

College of Letters, Arts, and Sciences

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HUMANITIES

English, Creative Writing Emphasis

Updated: Fall 2015

Chair: Lesley Ginsberg

Coordinators: Meghan Tifft and Mia Alvarado

Part One: Assurance of Student Learning Plan

Mission Statement

The creative writing minor, as part of the English Department, is a rigorous immersion in the craft of literature and will assist those who wish to pursue careers in writing, editing and publishing; those who wish to teach creative writing; those who wish to study literature from the vantage point of the writer; and those who wish to augment their academic study with an emphasis on creative writing. The minor sharpens students' writing and editing skills; introduces them to various genres; and helps them to understand the nature, process, and publication of creative writing. Additionally, the creative writing minor provides opportunities for participants to hone analytic, presentational, cognitive, and creative skills related to reading, writing, analyzing, and presenting written texts.

Teaching Goals

TG1: Provide students with a rigorous immersion in the discipline of creative writing-- including concept knowledge, vocabulary, theory, and practice

TG2: Develop students' awareness, understanding, and original execution of various genres

TG3: Sharpen students' invention, drafting, editing, and proofreading skills and strategies

TG4: Provide opportunities for students to hone analytic, presentational, cognitive, and creative skills related to reading, writing, analyzing, and presenting written texts

TG5: Educate students about the nature, process, and publication of creative writing

TG6: Help students find a vision and a plan for the academic and professional application of the Creative Writing minor

Program Student Learning Outcomes

PSLO1: Knowledge of discipline (M1, M2)

- Understand how genres of creative writing are alike and how they are different.
- Appreciate, identify, and produce genres and sub-genres of fiction, poetry and creative nonfiction.
- Become conversant with writing theory and its bearing on practice.
- Understand the relationship between a writer's ethics and aesthetics.
- Investigate classic and contemporary writers and their works, often as an apprentice.

PSLO2: Mastery of Craft (M1, M2)

- Learn tools and skills necessary to create original texts.

PSLO3: Writing Processes (M1, M2)

- Develop strategies for invention, drafting, revising, editing, and proofreading texts.

- Generate multiple drafts to complete a successful text.
- Mature in technique, voice, and ability.
- Understand and participate in the process of preparing and submitting work for publication.
- Incorporate computer technology when appropriate in the writing process.

PSLO4: Critical Reading and Writing (M1, M2)

- Learn behaviors and skills necessary for workshop participation as a writer and a reader.
- Become rigorous and careful readers, attending as much to how a piece of writing works as to what it means.
- Know that one must read well to write well, learning to identify, diagnose, and practice the particular features of a given genre.
- Understand the relationship among language, identity, creativity, and expression through the production and criticism of original texts and analysis of published texts.

PSLO5: Conventions (M1, M2)

- Demonstrate control over written language, including syntax, punctuation, mechanics, and spelling, but also appreciate how breaking conventions creates meaning.
- Use appropriate formats and conventions for each genre and know the differences and meaning inherent in format choices.
- Demonstrate understanding of best practices using sources and citations in creative work.

Measures

M1. Portfolio

At the close of the advanced course for his or her chosen genre, ENGL 4100, the student will present a cumulative portfolio that represents his or her creative and critical work completed during the creative writing minor, which will be evaluated according to specific criteria that reflect the outcomes. Students are expected to progress in breadth and depth as readers; in the regularity and quality of their writing; in their discipline as writers; in their understanding of terms, concepts, and theory; and in their knowledge of their chosen genre of interest

M2. Exit Questionnaire

At the close of the advanced course for their chosen genre, ENGL 4100, an exit questionnaire will be administered to students completing the cw minor.

Part Two: Results of Assessment Activities

English, English Literature emphasis

Updated: Fall 2015

Chair: Lesley Ginsberg

Coordinators: Lesley Ginsberg

Part One: Assurance of Student Learning Plan

Mission Statement

The English major gives you experience in

- Analyzing texts in a range of genres from our own and other cultures that represent various historical periods and civic movements.
- Reading written, visual, and digital texts closely and critically.
- Conducting research and evaluating and synthesizing evidence.
- Composing your own writing that responds effectively to an array of rhetorical contexts, purposes, and audiences

Program Student Learning Outcomes

PSLO1: To be able to interpret a range of literary texts representing cultural diversity, various genres, and historical contexts (M1, M2)

PSLO2: To be able to analyze literary texts through the skills of close reading, the context of literary histories, and the lenses of literary criticism theory, and to teach students to use electronic and traditional methods of research effectively (M1, M2).

PSLO3: Be able to write cogent, clear, thoughtful essays that demonstrate the student's control over grammar and mechanics (M1, M2).

PSLO4: To be able to use electronic and traditional methods of research effectively (M1, M2).

Measures

M1. Senior Exit Assessment

M2. Exit Survey

At the close of the advanced course for their chosen genre, ENGL 4100, an exit questionnaire will be administered to students completing the English Literature minor.

Part Two: Results of Assessment Activities

PSLO 1. To be able to interpret a range of literary texts representing various genres.

Senior Exit Assessment

Score 3: 25 (59.5%)

Score 2: 15 (35.7%)

Score 1: 2 (4.8%)

Score 0: 0 (0%)

Other: 0

Summary of findings for PSLO 1 and Associated Measures

4.8% scored below the minimum acceptable competency score of 2. In comparison, when the department's assessment measure was a senior comprehensive exam, 10% were below minimum acceptable competency. These results need to be discussed by faculty.

PSLO 2. To be able to interpret a range of literary texts representing historical contexts.

Senior Exit Assessment

Score 3: 22 (52.4%)

Score 2: 17 (40.5%)

Score 1: 2 (4.8%)

Score 0: 1 (2.4%)

Other: 0

Summary of findings for PSLO 2 and Associated Measures

7.2% scored below the minimum acceptable competency score of 2. In comparison, when the department's assessment measure was a senior comprehensive exam, 10% were below minimum acceptable competency. These results need to be discussed by faculty.

PSLO 3. To be able to interpret a range of literary texts representing diversity.

Senior Exit Assessment

Score 3: 18 (42.9%)

Score 2: 18 (42.9%)

Score 1: 4 (9.5%)

Score 0: 1 (2.4%)

Other: 1 (2.4%)

Summary of findings for PSLO 3 and Associated Measures

11.9% scored below the minimum acceptable competency score of 2. This is a somewhat surprising result in that our scores in this area have been higher in the past, and we specifically instituted a diversity requirement in English in 2010 in order to address this lack. (In comparison, when the department's assessment measure was a senior comprehensive exam, 10% were below minimum acceptable competency). These results need to be discussed by faculty.

PSLO 4. To be able to analyze literary texts through the skills of close reading.

Senior Exit Assessment

Score 3: 26 (61.9%)

Score 2: 8 (19.1%)

Score 1: 3 (7.1%)

Score 0: 5 (11.9%)

Other: 1 (2.4%)

Summary of findings for PSLO 4 and associated measures

81% scored at minimum acceptable competency or above. But 19% percent scored below the minimum acceptable competency of 2, one of our more remarkable numbers and far above the 10% who used to fail our senior comprehensive exam. We currently expect this PSLO to be taught in all relevant courses. Faculty will need to discuss this result.

PSLO 5. To be able to analyze literary texts through the the context of literary history.

Exit Assessment

Score 3: 23 (54.8%)

Score 2: 10 (23.8%)

Score 1: 4 (9.5%)

Score 0: 5 (11.9%)

Other: 0 (0%)

Summary of findings for PSLO 5 and associated measures

21.4% scored below the minimum acceptable competency score of 2. This is our poorest performance category. However, it is also a category that generated a fair amount of discussion by faculty in 2014-15 as we are not entirely clear about our own definition of what we mean, exactly, by this PSLO. It is possible that curricular change could be warranted, but before that we need to be sure we are satisfied by how we have articulated this PSLO.

PSLO 6. To be able to analyze literary texts through the lenses of literary criticism and theory.

Senior Exit Assessment

Score 3: 19 (45.2%)

Score 2: 20 (47.6%)

Score 1: 2 (4.8%)

Score 0: 1 (2.4%)

Other: 0 (0%)

Summary of findings for PSLO 6 and Associated Measures

7.2% scored below the minimum acceptable competency score of 2. In comparison, when the department's assessment measure was a senior comprehensive exam, 10% were below minimum acceptable competency. This PSLO is tied to a specific course that is required of all students in this emphasis. These results need to be discussed by faculty.

PSLO 7. To be able to write cogent, clear, thoughtful essays that demonstrate the student's control over grammar and mechanics.

Senior Exit Assessment

Score 3: 23 (54.8%)

Score 2: 17 (40.5%)

Score 1: 2 (4.8%)

Score 0: 0 (0%)

Summary of findings for PSLO 7 and associated measures

Only 4.8% scored below the minimum acceptable competency score of 2

PSLO 8. To be able to use electronic and traditional methods of research effectively.

