PROGRAM INFORMATION

Date submitted: __________ May 30, 2011 __________

<table>
<thead>
<tr>
<th>Degree Program(s):</th>
<th>Humanities BA</th>
<th>Department:</th>
<th>Humanities</th>
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<tr>
<td>Department Chair:</td>
<td>Chris Jochim</td>
<td>Phone:</td>
<td>4-4465</td>
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<tr>
<td>Report Prepared by:</td>
<td>Scot Guenter</td>
<td>Phone:</td>
<td>4-1366</td>
</tr>
<tr>
<td>Next Self-Study due:</td>
<td>2011/2012</td>
<td>E-mail:</td>
<td><a href="mailto:Scot.guenter@sjsu.edu">Scot.guenter@sjsu.edu</a></td>
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Note: Schedule is posted at: http://www.sjsu.edu/ugs/programplanning/

ARCHIVAL INFORMATION

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<tr>
<th>Location:</th>
<th>Clark 419</th>
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<tbody>
<tr>
<td>Person to Contact:</td>
<td>Eliza Rentschler</td>
</tr>
<tr>
<td>(Bldg/Room #)</td>
<td>(Name)</td>
</tr>
<tr>
<td>4-4463</td>
<td>(Phone)</td>
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</table>

Assessment schedule is posted at http://www.sjsu.edu/ugs/assessment
Please send any changes to the schedule or to student learning outcomes to Jackie Snell jacqueline.snell@sjsu.edu

SLO 1. Be able to use interdisciplinary methods for the study of culture(s), involving disciplines as diverse as archeology, art history, comparative religion, literature, music history, philosophy, and political theory.

Initial Evidence of Student Learning:
Data collected Fall 2010: Three final essay exams were taken for review from HUM 128 (with no material from other targeted courses---AMS 169 and HUM 114—since there were no majors in any sections of those courses). Using an agreed upon rubric on file for SLO 1, where 4 = Exemplary, 3 = Accomplished, 2 = Developmental, and 1 = Emerging, the three essays were evaluated in Spring 2011 and found to be all at the Accomplished level.

Change(s) to Curriculum or Pedagogy:
Data evaluated Spring 2011. See above. No targeted changes to curriculum for this SLO were deemed necessary at this time.

Evidence of Student Learning after Change.
[SEMESTER/YEAR]
Program Assessment Report

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**SLO2. Become skilled in the expression (written and verbal) of the results of interpretation, analysis, synthesis, and argument of ideas in the works of major authors and artists.**

Initial Evidence of Student Learning:

Data collected Fall 2010: Three final essay exams were taken for review from HUM 128 (with no material from other targeted courses—AMS 169 and HUM 114—since there were no majors in any sections of those courses). Using an agreed upon rubric on file for SLO 2, where 4 = Exemplary, 3 = Accomplished, 2 = Developmental, and 1 = Emerging, the three essays were evaluated in Spring 2011 and found to be all at the Accomplished level.

Change(s) to Curriculum or Pedagogy:

Spring 2011: The argumentative exercise practice assignment that was beta-tested in a section of HUM 190 in Fall 2009 was used again in HUM 190 to assess what impact, if any, it might have on success rates of Humanities and Liberal Studies majors in maximizing their success in achieving SLO #2, particularly with regard to persuasive argument skills in written composition. Three Humanities majors were in that section of HUM 190. In response to the initial practice assignment for the SLO, one student achieved at the Developmental level and two students at the Exemplary level. On the final paper assignments, which were collected for these majors, the two at the Exemplary level remained there, while the student at the Developmental level advanced to Accomplished. There was only one Humanities major in the other section of HUM 190 this semester, and he achieved at the Exemplary level with regard to SLO 7.
Evidence of Student Learning after Change.

Spring 2011. In response to the initial practice assignment for this SLO, of the three students involved, one student achieved at the Developmental level and two students at the Exemplary level. On the final paper assignments which were collected and rated for these majors, the two at the Exemplary level remained there, while the student at the Developmental level advanced to Accomplished. There was only one Humanities major in the other section of HUM 190 this semester, and he achieved at the Exemplary level with regard to SLO 7.

This evidence suggests that our Humanities majors are doing well at this SLO, indeed, often near the top of the class for all majors represented. Although the sampling is very small, the evidence also suggests that the practice exercise can be useful in helping those students having the greatest difficulty with this SLO to achieve greater success in the capstone assignment.
PROGRAM INFORMATION

Date submitted: May 30, 2011

Degree Program(s): Humanities BA
Department: Humanities

Department Chair: Chris Jochim
Phone: 4-4465

Report Prepared by: Scot Guenter
Phone: 4-1366

Next Self-Study due: 2011/2012
E-mail: Scot.guenter@sjsu.edu

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SLO7. Describe processes of cultural formation, historical development, and social change for a particular world area (e.g., America, East Asia, or Europe).

Initial Evidence of Student Learning:

Data collected Fall 2010: Three final essay exams were taken for review from HUM 128 (with no material from other targeted courses—AMS 169 and HUM 114—since there were no majors in any sections of those courses). Using an agreed upon rubric on file for SLO 7, where 4 = Exemplary, 3 = Accomplished, 2 = Developmental, and 1 = Emerging, the three essays were evaluated in Spring 2011 and found to be all at the Exemplary level.

Change(s) to Curriculum or Pedagogy:

Data evaluated Spring 2011. See above. No targeted changes to curriculum for this SLO were deemed necessary at this time.
Evidence of Student Learning after Change.

[SEMESTER/YEAR]