pacific University

**Survey Questions for Program Review: Arts and Humanities** (including the following concentrations: *Art, English, History, Interdisciplinary Studies, Music, Psychology, Orthodox Christian Theology*)

1. What year did you graduate Saint Katherine College with a degree in the Arts and Humanities Program?
2. What was your major concentration?
  - a. Art
  - b. English
  - c. History
  - d. Interdisciplinary Studies
  - e. Music
  - f. Psychology
  - g. Orthodox Christian Theology
  - h. Other: (specify) \_\_\_\_\_
3. Upon graduation, how prepared did you feel to go to graduate school?
  - a. Not prepared
  - b. Somewhat prepared
  - c. Adequately Prepared
  - d. Very prepared
4. Upon graduation, how prepared did you feel to go to into a job in your field of study?
  - a. Not prepared
  - b. Somewhat prepared
  - c. Adequately Prepared
  - d. Very prepared
5. As best you can remember, how would you rate the availability, accessibility and clarity of information relating to your degree requirements?
  - a. Poor
  - b. Needs improvement
  - c. Adequate
  - d. Good
  - e. Exceptional
6. As best you can remember, how would you rate the quality of advising provided by relevant faculty or administrative personnel in helping you understand your program requirements?
  - a. Poor
  - b. Needs improvement
  - c. Adequate
  - d. Good
  - e. Exceptional

7. As best you can remember, aside from materials it was your responsibility to acquire, did the College provide enough resources to carry out your coursework in your major concentration in the Arts and Humanities program?
  - a. There were far more academic resources available than I used regularly
  - b. Everything I needed was provided
  - c. Occasionally there were insufficient resources
  - d. There were far too few academic resources
    - i. If you chose (d), please explain what academic resources were lacking
8. What were the major factors in your decision to undertake your chosen major concentration in the Arts & Humanities program?
9. Rate your overall experience in your chosen major concentration in the Arts & Humanities program.
  - a. Excellent
  - b. Good
  - c. Adequate
  - d. Poor
10. Can you suggest any changes to the Arts & Humanities program, and/or your specific major concentration?
11. What do you think was the top strength of the Arts & Humanities program at Saint Katherine College?
12. What do you think was the top weakness of the Arts & Humanities program at Saint Katherine College?
13. What do you think was unique about the Arts & Humanities program at Saint Katherine College?

**Arts & Humanities Program Review (Fall 2015)**

**Alumni Survey 2013-2015 Graduates**

	1	2	3	4	Mean
<b>Arts &amp; Humanities majors 2013-2014 (n=3)</b>	<b>Not prepared</b>	<b>Somewhat prepared</b>	<b>Adequately prepared</b>	<b>Very prepared</b>	<b>Scale 1 to 4</b>
1. Upon graduation, how prepared did you feel you were to go to graduate school?	0	0	0	3	4.00
2. Upon graduation, how prepared did you feel you were to go into a job in your field of study?	0	0	0	3	4.00

	Poor	Needs improvement	Adequate	Good	Exceptional	Mean
	1	2	3	4	5	Scale 1 to 5
3. As best you can remember, how would you rate the availability, accessibility and clarity of information relation to your degree requirements?	0	1	0	1	1	3.67
4. As best you can remember, how would you rate the quality of advising provided by relevant faculty or administrative personnel in helping you understand your program requirements?	0	0	0	0	3	5.00

	There were far too few academic resources	Occasionally there were insufficient resources.	Everything I needed was provided	There were far more academic resources available than I used regularly	Mean
	1	2	3	4	Scale 1 to 4
5. As best you can remember, aside from materials it was your responsibility to acquire, did the College provide enough resources to carry out your coursework in your major concentration in the Arts & Humanities program?	0	0	2	1	3.33

	Poor	Adequate	Good	Excellent	Mean
	1	2	3	4	Scale 1 to 4
6. Rate your overall experience in your chosen concentration in the Arts & Humanities.	0	0	0	3	4.00

**OPEN COMMENTS:**

**7. What were the major factors in your decision to undertake your chosen concentration in the Arts & Humanities program?**

(a) Several personal advising sessions with various faculty significantly influenced my decision to seek a degree that would be more formative on a personal level instead of a vocational level.

(b) I enjoyed English and looked forward to taking classes from the English faculty.

(c) Literature appeals to both the intellectual and the artistic sensibilities, and requires both intellect and artistry to create. It is also a subject I love dearly, and so I chose to study it.

**8. Can you suggest any changes to the Arts & Humanities program, and/or your specific major concentration?**

(a) The only changes that I think might be beneficial to some students is increased cohort sizes in any given concentrations. For Example, I was the only student in my graduating class and so had to work alone for all courses in my concentration. Of course, my situation was unique in that there were few students in general, so this was an issue of circumstance rather than of the college.