Senior Exit Assessment

Score 3: 23 (54.8%)

Score 2: 14 (33.3%)

Score 1: 3 (7.1%)

Score 0: 2 (4.8%)

Other: 0 (0%)

Summary of findings for PSLO 8 with associated measures

11.9% scored below the minimum acceptable competency score of 2. Faculty will need to discuss these results. One issue we face with assessing student papers as we do is that the senior seminar paper is often not completed until the very end of the semester (after the last day of the last week of classes, which is when assessments are due). For this reason, our assessment instrument itself may in some ways contribute to the scores for this PSLO.

Overall Summary of Results

We made changes to make our assessment practices better for students and for faculty.

For students:

In spring 2015 we posted assessment instructions, tables of contents, and other information needed by students on our department website:

http://www.uccs.edu/english/current_students/senior_assessment_requirement.html

In spring 2015 we closed the loop on assessment submission as a graduation requirement. Degree audits were updated in July 2014; Academic Advising was informed. By spring 2015 Academic Advising was notified individually of all students who complied with the requirement.

Students who did not comply with the assessment requirement by spring 2015 did not graduate until an assessment was submitted.

In spring-summer 2015 we digitized 42 senior portfolio assessments and posted them on Bb for faculty to evaluate.

[In spring 2016 we re-designed the table-of-contents form used by students to submit assessments (results to be reported with the 15-16 cycle). This re-design specifically links our PSLOs to specific sets of courses. This will enable us to make changes to courses/curricula as needed based on our assessment of student learning.]

[In spring 2016 we inaugurated online *submission* of Senior Assessments through Bb (results to be reported with the 15-16 cycle).]

For faculty:

In spring 2015 we re-designed our rubric to include a Zero based on input from Lynne Calhoun, assessment director

In spring-summer 2015 we laboriously digitized (scanned in) all of outstanding assessments into Bb (the largest set of assessments are collected from graduating seniors in May of each year). One NTTF in English had an off-load to help supervise the transition in spring 2015; he reported to the chair. Faculty were then able to assess digitally during summer 2015 without being required to be present on campus.

Summer 2015: 42 portfolio assessments were scored by 5 T/TT faculty. 3 faculty read 8 portfolios and 2 read 9 portfolios The list of faculty reader is attached and was posted on Bb. (Readers: Carter, Laroche, Ginsberg, Napierkowski, Taylor).

Summer 2015: 42 portfolio assessments were read ONCE (please note that all of these 9-month contracted faculty also read portfolios for at least 2 of our other 5 Assessment tracks).

Spring 2016: At the request of SAAC, Assistant Professor Ann Amicucci performed a frequency analysis of our 2014-15 scores.

Spring 2016: The English Department's Representative Council met to re-design the table-of-contents linking PSLOs with specific sets of courses. This will enable us to make deliberate curricular changes based on assessment results as needed. We also discussed definitions of terms used on our rubric.

Spring-Summer 2016: submission of assessment portfolios was moved to Bb. Students were provided with updated instructions and an updated table-of-contents.

Spring-Summer 2016: evaluation of senior assessments was moved to Bb/Task Stream Aqua. We hope this will enable software to complete tasks such as frequency analysis rather than using faculty person-hours for this and other tasks.

English, English, Professional and Technical Writing emphasis

Updated: Fall 2015

Chair: Lesley Ginsberg

Coordinators: Alex Ilyasova

Part One: Assurance of Student Learning Plan

Mission Statement

The PTW emphasis has the following Mission Statement

The mission of the PTW program is to prepare students to participate critically and ethically in professional and technical communication positions upon graduation. To that end, the PTW curriculum combines courses from technical and professional communication, rhetoric and writing, and literature in order to help students gain the following:

- a theoretical and historical understanding of professional and technical communication;
- professional and practical skills within the field of professional and technical communication (e.g., skills in written and visual).
- communication, technical writing and editing, critical thinking, and oral presentation);
- an understanding of the ethical concerns, responsibilities, and dimensions of the field;
- technological and visual literacy skills (e.g., document design, graphics, computer documentation, electronic editing, and content management applications)
- the ability to work critically and collaboratively to complete projects

Program Student Learning Outcomes

PSLO1: Research (critical thinking, reading, and writing) (M1, M2)

Students will show they can

- Use research methods to gather information
- Evaluate, analyze, navigate and synthesize appropriate primary and secondary sources
- Identify reader/user/viewer expectations
- Interpret findings and articulate results
- Produce appropriate and ethical text and graphics for displaying research data and findings

PSLO2: Practices and processes (M1, M2)

Students will show they can

- Conduct user/reader/viewer analysis
- Focus on a defined purpose
- Meet the needs of the readers/users/viewers
- Respond appropriately and ethically to different rhetorical situations

- Understand writing as a collaborative and iterative process of research, discussion, negotiation, writing, and editing
- Manage projects in stages
- Evaluate and use appropriate strategies for production, revision, editing, proofreading, and presenting

PSLO3: Knowledge of conventions and genres (M1, M2)

Students will show they can

- Write in multiple genres
- Evaluate ethically how each genre shapes content and usability
- Control such features as tone, syntax, grammar, punctuation, and spelling
- Identify the main features and uses of writing in a specific field
- Document resources as defined by a specific field

PSLO4: Collaborative learning (M1, M2)

Students will show they can

- Participate collaboratively with others in the iterative process of research, discussion, negotiation, writing, and editing
- Participate and communicate effectively in a community
- Integrate their own ideas with those from various stakeholders
- Balance the advantages of relying on others with the responsibility of doing their parts

PSLO5: Technological literacy (M1, M2)

Students will show they can

- Critically and ethically choose from a variety of technologies in order to address specific rhetorical situations and a range of readers/users/viewers' needs
- Engage in a critical perspective of technology, its uses and contexts
- Analyze technology as a physical tool, and as a socially constructed system
- Use various software for writing, editing, and designing

Measures

M1. Senior Portfolio

M2. Exit Survey

Part Two: Results of Assessment Activities

English, Rhetoric and Writing Emphasis

Updated: Fall 2015

Chair: Lesley Ginsberg

Coordinators: Lesley Ginsberg

Part One: Assurance of Student Learning Plan

Program Student Learning Outcomes

PSLO1: Graduates of the Rhetoric and Writing emphasis will demonstrate rhetorical knowledge (M1).

PSLO2: Graduates of the Rhetoric and Writing emphasis will understand writing process knowledge (M1).

PSLO3: Graduates of the Rhetoric and Writing emphasis will manage their own writing processes (M1).

Measures

M1. Senior Exit Assessment

Part Two: Results of Assessment Activities

RHETORIC & WRITING ASSESSMENT

13 Portfolios, each read twice, for 26 total ratings per category.

Assessment Category	Score				
	3 (#, %)	2 (#, %)	1 (#, %)	N/A or 0 (#, %)	Other (#, %)
Rhetoric Theory	17 65.4%	5 19.2%	2 7.7%	2 7.7%	0 0.0%
Evaluate Rhetorical Choices	16 61.5%	9 34.6%	0 0.0%	1 3.9%	0 0.0%
Genres	17 65.4%	8 30.8%	0 0.0%	1 3.9%	0 0.0%
Writing Process	19 73.1%	4 15.4%	1 3.9%	2 7.7%	0 0.0%
Effective Writing	19 73.1%	6 23.1%	0 0.0%	1 3.9%	0 0.0%

History, BA

Updated: Fall 2015

Chair: Paul Harvey

Coordinator: Paul Harvey

Part One: Assurance of Student Learning Plan

Mission Statement

The Department of History at the University of Colorado, Colorado Springs is a community of scholars who seek to understand the past and strive to introduce students to the process of historical thinking. The department continues to provide a vital element to the university's academic offerings through a commitment to giving our students the fundamentals of a strong

liberal arts education. At the undergraduate and graduate levels our program offers a broad education in many fields of historical inquiry that prepare our graduates as engaged, knowledgeable, and contributing members of society.

Teaching Goals

TG1: engage all students in the process of serious historical research and writing

TG2: foster skills of critical thinking and engaged citizenship in students

TG3: provide students hands-on opportunities in doing history through internships, student clubs, and individual work with faculty

Program Student Learning Outcomes

PSLO 1. Argument and Critical Analysis (M1, M2, M3, M4)

Ability to articulate arguments using critical analysis and complex reasoning.

PSLO 2. Primary Source Analysis (M1, M2, M3, M4)

Ability to use, integrate, and discuss primary source evidence effectively in writing based on an understanding of the methods of historical research and analysis.

PSLO 3. Secondary Source Analysis (M1, M2, M3, M4)

Ability to use, integrate, and discuss secondary sources and historiography effectively in writing based on an understanding of the appropriate methods of historical research and analysis.

PSLO 4. Logic and Methodology (M1, M2, M3, M4)

Ability to use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing.

PSLO 5. Organization, Clarity of Thought, and Writing (M1, M2, M3, M4)

Ability to demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.

PSLO 6. Demonstrate competence in Disciplinary Conventions of Research and Writing (M1, M2, M3, M4).

