

OPTION E 1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Category

List each degree program:

B.A. Liberal Arts

(1) Have formal learning outcomes been developed?

Yes.

(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate

JSC Undergraduate Catalogue, B.A. in Liberal Arts page:

<http://www.jsc.edu/Academics/CourseCatalogues/2009UGradCatalogue/2620.htm>

(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)

Plan of study and narrative, capstone course, capstone major project, reflection paper on extended classroom experience, survey of graduating students.

(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee):

Liberal Arts Program Committee – annually and (to some extent) in an ongoing way at meetings three times per semester.

(5) What changes have been made as a result of using the data evidence?

1. The major was completely redesigned for the 2005-2006 academic year.
2. The number and kind of credits that could be double-dipped with general education or a second major were revised for the 2009-2010 academic year to be in keeping with college-wide policies.
3. A new capstone course, the Senior Seminar in Liberal Arts, was created in 2009-2010, to be piloted in Fall 2010.
4. A survey of graduating Liberal Arts majors, to be run annually, was instituted in Spring 2010 to determine how well students think their programs met the learning outcomes of the major.

(6) Date of most recent program review (for general education and each degree program):

June, 2010 (VSC Policy 101 review)