(b) Not really other than having more Arts & Humanities classes.

(c) Hire more strictly upper-division professors (or reserve Professor Gilbert for upper division courses): one professor cannot possibly teach several introductory courses alongside several upper division courses.

**9. What do you think was the top strength of the Arts & Humanities program at Saint Katherine College?**

(a) While there was a limited opportunity to work with peers, any deficit in that area was more than made up for with the availability and attention provided by the faculty. The time and feedback that Fr. John Strickland provided to me was incredibly valuable and stands out in my mind as the defining aspect of my senior coursework.

(b) The dedication and interest of the professors in the excellence of their students.

(c) Frequent specialty courses (such as Fairy Tales and Chaucer).

**10. What do you think was the top weakness of the Arts & Humanities program at Saint Katherine?**

(a) As above (# 8), limited capacity for peer interaction as a function of school size.

(b) I suppose it's not really a weakness so much as a limitation because of being a new school but I would say the lack of more classes both in differing subjects and times.

(c) Thinly spread professors (such as Professor Gilbert and Fr. John)

**11. What do you think was unique about the Arts & Humanities program at Saint Katherine College?**

(a) As above (# 9) unparalleled faculty support in both personal and academic pursuits.

(b) There was a certain level of control that the students had in determining what classes would be offered because the faculty/ staff wanted to offer what students wanted to learn

(c) Tiny (very tiny) classes with freely flowing discussion, where the class can head wherever it may, and students learn much more.

**Program Review Memorandum of Understanding  
Arts and Humanities Program**

**15 September 2015**

**Executive Summary:**

The process of Program Review has allowed the Arts and Humanities faculty to implement an assessment infrastructure for evaluating the achievement of program learning outcomes in signature assignments, in the process developing both an assessment plan and generating our first annual assessment report for 2014-15, to take stock of the enrollment trends and financial costs and revenues of the Program, to hear directly from current students and alumni about their experience in the program, and to begin considering strategies leading to improved program viability given enrollment trends, including both specific curricular changes and the exploration of options for strategic partnerships with other local institutions of higher-education. Throughout the program review process, we explored ways to enhance and refocus what has already proven to be a strong degree program at the College, and we discovered important factors that will be used for purposes of improvement in order to ensure program viability.

At the completion of our Self-Study, an External Review team reviewed the report and conducted extensive on-campus meetings with faculty, staff, students, alumni and administrators. Following this site visit, the Reviewers produced two reports, one dedicated to the Program Review Self-Study and the other to the institutional context and discussions that had taken place during the meeting of the External Reviews with the Program Review Committee, CFO, and College President.

Below, is a summary of commendations and recommendations resulting from the program review process including: the self-study, external reviewers, faculty conversations, student survey, and committee oversight.

**Commendations:**

1. Arts and Humanities have done an excellent job in designing the multi-year assessment plan. The program learning outcomes and signature assignments are appropriate and will yield strong evidence to base program improvement.
2. The students have a strong commitment to the success of the program and consistently expressed they were very satisfied with their educational experience.
3. Faculty is to be commended for the way the concentrations within the major are aligned with the Integrated Core. The Interdisciplinary studies concentration is particularly well designed allowing students more flexibility in designing their academic program within the major.

## Recommendations:

1. It is noted that the enrollment of the Arts and Humanities program has experienced a mixed enrollment history. The program is encouraged to participate in the development of an Enrollment Management Plan (EMP) in coordination with the Office of Admissions for purposes of understanding the “admissions funnel.” To the end of ensuring program viability given low enrollment, it is also recommended that the faculty work with the Provost and President in pursuing strategic partnerships with other local institutions of higher education. This might include a design to facilitate the transfer of credits from the regional community colleges and other institutions. While building enrollment assisting students to enroll in regional colleges to take upper division courses currently not available.
2. Also for reasons related to low enrollment, faculty should consider redesigning the major to achieve more efficiency, reduce costs, and create a richer educational experience with higher course enrollment. The redesign might include a common core within the A&H program, thus reducing the size of the concentrations and building enrollment in a defined set of shared courses. The program faculty are cautioned to only list classes actually offered within a three-year cycle. The faculty are asked to review all of the courses listed in each A&H concentration and reduce the number by considering whether or not to exclude those that have not had any enrollment or have not been offered in the past three years.
3. The Arts and Humanities Department may consider working with external constituents to develop an advisory council to provide guidance in the redesign of the program described above, particularly decisions about what should constitute the common A&H core, and to assist the faculty in linking students with regional organizations for both internships and employment opportunities.
4. The faculty might consider a separate Psychology program. A standalone program might consider emphasizing the clinical psychology and building on the SKC relationship with the McAlister Institute of San Diego. The psychology faculty may consider minors or concentrations with other SKC majors to build enrollment and options for students.
5. The Arts and Humanities faculty should consider the long term vision for the Theology concentration. This may provide SKC an opportunity to build bridges for students wanting to pursue graduate degrees at an Orthodox seminary.
6. Faculty should work toward developing a multi-year course offerings schedule to assist students in planning their academic program, reduce uncertainty in course offerings, reduce costs, and allow longer lead time to schedule faculty.
7. The faculty are asked to work with the Dean of Faculty and Provost to develop a formal faculty development program for fulltime and adjunct faculty. This might include workshops on curriculum design, course development, pedagogy, student evaluations, reading groups, special