Measures

M1. Senior thesis written & oral rubric

M2. Student Self-Evaluation, thesis

(WHILE THERE A FEW DIFFERENT QUESTIONS PER SR. THESIS CLASS ON THIS FORM, EVERYONE IN THE DEPARTMENT USES A COMMON CORE OF QUESTIONS, AND SO IT IS A DEPARTMENT-WIDE MEASURE)

M3. Library Knowledge Survey

M4. Senior Survey

Part Two: Results of Assessment Activities

PSLO 1. Argument and Critical Analysis: Ability to articulate arguments using critical analysis and complex reasoning

Senior thesis written rubric - Fall avg = 85.6; Spring avg = 87.25 (out of 100)

Student Self-Evaluation Thesis

Virtually all students surveyed agreed or strongly agreed course improved argument and critical analysis skills

Senior Survey

39% agree and 52% strongly agree on question “I believe my history courses enhance my ability to think critically and analytically”

Summary of findings for PSLO 1 and associated measures

Threshold competency of 80 well surpassed on all PSLOs 1-5; a few students fall underneath, but well over 85% easily surpass. Aspirational average level of 90 not achieved *as an overall average*, although many individual students (more than half) surpass it. In general, the numbers gathered for the various PSLOs from the senior thesis rubric are remarkably consistent from one instructor to another and over a period of years, indicating strong departmental consensus on assessing and grading the capstone research project that integrates all student work through the history curriculum. Numbers have crept up slightly over the last 3 years, by approximately one point per category from 2013 to 2016. Overall averages during that time have risen from 85 (plus or minus .3) to about 86 (plus or minus .4). Whether this represents “progress” or statistical variation too slight to matter is difficult to tell. In general, students perform best on the “knowledge” category (averaging 87 and slightly above) and lowest on SLO 5 and 6 (organization, clarity, and thought in writing, and disciplinary conventions in writing), historically scoring closer to 83-84. This year, they went up somewhat, 86 for PSLO 5 and about 85 for PSLO 6. This is consistent with nationally observed trends in history courses, where knowledge acquisition, which takes place naturally over the course of research, is stronger than writing skills.

PSLO 2. Primary Source Analysis: Ability to use, integrate, and discuss primary source evidence effectively in writing based on an understanding of the methods of historical research and analysis.

Senior thesis written rubric

Avg = 85.5 in fall, 86.75 in spring

Student Self-Evaluation Thesis

Students commented on the intense work on primary sources required in the course

Library Knowledge Survey

Over 80% correctly identified/differentiated primary versus secondary sources.

Senior Survey

Questions on evaluating research sources: 50% strongly agree, 40-42% agree that they “know how to evaluate research sources” for 2ndary sources

Summary of findings for PSLO 2 and associated measures.

The Department places great emphasis in many courses on working closely with primary sources, which are the bread and butter of any serious historical study.

PSLO 3. Secondary Source Analysis: Ability to use, integrate, and discuss secondary sources and historiography effectively in writing based on an understanding of the appropriate methods of historical research and analysis.

Senior thesis written rubric
Avg = 85.3 in fall, 87 in spring

Student Self-Evaluation Thesis
Students commented on learning how to integrate primary and secondary sources in the course; many comments called for more of that in other history courses

Library Knowledge Survey
Over 80% correctly identified/differentiated primary versus secondary sources.

Senior Survey
Questions on evaluating research sources: 50% strongly agree, 40-42% agree that they “know how to evaluate research sources” for 2ndary sources

Summary of findings for PSLO 2 and associated Measures
See summary to PSLO 1.

PSLO 4. Logic and Methodology: Ability to use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing

Senior thesis written & oral rubric
Fall = 85.3; Spring = 84.94

Student Self-Evaluation Thesis
The semester-long development and rewriting (multiple times) component of Hist 4990 requires constant refinement of logic and concepts – many student comments underscore this

Library Knowledge Survey
Majority of students surveyed had not used “Prospector” before, a basic tool for expanding approaches to topics. Department should emphasize this more through all the courses.
Senior Survey

Summary of findings for PSLO 4 and associated Measures
See summary to PSLO 1.

PSLO 5. Organization, Clarity of Thought, and Writing: Ability to demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.

Senior thesis written & oral rubric; Avg = about 86 for both fall and spring

Student Self-Evaluation Thesis
Intense emphasis on writing in HIST 4990 frequently discussed in student self-evals. About ½ of students surveyed called for a “pre-thesis” course, and a majority surveyed answered that they were “not ready” for thesis prior to taking it.

Senior Survey

90% (51 out of 55) surveyed agreed or strongly agreed with the statement “I believe my history courses helped me significantly to improve my writing skills”

Summary of findings for PSLO 5 and associated Measures

See summary to PSLO 1. Scores for PSLO 5 were higher this year than in past years by about 1.5 to 2 points, the one notable change from previous assessment years to this one. We would like to think this represents progress achieved through the numerous “Writing Intensive” tagged courses we have throughout the curriculum, but it is too early to tell.

PSLO 6. Demonstrate competence in Disciplinary Conventions of Research and Writing

Senior thesis written & oral rubric

Fall = 85; spring = 85.05

Student Self-Evaluation Thesis

See answer below next tab

Library Knowledge Survey

Notable difference in pre-4990 and post-4990 surveys in terms of degree of confidence expressed in conventions of research. Library instruction provided by Sue Byerley frequently mentioned.

Senior Survey

66% of students rated themselves at “advanced” or “above average” competence in self-reporting on competence of citing sources. On the other hand, 11 % either strongly disagreed or disagreed (and 15% neither agreed nor disagreed) with statement “My history courses provided adequate instruction in library research methods.

Summary of findings for PSLO 6 and associated measures

See answer in PSLO 1 summary. In terms of the senior survey on library research methods, 26% of student surveyed answered at a level below that desired by the Department, indicating that instruction in library research methods can be emphasized more in lower-division courses and through the upper-division courses of the program.

Other Indicators of Student Learning

Publication of theses in undergraduate research journal

- One thesis published last year
- Develop internship program to give students hands-on experience in doing public history
- Hist 3995 (Undergraduate Internship) now on calendar to be taught every fall by an expert in the field (Leah Davis-Witherow of the Pioneers Museum). 6 students enrolled last fall
- Active Phi Alpha Theta History Honors Society
- Phi Alpha Theta rejuvenated Fall 2015, with faculty sponsor and strong student leadership. Met throughout the year, students gave research presentations at the meetings
- Encourage LAS Scholars Award

- One student worked with Prof. Wei, winning LAS Scholars Award Fall 2015, preparing a research project
- Encourage student archival research
- Students in Senior Theses worked in several local archives, and one applied for and received \$700 from the Dean to work in the Presbyterian Historical Society Archives in Philadelphia, PA, where she worked together with a scholar/professor in the Philadelphia area who is an expert in the field
- Globalize history curriculum
- Due to new requirements in this area, strong enrollments in all of our Latin American, Asian, and Middle Eastern History courses. New course “World War II: A Global History,” taught for first time, enrolling 40 students.
- Community-based research and involvement
- Continuation of highly successful Fountain Fairview Cemetery Program, which over the last 3 years has raised several thousand dollars through an annual event in which students adopt and playact the role of historical figures who are buried in the cemetery, and tell about their lives there
- Outstanding Sr. Thesis Award Winners
- The Department each spring recognizes and publicly awards outstanding Sr. Thesis writers per section, an honor that encourages and fosters a student culture of quality and taking the Thesis seriously as a capstone exercise.
- Rosa Parks/Cesar Chavez Awards
- The Department makes sure to nominate students for the Rosa Parks/Cesar Chavez awards each year, emphasizing quality historical work on issues of diversity. Most years, we have a student winner in the Department.
- Colorado Springs Undergraduate Research Forum
- Each year, we have students present at the spring Colorado Springs Undergraduate Research Forum award.

Overall Summary of Results

Intending to encourage students to broaden and globalize their thinking, the Department now requires 6 hours of global history at the 1000 and 6 hours at the 3000-4000 level of non-western history. This has significantly upped our enrollment in those courses, and we have seen a rise in students self-reported perceived competencies in these areas.

Strong emphasis on writing in every History Department course strengthened with “Writing Intensive” Core Curriculum tags being put on many of these courses, resulting in bolstering of feedback, peer reviewing, and rewriting exercises in numerous courses.

New online and hybrid courses have drawn strong enrollments, helping students move through the program efficiently. Online history courses are an ongoing experiment in learning which we will be keeping a close eye on. After some experimentation, consensus is building that “hybrid” style courses (meeting sometimes in the classroom, and sometimes online) will be our strongest entrants into the online category.

The Department faces a major challenge in “regularizing” instructional skill development at the 1000 level because of the high number of adjuncts who teach these courses. Typically, these are people who teach 1 course a semester, or one a year, and are difficult to include regularly in full-departmental discussions and meetings. Starting 2 years ago, we instituted an annual “Lecturers and TA retreat” to try to help inculcate departmental norms as much as possible into those serving as adjuncts. Our plan in the future is to involve the department’s

Director of Undergraduate Studies more consistently in supervising work done by the Lecturers. On the plus side, we have developed a “corps” of Lecturers who are committed to the Department and have a fairly consistent schedule, and they are fully on board with department norms in terms of critical thinking, work with primary sources, and the development of analytical skills by students.

The Department continues its ongoing discussion of whether to “require” for all majors a “pre-senior Thesis” course. Students on their surveys consistently call for this and say it “should” be required, but students also frequently ask for a greater number and variety of courses, and of course those two requests directly contradict one another. If, for example, we required our new course (History 3001 – Advanced concepts in the Study of History) for all students, we would have to fill about 5 sections a year, and this would mean we would have five less specialized upper-division courses. So, for the time being, we are going to offer this course (HIST 3001) as an experiment, see how it goes, and consider requiring it for all students in the future. Pedagogically, such a requirement would be ideal; practically speaking, it is very difficult to do, given how many other teaching requirements (including our graduate program) faculty have to fill. This is an ongoing dilemma that is hard to resolve without having more faculty or instructors added to the Department.

History, MA

Updated: Fall 2015

Chair: Paul Harvey

Coordinator: Christina Jimenez

Part One: Assurance of Student Learning Plan

Mission Statement

The UCCS History Department offers a Master's degree (M.A.) in History. Our graduate program is unique in that students do not specialize in a regional history. Rather, all graduate students are exposed to a breadth of regions, time periods, and historical approaches through their course of study. Using the graduate teaching schedule (available on the department website), students tailor a course of study in specific fields throughout their MA studies. The History graduate program is taught only by full-time faculty with appointments to the University of Colorado Graduate Faculty. All graduate students complete three full research papers, which they defend in an oral examination during their last semester.

Teaching Goals

TG1: Beyond quality of instruction and breadth of exposure, the core strength of the UCCS Master's in History is its rigorous training of graduate students in the process of writing a primary-source-based research paper, grounded in the relevant historiography and theory, which makes an evidenced-based argument.

TG2: Students who complete the M.A. program at UCCS acquire the essential skills of the historian without having become overly specialized at an early stage in their graduate training.

TG3: Some of our MA present their work at professional conferences nationally, others are engaged in internship and professional work at museums, archives, and other organizations regionally and nationally.

Program Student Learning Outcomes

PSLO 1. Articulate an original argument, critical analysis, and complexity of reasoning in writing and oral discussion (M1, M2, M3, M4).

PSLO 2. Use, integrate, and discuss primary sources evidence effectively (based on an understanding of historical research methods) in writing and oral discussion(M1, M2, M3, M4).

PSLO 3. Use, integrate, and discuss secondary sources and methodological/theoretical approaches, effectively in writing and oral discussion (M1, M2, M3, M4).

PSLO 4. Demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments (M1, M2, M3, M4).

PSLO 5. Use proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures (M1, M2, M3, M4).

PSLO 6. Document sources properly in citations and bibliography (M1, M2, M3, M4).

Measures

M1. Baseline Assessment for Entering Graduate Students

M2. Entering grad student survey

M3. Portfolio – Written work

M4. Portfolio – Oral defense

Part Two: Evidence of Student Learning

PSLO 1. Articulate and original argument, critical analysis, and complexity of reasoning in writing and oral discussion

Entering grad student survey

Avg. of 6.3 (written) and 5.6 (oral) self-reported on questions asking for self-perception of skill level (scale of 1-10)

Portfolio – written work - Avg = 95.33 (scale = 100)

Portfolio – oral defense - Avg = 95.55 (scale = 100)

Summary of findings for PSLO1:

Marked improvement in baseline versus summative capstone scores

PSLO 2. Use, integrate, and discuss primary sources evidence effectively (based on an understanding of historical research methodsf) in writing and oral discussion

Baseline Assessment for Entering Graduate Students

86.93

Entering grad student survey
Avg = 6

Portfolio – written work
95.2

Portfolio – oral defense
94.6

Summary of findings for PSLO 2 and associated Measures

Solid improvement shows in work through program from baseline to capstone. Students prepare 3 primary source research papers in 3 different fields of History, so commensurate improvement would be expected and is seen here.

PSLO 3. Use, integrate, and discuss secondary sources and methodological/theoretical approaches, effectively in writing and oral discussion

Baseline Assessment for Entering Graduate Students - 83

Entering grad student survey - Avg = 4.12

Portfolio – written work - 95.2

Portfolio – oral defense - 94.6

Summary of findings for PSLO 3 and associated Measures

note: students score lowest in this category in baseline assessment, and self-report themselves with lowest number in survey. Improvement in score is highest among all the categories, suggesting relative success of emphasis on methodological/theoretical approaches in program, most especially in the introductory HIST 6000 course (Historiography)

PSLO 4. Demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.

Baseline Assessment for Entering Graduate Students - 83.43

Entering grad student survey - Avg = 5.83

Portfolio – written work - 95

Portfolio – oral defense - 95.22

Summary of findings for PSLO 4 with associated Measures

Along with PSLO 3, most improvement shown from baseline to capstone

PSLO 5. Use proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures.

Baseline Assessment for Entering Graduate Students - 83.75

Entering grad student survey - Avg = 6.25

Portfolio – written work - 94.6

Portfolio – oral defense - 94.4

Summary of findings for PSLO 5 and associated Measures

Much emphasis on writing as a process, and learning how to write article-length programs, in program.

PSLO 5. Document sources properly in citations and bibliography.

Baseline Assessment for Entering Graduate Students - 86.75

Entering grad student survey - 6.94

Portfolio – written work - 95.22

Portfolio – oral defense - 95.33

Summary of findings for PSLO 5 and associated Measures

Highest degree of confidence shown at outset, with highest scores on baseline as well, but improvement is marked nonetheless. This is the one category (along with PSLO I) where students would have the most direct experience coming out of undergraduate programs in History

Other Indicators of Student Learning

- Published work
- Students have submitted work for publication; one piece accepted in the *UCLA Historical Journal*
- Oral Presentations
- “Evening of History” conference instituted at end of each semester, requiring History 7--- (graduate research seminars) students to present their work in a conference environment, within a tight time limit. This has become a hallmark of the program and a “capstone” to the graduate research seminars
- Conference Presentations at national conferences by graduate students
- 4 presentations given at national conferences by graduate students, including one student who presented her 7000-level research seminar work at the Harvard Conference of East Asian History at Harvard University
- Graduate Fellowship Competitions
- Students nominated each year for \$5000 fellowships given out by the Graduate Office; 2 fellowships won in 2013-14, 3 won in 2014-15, and 2 won in 2015-16, a number on a par or exceeding nearly all other graduate programs at UCCS
- Internships
- 7 graduate students completed internships at various local public history institutions (in HIST 6995), including at the Pioneers Museum, the 4th Infantry Division Museum at Ft. Carson, the Western Museum of Mining and Industry, and Cog Railway Museum, and the Amache Historic Site (Camp Amache, the Japanese internment camp). One student used internship to become a full-time curator at the 4th Infantry Museum; another parlayed

internship experience locally into securing an internship at the Coca-Cola Museum in Atlanta, Georgia.

- Teaching Assistantships and Writing Fellowships
- 6 students completed teaching assistantships, and several students Writing Fellowships, in undergraduate courses, where they graded papers, delivered guest lectures, counseled students, worked with students on writing, and learned the material in the courses.
- Visiting Scholars/Lecturers
- Each year the Department hosts a number of visiting scholars and lecturers in various fields, and we always make graduate students an integral part of this experience. For example, in spring 2016 we hosted Xiaojian Zhao, professor of Asian-American history from UC Santa Barbara (and a Chinese native). We had her spend the afternoon with a graduate student who is interesting in pursuing Ph.D. work in Chinese history, and that student is now in contact with a number of professors at UC Santa Cruz and other California schools, because of the connection that she made with Xiaojian.
- Job Search Participation
- We heavily involve graduate students whenever we have job searches for a professor. This year, we did a search for a 2-year Visiting Assistant Prof. in Medieval History, and graduate students met with all the candidates, attended lunches and dinners with them, and “interviewed” the candidates separately from the faculty. We considered their input carefully in making our selection.
- Graduate Student Travel Grants
- Each year, the Department awards travel grants for students to travel to conferences or to archives to do research. We also have students win awards to support similar work from the Graduate Office. This year, students won awards to present at the East Asian History Conference at Harvard University; to do research at the University of Arizona archives; to present work at the Southwestern Historical Association in Las Vegas; and to attend the Organization of American Historians conference in Providence, Rhode Island.

Summary of Assessment Results

We have worked hard over the last two years in integrating “hands-on” internships in public history into our graduate program. About 15 graduate students have gone through various internships during this time, and that has yielded great benefits both to the program as well as to the individual students involved.