speakers series, etc. While it was clear that these meetings have been occurring, situating them in the context of a larger plan for faculty development will lend coherence to the effort.

### **5-year Objectives and Action Plan**

Considering the findings of the External Review Team, the Arts & Humanities faculty in concert with the Academic Affairs Committee will:

#### **Ongoing**

1. Collect evidence that the program prepares students for entry into graduate study or careers in relevant fields.
2. Monitor program through ongoing student satisfaction surveys to ensure an enriching experience educational experience for students in the program (every other year).
3. Continue to implement and improve the assessment plan for purposes of assessing outcome achievement in program concentrations.
4. Work with the Dean of Students to grow co-curricular activities connected with the program, such as the Big Questions seminar and the Forum Lecture Series.

#### **Fall 2015**

5. Develop an Enrollment Management Plan (EMP) in coordination with the Office of Admissions in order to better attract and retain students in the program.
6. Begin a review of A&H concentration course offerings, with the end of reducing to manageable number of courses, and also begin developing a multi-year course-offerings schedule to assist students in planning their academic program.
7. Work with the President's Administrative Cabinet in identify possible strategic partnerships with local institutions for purpose of meeting student needs without sacrificing financial viability by offering upper division courses with low enrollment.

#### **Spring 2016**

8. Develop a formal faculty development program, with a multi-year cycle of workshops on curricular and pedagogical topics from internal and external constituents.
9. Create an advisory council of College faculty and external constituents (faculty from other institutions, local stakeholders, etc.) to review and implement the proposed restructuring of the Arts and Humanities program, reducing concentrations to minors, adding a shared set of common requirement courses across the A&H disciplines, and possibly removing up to two concentrations with the lowest enrollment.

#### **Fall 2017**

10. Develop plans for introduction of fifth degree program in Psychology, resituating what is now an A&H concentration into a clinical-focused BA program.

11. Discussions on resituating the concentration in Orthodox Christian Theology into a sixth degree program, one closely allied with the institutional mission, primarily in order to prepare students for graduate degrees at an Orthodox seminary.

### Provost Statement

**a. Program viability and sustainability**

The Provost and external review team focused significant discussion around the sustainability of the current program design with seven low-enrollment concentrations. This in turn creates concerns about program cost and efficiency. It was suggested that the current design of the program appears to be multiple programs and maybe a model Arts & Humanities can grow into but is not optimal for the current enrollment and development of the College.

**b. Multi-semester Scheduling and efficiencies in course offerings needed**

With the curricular changes needed in the program, course efficiencies and developing a multi-year course offerings schedule will be important for students planning their academic program toward graduation, faculty recruiting, and budgeting. It is requested the reduction of the course offerings be handled in two stages: first, those that have not been offered or had enrollment in the last three years, and second, a refinement of course offerings with the new program design.

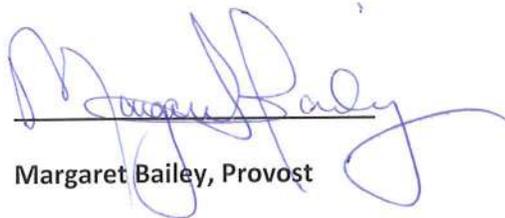
**c. Resourcing and budgeting**

During the program review the Program Director was provided financial data on the revenue and expenses for the program. Work with the CFO/ COO in refining the financial analysis and identifying the direct program costs. The next step will be to set-up a separate departmental budget to support and resource the program.

**d. Assessment and continuous improvement**

The faculty is to be congratulated on the comprehensive multi-year assessment plan. At this time faculty development plan, including adjuncts, should submit to the Academic Affairs Committee an outline for how the faculty will be trained and supported in their assessment work. In addition, implementation of the plan will require careful oversight and monitoring the proper application of the signature assignments and rubrics.

Signature:



Margaret Bailey, Provost



Gaelan Gilbert, Program Director