Language and Culture – French, minor

Updated: Fall 2012, elected to make no changes during transition

Chair: Teresa Meadows

Coordinator: Teresa Meadows

Part One: Assurance of Student Learning Plan

Mission Statement

Since 2006 the Languages and Cultures faculty have been engaged in developing a curriculum that not only prepares students for communication in a second language, but also enhances "cultural literacy" in order to allow students to engage in analytical and critical discourse about the target culture in the target language. The goal is offering an effective, competitive approach to language learning that maximizes student's ability to compete professionally with graduates from similar accredited universities in the U.S., as well as meeting requirements of some Colorado and Federal public sector exams (social services and education, foreign service) that include cultural as well as linguistic skills in their evaluation of prospective employees' knowledge. The specific objectives of the minor in French have

been updated in recent years to reflect the transformation of pedagogical models in the field of languages and cultural studies. Furthermore - the department housing the minor, Languages and Cultures, has expanded its academic and curricular goals to reflect the changing role of UCCS from an institution oriented to meeting local demands to a quality, regional research institution. To establish its new model, the French program has used current research in the field, and explored the objectives set by comparable programs at national institutions. In addition to acquiring fluency in the French language that would allow graduates to speak at a level permitting interaction with native speakers in social situations and fulfill non-specific tasks in various French-speaking cultural environments (once the sole goal of the program, as defined in the Academic Program Self Study produced in 1998), the current objectives have been expanded to include specific communication skills (level or reading comprehension that includes literary and critical academic texts, as well as the production of texts that reflect a broad understanding of the history and civilization of the target language, and a critical and theoretically-based awareness of some cultural traditions as exemplified through the arts (film, literature, theater, visual arts, etc.). The Department is developing a set of assessment tools that measure the effectiveness of its newly-established curriculum in meeting the new objectives of the program, the progress of students towards those goals at different stages of their studies, and the effect the new curriculum has in the professional opportunities afforded to graduates.

These new objectives enhanced the Department's role in meeting the objectives set for students by the College of LAS: promote a vibrant and creative cultural life, facilitate the solution of community and regional problems, increase the welfare of individuals and groups, and advance the understanding of the human condition and the world.

Teaching Goals

TG1: Measure progress in Language Acquisition

The primary goal of the Assessment plan is to measure student progress in language acquisition at different stages of the program. This involves a variety of tools, some of which involve evaluation of class activities through exercises, essays, papers and oral evaluations, and some that are administered as standardized tests outside of the

TG2: NOVICE TO INTERMEDIATE LEVEL

Students are introduced and practice the basic structures of the target language using a cultural/communicative approach that stresses the development of basic linguistic skills as outlined in the first two stages of the ACTFL guidelines for Reading, Writing, Listening, and Speaking. Students should reach these objectives by the time they complete the 2120 level of instruction.

TG3: INTERMEDIATE-ADVANCED LEVEL

Through a curriculum based on literary, historical, media, and cultural realia, students expand their linguistic skills to meet the Intermediate/Advanced levels of writing, speaking and listening proficiency established in the ACTFL guidelines, and the Advanced level in Reading. These courses include 2930, 3000, 3010 and 3020 (Professional French, Advanced Grammar and Composition and Conversation.) Students are expected to reach this level of proficiency after having completed the two courses from this list required by the minor.

TG4: ADVANCED LEVEL

Through courses focused on literary, historical, and cultural topics, either in the target language, or offered in bilingual courses open to FCS, Film Studies and Art History, students move toward mastery and demonstration of their mastery of the target language and culture at

the Advanced to Superior levels in Listening, Speaking, Reading and Writing. These skills are to be honed in the two upper-division courses the minor requires in literature and culture and would include 3250, 3260, 3270, 3500 among others. They are also expected to demonstrate a solid ability to analyze the literature and culture of the target language.

Program Student Learning Outcomes

PSLO1: speak language well enough to satisfy routine social demands and limited, non-specific, work-related tasks (M1, M2, M3).

PSLO2: comprehend face-to-face speech in standard language spoken at normal rate with some repetition and rewording by a native speaker not accustomed to dealing with foreigners (M1, M2, M3).

PSLO3: read authentic printed material or edited texts and material within a familiar context (M1).

PSLO4: write routine correspondence and simple discourse, as well as cohesive summaries, resumes, short narratives and descriptions of factual topics in the past, present and future times (M1, M2, M3).

PSLO5: possess a broad understanding of the history and civilization of the target culture (M1, M2, M3).

PSLO6: possess a critically and theoretically-based awareness of some literary and cultural traditions, periods, genres, and contexts of the target language (M2, M3).

PSLO7: develop short critical and analytical essays using appropriate scholarly terminology in the target language (M2, M3).

PSLO8: express oneself in writing and orally in an advanced register of academic language (M2, M3).

Measures

M1. S-CAPE

M2. Oral Presentation

M3. Written Expression

Part Two: Results of Assessment Activities –

Language and Culture – German, minor

Updated: Fall 2012, elected to make no changes during transition

Chair: Teresa Meadows

Coordinator: Robert Von Dassanowsky

Part One: Assurance of Student Learning Plan

Mission Statement

The objectives of the minor in German have been updated in recent years to reflect the transformation of pedagogical models in the field of languages and cultural studies. Furthermore - the department housing the minor, Languages and Cultures, has expanded its academic and curricular goals to reflect the changing role of UCCS from an institution oriented to meeting local demands to a quality, regional research institution. To establish its new model, the German program has used current research in the field, and explored the objectives set by comparable programs at national institutions. In addition to acquiring fluency in the German language that would allow graduates to speak at a level permitting interaction with native speakers in social situations and fulfill non-specific tasks in various German-speaking cultural environments (once the sole goal of the program, as defined in the Academic Program Self Study produced in 1998), the current objectives have been expanded to include specific communication skills (level or reading comprehension that includes literary and critical academic texts, as well as the production of texts that reflect a broad understanding of the history and civilization of the target language, and a critical and theoretically-based awareness of some cultural traditions as exemplified through the arts (film, literature, theater, visual arts, etc.). The Department is developing a set of assessment tools that measure the effectiveness of its newly-established curriculum in meeting the new objectives of the program, the progress of students towards those goals at different stages of their studies, and the effect the new curriculum has in the professional opportunities afforded to graduates.

These new objectives enhanced the Department's role in meeting the objectives set for students by the College of LAS: promote a vibrant and creative cultural life, facilitate the solution of community and regional problems, increase the welfare of individuals and groups, and advance the understanding of the human condition and the world.

Teaching Goals

TG1: Measure progress in Language Acquisition

The primary goal of the Assessment plan is to measure student progress in language acquisition at different stages of the program. This involves a variety of tools, some of which involve evaluation of class activities through exercises, essays, papers and oral evaluations, and some that are administered as standardized tests outside of the

TG2: NOVICE TO INTERMEDIATE LEVEL

Students are introduced and practice the basic structures of the target language using a cultural/communicative approach that stresses the development of basic linguistic skills as outlined in the first two stages of the ACTFL guidelines for Reading, Writing, Listening, and Speaking. Students should reach these objectives by the time they complete the 2120 level of instruction.

TG3: INTERMEDIATE-ADVANCED LEVEL

Through a curriculum based on literary, historical, media, and cultural realia, students expand their linguistic skills to meet the Intermediate/Advanced levels of writing, speaking and listening proficiency established in the ACTFL guidelines, and the Advanced level in Reading. These courses include 2930, 3000, 3010 and 3020 (Professional French, Advanced Grammar and Composition and Conversation.) Students are expected to reach this level of proficiency after having completed the two courses from this list required by the minor

TG4: ADVANCED LEVEL

Through courses focused on literary, historical, and cultural topics, either in the target language, or offered in bilingual courses open to FCS, Film Studies and Art History, students move toward mastery and demonstration of their mastery of the target language and culture at the Advanced to Superior levels in Listening, Speaking, Reading and Writing. These skills are to be honed in the two upper-division courses the minor requires in literature and culture and would include 3250, 3260, 3270, 3500 among others. They are also expected to demonstrate a solid ability to analyze the literature and culture of the target language.

Program Student Learning Outcomes

PSLO1: speak language well enough to satisfy routine social demands and limited, non-specific, work-related tasks (M1, M2, M3)

PSLO2: comprehend face-to-face speech in standard language spoken at normal rate with some repetition and rewording by a native speaker not accustomed to dealing with foreigners (M1, M2, M3).

PSLO3: read authentic printed material or edited texts and material within a familiar context (M1).

PSLO4: write routine correspondence and simple discourse, as well as cohesive summaries, resumes, short narratives and descriptions of factual topics in the past, present and future times (M1, M2, M3).

PSLO5: possess a broad understanding of the history and civilization of the target culture (M1, M2, M3).

PSLO6: possess a critically and theoretically-based awareness of some literary and cultural traditions, periods, genres, and contexts of the target language (M2, M3).

PSLO7: develop short critical and analytical essays using appropriate scholarly terminology in the target language (M2, M3).

PSLO8: express oneself in writing and orally in an advanced register of academic language (M2, M3).

Measures

M1. S-CAPE

M2. Oral Presentation

M3. Written Expression

Part Two: Results of Assessment Activities

Chair: Teresa Meadows

Coordinator: Fernando Feliu-Moggi

Part One: Assurance of Student Learning Plan

Mission Statement

Since 2006 the Languages and Cultures faculty have been engaged in developing a curriculum that not only prepares students for communication in a second language, but also enhances "cultural literacy" in order to allow students to engage in analytical and critical discourse about the target culture in the target language. The goal is offering an effective, competitive approach to language learning that maximizes students' ability to compete professionally with graduates from similar accredited universities in the US, as well as meeting requirements of some Colorado and Federal public sector exams (social services and education, foreign service) that include cultural as well as linguistic skills in their evaluation of prospective employees' knowledge.

The specific objectives of the major in Spanish have been updated in recent years to reflect the transformation of pedagogical models in the field of languages and cultural studies. Furthermore, the Department of Languages and Cultures, has expanded its academic and curricular goals to reflect the changing role of UCCS from an institution oriented to meeting local demands to a quality, regional research institution. To establish its new model, the Spanish program has used current research in the field and explored the objectives set by comparable programs at national institutions. In addition to acquiring fluency in the Spanish language that would allow graduates to speak at a level permitting interaction with native speakers in social and professional/educational situations and to fulfill non-specific tasks in various Spanish speaking cultural environments (once the sole goal of the program, as defined in the Academic Program Self Study produced in 1998), the current objectives have been expanded to include specific communications skills (level or reading comprehension that includes literary and critical academic texts, as well as the production of texts that reflect a broad understanding of the history and civilization of the target language, and a critical and theoretically-based awareness of some cultural traditions as exemplified through the arts (film, literature, theater, visual arts, etc.) The Department is developing a set of assessment tools that measure the effectiveness of its newly-established curriculum in meeting the new objectives of the program, the progress of students towards those goals at different stages of their studies, and the effect the new curriculum has in the professional opportunities afforded to graduates

Teaching Goals

TG1: Effective linguistic and cultural communication in the target language.

The curricular changes implemented in the 2007-2009 period offered an opportunity to define learning objectives more clearly and to identify benchmark points in the Department's programs using ACTFL stage definitions to set measurable linguistic and cultural competency objectives for courses.

TG2: - NOVICE TO INTERMEDIATE LEVEL

ELEMENTARY LANGUAGE COURSES (SPAN 1010, 1020, 2110) focus on a communicative approach for the acquisition of second language skills (basic and intermediate grammar and written and aural communication skills, ACTFL Novice to Intermediate Level). Students are introduced and practice the basic structures of the target language using a cultural/communicative approach that stresses the development of basic

linguistic skills as outlined in the first two stages of the ACTFL guidelines for Reading, Writing, Listening, and Speaking

TG3: INTERMEDIATE-ADVANCED LEVEL

INTERMEDIATE LANGUAGE COURSES (SPAN 2120, 3000, 301, 3250, 4250), focus on mastery of intermediate grammar and the acquisition of a broad-based cultural and historical understanding of target cultures. Through a curriculum based on literary, historical, media, and cultural realia, students expand their linguistic skills to meet the Intermediate/Advanced levels of writing, speaking and listening proficiency established in the ACTFL guidelines, and the Advanced level in Reading. These courses include 3000, 3010, 3250, 4250 (Advanced Grammar, Composition and Conversation, and Surveys of History and Culture).

TG4: ADVANCED LEVEL

UPPER DIVISION COURSES (SPAN 319 and 320, and other 400-level focuses primarily on enhancing language proficiency through cultural literacy, and the use of analytical and critical tools for cultural analysis in the target language). Through courses focused on literary, historical, and cultural topics, mostly in the target language, students master and demonstrate their mastery of the target language and culture at the Advanced to Superior levels in Listening and Speaking, and the Superior to Distinguished levels in Reading and Writing

Program Student Learning Outcomes

PSLO1: speak language well enough to satisfy routine social demands and limited, non-specific, work-related tasks (M1, M2, M3, M4, M5).

PSLO2: repetition and rewording by a native speaker not accustomed to dealing with foreigners (M1, M2, M3, M4, M5).

PSLO3: read authentic printed material or edited texts and material within a familiar context (M1, M5).

PSLO4: write routine correspondence and simple discourse, as well as cohesive summaries, resumes, short narratives and descriptions of factual topics in the past, present and future times (M1, M2, M3, M4, M5).

PSLO5: possess a broad understanding of the history and civilization of the target culture (M1, M2, M3).

PSLO6: possess a critically and theoretically-based awareness of some literary and cultural traditions, periods, genres, and contexts of the target language (M2, M3, M4, M5).

PSLO7: develop short critical and analytical essays using appropriate scholarly terminology in the target language (M2, M3, M4, M5).

PSLO8: express oneself in writing and orally in an advanced register of academic language (M2, M3, M4, M5).

Measures

M1. S-CAPE

M2. Oral Proficiency

M3. Written Expression

M4. Portfolio/Written Work

M5. Senior Seminar

Part Two: Results of Assessment Activities

Philosophy, BA

Updated: Fall 2015

Chair: Raphael Sassower

Coordinator: Mary Ann Cutter

Part One: Assurance of Student Learning Plan

Mission Statement

Philosophy teaches analytical and critical thinking, develops oral and written communication skills, and contributes to interdisciplinary understanding. As a discipline, it addresses perennial questions about moral and aesthetic values, human existence, and the nature of reality, knowledge, and the mind. Skills developed in these inquiries enable philosophy students to excel in careers in law, medicine, management, education, government, writing, computer science, psychology, sociology, ministry, and other fields. Philosophy majors consistently score in the top percentiles for all majors on the GRE, LSAT, GMAT, MCAT, and other graduate and professional admission tests.

The Department of Philosophy teaches philosophy as a formal course of study that satisfies College and University requirements for the Philosophy major. It teaches philosophy to qualified students for their personal enrichment and prepares students for graduate and professional work. It fosters a climate of scholarly research in philosophy and is committed to serving the College, UCCS campus, and University in the areas of Critical Thinking, Ethics, and other philosophical areas of study.

Teaching Goals

TG1: To teach, learn, and advance philosophy as a professional, scholarly enterprise, as a most ancient yet contemporary discipline that serves to integrate knowledge into wisdom and provides a perspective of the whole.

TG2: To provide a critical component to education, one that uses logic and epistemology to explicate reason, truth, meaning, and knowledge.

TG3: To provide a normative component to education, one that uses systems of value and of devotion, as found in ethics, aesthetics, and religion.

TG4: To provide a cultural and social component to education, one that uses systems of justice and feminist and environmentalist theories to articulate the role of culture and society in shaping our relations to others and to nature.

TG5: To provide in-depth learning about, and an appreciation of, major thinkers in Western and Asian traditions of thought.

TG6: To add sections and service courses to satisfy Humanities requirements and to meet the needs of other departments and colleges.

TG 7: To prepare students for advanced, graduate studies in philosophy and to prepare students for the professions of education, law, ministry, science, health care, public service, communications, the military, and publishing.

TG 8: To attract students to philosophy from the general population, especially those who may or may not be interested in a degree as such.

Program Student Learning Outcomes

PSLO1: Be able to display capacities for and skills in critical thinking (M1, M2).

PSLO2: Be able to write clear, logical, and grammatically-correct philosophical arguments (M1, M2).

PSLO3: Be able to orally express clear logical, and grammatically-correct philosophical arguments (M1, M2).

PSLO4: Be able to display detailed knowledge of the current literature or historical background of a philosophical problem (M1, M2).

PSLO5: Be able to demonstrate research skills in locating and using resources and extending inquiry on philosophical questions (M1, M2).

Measures

M1. Senior Thesis - Written

M2. Alumni Questionnaire

Part Two: Results of Assessment Activities

Key: 5(4) means students responded “5” (out of 5, where 5 is the highest ranking). The number in parentheses indicates (33%) the number of student responses, and the percentage below the responses indicates the percentage of responses on that item.

PSLO1: Be able to display capacities for and skills in critical thinking.

Sophomore/Junior Level Assessment

5 (2)	4 (4)
(33%)	(67%)

Senior Thesis Evaluation (Written)

5 (18) 4 (5) 3 (2)
(72%) (20%) (18%)

Senior Exit Questionnaire
5 (9) 4 (11) 3 (3)
(36%) (44%) (12%)

Summary of findings for PSLO 1 with associated measures

The majority of students are assessed as being able to display capacities for and skills in critical thinking. What is of note is that faculty assessment of students in this area agrees with student self-assessment (compare Senior Thesis Evaluation and Senior Exit Questionnaire). Of course, more work can be done to help students develop critical thinking skills. The department now regularly offers a tutor through an Excel Center to assist students in their critical thinking homework.

PSLO2: Be able to write clear, logical, and grammatically- correct philosophical arguments

Sophomore/Junior Level Assessment
5 (1) 4 (2) 3 (3)
(33%) (33%) (33%)

Senior Thesis Evaluation (Written)
5 (15) 4 (7) 3 (3)
(60%) (28%) (12%)

Senior Exit Questionnaire
5 (9) 4 (13) 3 (2) 2 (1)
36%) (52%) (8%) (4%)

Summary of findings for PSLO 2 and associated measures

The majority of students are assessed as being able to write clear, logical, and grammatically-correct philosophical arguments. What is of note is that faculty assessment of students in this area agrees with student self-assessment (compare Senior Thesis Evaluation and Senior Exit Questionnaire). Of course, more work can be done to help students develop their writing skills. The department tries to identify tutors in the Writing Center to assist students in their writing due in the classes

PSLO3: Be able orally to express clear, logical, and grammatically-correct philosophical arguments.

Sophomore/Junior Level Assessment
5 (1) 4 (2) 3 (3)
(33%) (33%) (50%)

Senior Thesis Evaluation (Oral)
5 (20) 4 (5)
(80%) (20%)

Senior Exit Questionnaire
5 (10) 4 (13) 3 (2)
(40%) (52 %) (8%)

Summary of findings for PSLO 3 and associated measures

The majority of students are assessed as being able orally to express clear, logical, and grammatically-correct philosophical arguments. What is of note is that faculty assessment of students in this area does not agree with student self-assessment (compare Senior Thesis Evaluation and Senior Exit Questionnaire). Students often do not feel prepared for oral presentation of their work in the Senior Thesis defense. Faculty continue to discuss ways to improve student preparedness in this area.

PSLO4: Be able to display detailed knowledge of the current literature or historical background of a philosophical problem.

Sophomore/Junior Level Assessment

5 (2) 4 (2) 3 (2)
(33%) (33%) (33%)

Senior Thesis Evaluation (Written)

5 (18) 4 (4) 3 (3)
(72%) (16%) (12%)

Senior Exit Questionnaire

5 (11) 4 (5) 3 (9)
(44%) (20%) (36%)

Summary of findings for PSLO 4 and associated measures

The majority of students are assessed as being able to display detailed knowledge of the current literature or historical background of a philosophical problem. What is of note is that faculty assessment of students in this area agrees with student self-assessment (compare Senior Thesis Evaluation and Senior Exit Questionnaire). Some students do not feel prepared to display detailed knowledge of the current literature or historical background of a philosophical problem. Faculty continue to discuss ways to improve student preparedness in this area and help them achieve success in Senior Thesis.

PSLO5: Be able to demonstrate research skills in locating and using resources and extending inquiry on philosophical questions.

Sophomore/Junior Level Assessment

5 (2) 4 (2) 3(2)
(33%) (33%) (33%)

Senior Thesis Evaluation (Written)

5 (19) 4 (4) 3 (2)
(76%) (16%) (8%)

Senior Exit Questionnaire

5 (13) 4 (6) 3 (6)
(52%) (24%) (24%)

Summary of findings for PSLO 5 and associated measures

The majority of students are assessed as being able to demonstrate research skills in locating and using resources and extending inquiry on philosophical questions. What is of note is that faculty assessment of students in this area agrees with student self-assessment (compare Senior Thesis Evaluation and Senior Exit Questionnaire). Some students do not feel prepared

to demonstrate research skills in locating and using resources and extending inquiry on philosophical questions. Faculty continue to discuss ways to improve student preparedness in this area and help them achieve success in Senior Thesis.

Overall Summary of Assessment Results

1. As in past,
 - a. students continue to praise faculty for their passion and knowledge for their subject matters
 - b. students would like more advance preparation for Senior Thesis (in classes that come before Senior Thesis).
 - c. students would like more choices in the selection of their courses

 2. Unlike in the past,
 - a. students would like more advising at an earlier time in their studies as a Philosophy major
 - b. there are no comments from students about faculty not getting back to students in a timely fashion
 - c. there are no comments from students about their dislikes of oral presentations in class.
 - d. there are no comments from students about differences in writing and reading loads in the courses

 3. Somethings for faculty to think about,
 - a. Talk about
 - i. the need for earlier preparation for the Senior Thesis
 - ii. developing the advising format so that students are paired with faculty earlier in their studies
 - b. Students favor the ability to choose their courses. The department has finished revamping its requirements and now allows more choice in what students take in satisfying the major and minor.
 - c. As reported in the Senior Exit Questionnaire, students general think that we prepare them to meet our learning objectives. Yet, they do not feel as confident in their abilities in certain areas (in presenting work orally and in researching topics).
-

Visual and Performing Arts: Art History

Submitted: Fall 2016

Chair: Suzanne MacCauley

Assessment Coordinator: Suzanne MacCauley

Part One: Assurance of Student Learning Plan

Mission Statement

The Art history Program engages the UCCS Vision and Mission through a student centered, integrated, innovative, collaborative, inclusive, and ethical approach to education. We help students from the Pikes Pike region, across the nation and the world realize their unique intellectual and professional aspirations through a myriad of culturally relevant artistic practices. Our student body encompasses cultural, ethnic, religious, gender, economic, and age diversity. By way of a curriculum that emphasizes a broad, cross-disciplinary approach of the study of the history of art, the art history faculty facilitate a student's introduction and mastery of the discipline, while thoroughly preparing them for a professional life in museum and other cultural institutions.

Within the Visual and Performing Arts Department (VAPA), art history is offered as either a major concentration or as a minor. In both cases students can choose from a wide range of courses, including the history of ancient, Greek and Roman, Medieval, Renaissance and Baroque, 18th century, 19th century, 20th century, contemporary, African, Meso-American, Native American, Japanese, Islamic and folk art. In addition, students are highly encouraged to explore hybrid processes and build collaborative relationships with other disciplines. Such collaborations include working with students and faculty in VAPA's programs, other departments such as Geography, Philosophy, Anthropology, History, and Women's and Ethnic Studies.

Our classes are intimate, supportive, rigorous environments where students of all levels and abilities are encouraged to take risks. The AH option is built upon a core foundation of VAPA courses, one introductory art history course (AH 1500) and the senior capstone course (AH 4980). Many of our courses also fulfill LAS Humanities Area Requirements and the Core Compass Curriculum. Our courses are content-based with a focus on exploring the history of art through a socio-historical approach. Students acquire the requisite art historical terminology, familiarity with multiple canons of art, ability to research and write persuasively and critically about art, and critical thinking skills necessary to become engaged global citizens, life-long learners, and entry level professionals in the arts and culture sector.

Teaching Goals

TG 1. Develop a thorough understanding of the multi-faceted field of art history including terminology, history, and theory. Have greater understanding of themselves as members of the field and the relevance of the arts to other fields of study and everyday life.

TG 2. Prepare students for a professional life in the arts including working in a wide variety of careers in museums and other cultural institutions, and/or graduate school. This is accomplished through a combination of art history course work, museum studies course work, and internships.

TG 3. Lifelong engagement with the arts

Contribute to community art world(s) with an informed perspective on visual and performing arts as a professional in the field, an arts supporter, leader, or member of an arts organization

Program Student Learning Outcomes

PSLO 1. Ability to recognize and comprehend aesthetic criteria, artistic genres, and the intention of a variety of performative acts in different contexts

PSLO 2. Understand fundamental characteristics of performance and artistic expressiveness and their application cross-culturally and across disciplinary

PSLO 3. Ability to critique indirect outcomes of art and performance (e.g., symbolism, metaphoric content, tropes such as parody & Satire, cultural representation, improvisatory interaction, subversive intent, etc.).

PSLO 4. Ability to describe, interpret, and evaluate creative work, research, artwork, performance, etc.

PSLO 5. Ability to use the full range of resources to understand the complexity of any given arts-related topic, and to generate the requisite knowledge and evidence to create a compelling and coherent research project

PSLO 6. Ability to work across the arts disciplines

Part Two: Results of Assessment Activities - *Results will be reported in May 2017*

Visual and Performing Arts: Film Studies

Submitted: Fall 2016

Chair: Suzanne MacCauley

Assessment Coordinator: Robert Dassanowsky

Part One: Assurance of Student Learning Plan

Mission Plan

The Film Studies major emphasis in the Visual and Performing Arts degree and its minor is devoted to the study of film as a multicultural and transnational artistic discipline. The emphasis of this track is on film history, theory, national cinemas, critical analysis and implementation. The department provides an interdisciplinary approach to the study and practice of the moving image, which prepares the student for graduate programs in advanced film and media study or as a component to filmmaking.

The Program takes advantage of specific cinema related offerings across the region and there is opportunity for collaborative participation and credited internships with faculty. Advanced students can begin to fashion pedagogical skills as junior TAs in introductory courses. Students are encouraged to present their scholarly work at symposia and in publication, their short films in competition, and to network. The Program encourages linkages at several film festivals on campus, in the city, and across the state, and for opportunities with production firms in the city. In short, the Program is gaining a reputation for its individualized student mentoring and outreach prospects, as well as for the notability of its small faculty in scholarship, production, and organization.

Film Studies is by its very definition concerned with national and transnational culture, multilingualism, the analysis of “history” creation and dominant/minority image formulation. Investigation and critique (academically or cinematically) of gender and ethnic roles in cinema and its influence on and by social and political constructs is central to the program and fosters a strong sense of inclusivity and tolerance. The program particularly encourages

women and minority students to react to exclusionary modes in historical cinema with their own scholarly and creative development in the field.

Teaching Goals

TG 1. We will encourage lifelong engagement in Film Studies and theory/practice (theoretically based filmmaking) in the following ways:

- Encourage students to contribute to the arts world with an informed perspective on visual and performing arts as a professional in the field, an arts supporter, leader, or member of an arts organization.
- Encourage students to become arts advocates. Develop a thorough understanding of the multifaceted field of cinema including terminology, history, theory, form, genre, design, critical and creative thinking and creation.
- Allow students to have a greater understanding of him/herself as a creative agent via the critical relationship with the screen and in production through the camera lens.
- Encourage an understanding of the relevance of cinema to other fields of art, history, sociology, psychology, politics, etc. study and everyday life.

TG 2. We will encourage engagement in Film Studies research and critical thinking in the following ways.

- Encourage contribution to the arts world through an understanding of critical thinking and thoughtful assessment.
- Encourage understanding and utilizing research methods of the field and optimal writing skills, and if applicable, continued work with the camera following the theoretical frameworks approached through study of historical and current international cinema.
- Encourage an understanding of the importance of continual learning of film history and theory through knowledge of important publications in the field and new texts dealing with specific aspects of film study.

TG 3. Preparation for Employment

- Prepare students for a professional life in the arts including: working as a film critic, professional director, producer, editor, technician, film festival organizer, and film scholar.
- Prepare students for graduate school. This is accomplished via developing a resume, personal essay regarding cinematic and theoretical influences and personal creative aims, completion of short scripts, short films, or significant research papers, as well as independent study or internships dealing with the organization of film festivals on campus and in the community, and participation in public talks, lectures and engagement with professional filmmakers and film scholars.
- Encourage filmmaking and film analysis through grant writing, funding opportunities, and support outreach.

Program Student Learning Outcomes

PSLO 1. Ability to recognize and comprehend film-aesthetic criteria, including genres, form, style, as well as the intention of cinematic and performative aspects in different contexts, in differing national cinemas, and a variety of technical and narrative examples.

PSLO 2. Understand fundamental characteristics of cinematic-artistic expressiveness and their application cross- and trans-culturally and its utilization of the cross-disciplinary.

PSLO 3. Ability to critique indirect outcomes of cinema art and performance (e.g., symbolism, metaphor, allegory; tropes such as parody, satire, tragicomedy, specific international and transnational cultural representation beyond Anglo-American film, political and social influence; gender role critique, philosophical underpinnings, subversive intent, etc.)

PSLO 4. Ability to delineate, interpret, and evaluate cinematic examples and research analysis. Ability to construct original critical analysis or apply cinematic theories and historical examples in creating original digital video work, e.g. "short film."

PSLO 5. Ability to use the full range of resources to understand the complexity of any given arts-related topic, and to generate the requisite knowledge and evidence to create a compelling and coherent research project inclusive of and also beyond cinema.

PSLO 6. Ability to work collaboratively across the arts disciplines and to integrate these other disciplines into film scholarship or creation.

Measures

M 1. FILM 1000: Intro to Film Studies

M2. Practical Course Requirement: ranging from Independent Study (scholarship/research paper) and Internship (internal--JTA, Film Festival, Film Club admin; external) to Grant-Writing and Production (internal and crowd funding; short/ long film based in various theoretical structures acquired through coursework and specialty "theory and practice" production course.

M3. FILM 4500: Film Theory

M4. FILM 4980: Film Capstone

Other Indicators of Student Learning:

- Placement: Graduate level advancement (MFA) at Boston University, NYU Tisch School of the Arts, University of Southern California (USC) School of Film and Television, UCLA School of Film and Television, Loyola Marymount Los Angeles, University of Texas at Austin, CU Boulder, UCCS, and other institutions.
- Professional work in Hollywood-based production: "E" Entertainment Television; Brillstein Entertainment Partners, Producer Seth MacFarlane and "Cosmos: A Spacetime Odyssey" mini series; HBO internships; Student Academy Awards (Oscar project); BAFTA Student Awards; various external film festivals; various publication resources for research work; independent production companies.

Academic development: noticable growth in research, writing and oral communication skills. Also application of theory and concepts to film production.

Part Two: Results of Assessment Activities - Results will be reported in May 2017

Chair: Suzanne MacCauley
Assessment Coordinator: Suzanne MacCauley

Part One: Assurance of Student Learning Plan

Museum and Gallery Practice Student Learning Outcomes (SLO):

Discuss critically current issues in museum and gallery practice including: exhibition, education, conservation, collections management, visitor evaluation, and administration;
Locate and utilize the basic literature of museum and gallery methods, professional museum organizations, and museum reference sources including on-line resources;
Understand and explain the principles, theory, and process of museum exhibit development
Understand and explain the principles, theory, and process of museum collections management
Be familiar with key ethical and legal issues surrounding museums.
Understand the range of career opportunities available in museums and/or galleries.

Museum and Gallery Practice Learning Activities

Activity where students participate in role play activity evaluating scenarios of current issues in museum and gallery work (assesses SLO1)
Research paper for either MSGP 4060 or 4070 (assesses SLO2)
Capstone project to design and install exhibit for MSGP 4060 (assesses SLO1, 2 and 3)
Final project in MSGP 4070, create collections management plan (assesses SLO 1, 2, 4 and 5)
Professional Internship capstone (assesses SLO 6)

Entry Assessments goals

Understand the range of career opportunities available in museums and/or galleries;
Identify the range of techniques, tools, and materials used in museum and gallery work;
Locate and utilize the basic literature of museum and gallery methods, professional museum organizations, and museum reference sources including on-line resources;

Measures

M1. Exam related to museum careers, techniques, tools and materials used in museum and gallery work at end of introductory class (MSGP2000). (Assesses 1 and 2)

M2. Activity in MSGP where students use academic museum literature and resources related to museum professional organizations and institutions to analyze and compare and contrast the missions and roles of three museums.

Part Two: Results of Assessment Activities - *Results will be reported in May 2017*

Visual and Performing Arts: Music

Submitted: Spring 2016
Chair: Glen Whitehead
Assessment Coordinator: Jane Rigler

Part One: Assurance of Student Learning Plan

Teaching Goals

TG 1. Lifelong engagement with the arts

Contribute to community arts world with an informed perspective on visual and performing arts as a professional in the field, an arts supporter, leader, or member of an arts organization. Become an arts advocate.

TG 2. Pursue graduate study in the arts

Do graduate work in an arts field.

TG3: Find employment in the arts

Pursue employment in the arts.

Program Student Learning Outcomes

PSLO 1. Ability to recognize and comprehend aesthetic criteria, artistic genres, and the intention of a variety of performative acts in different contexts.

PSLO 2. Understand fundamental characteristics of performance and artistic expressiveness and their application cross-culturally and across disciplinary

PSLO 3. Ability to critique indirect outcomes of art and performance (e.g., symbolism, metaphoric content, tropes such as parody & Satire, cultural representation, improvisatory interaction, subversive intent, etc.)

PSLO 4. Ability to describe, interpret, and evaluate creative work, research, artwork, performance, etc

PSLO 5. Ability to use the full range of resources to understand the complexity of any given arts-related topic, and to generate the requisite knowledge and evidence to create a compelling and coherent research project.

PSLO 6. Ability to work collaboratively in groups across the arts disciplines.

Measures

M1. Program Entry Survey

M2. Capstone Survey

M3. Entry Level Project

M4. Capstone Project

Part Two: Results of Assessment Activities - *Results will be reported in May 2017*

Visual and Performing Arts: Theatre Studies

Submitted: Spring 2016

Chair: Suzanne MacCauley

Assessment Coordinator: Kevin Landis

Part One: Assurance of Student Learning Plan

Mission Statement

The Theatre and Dance Program (THTR&DNCE) is a one of a kind undergraduate experience. We offer a major in theatre and a minor in theatre or dance within the Department of Visual and Performing Arts. The basic sequence of required courses is designed to provide the student with a theoretical/historical grounding in the art of theatre and dance, and the opportunity to put theories into practice in performance situations. This philosophy idealizes a liberal arts methodology that encourages an academic scholarship and research that runs parallel to practice and creation, so that the student leaves UCCS ready for the myriad opportunities in the world of art.

THTR&DNCE fully incorporates the UCCS Vision and Mission of a student centered, integrated, innovative, collaborative, inclusive, and ethical approach to education. Further, we offer world-class opportunities for our students and patrons; opportunities that can not be found anywhere else. Students have the chance to work at THEATREWORKS, a professional regional theatre company, and earn points towards membership in professional arts unions. At THEATREWORKS, students work side by side with professional artists from around the country and can establish bonds and contacts that will last a lifetime.

THTR&DNCE prizes an education with a global scope and thus endeavors to take the students to see the best theatre and dance in the world and also to bring the world of theatre and dance to our students. We offer yearly travel courses to London and New York and bring some of the world's greatest theatre and dance practitioners to UCCS for our Prologue Lecture Series.

The Osborne Studio Theatre is the center of our operation. It is a fully equipped theatre that is by, for and about the students and is constantly buzzing with activity. It is here that students design, build, perform and direct the future of American theatre. It is a place that exemplifies a grounding principal of the program: "if you can dream it, you can do it." We endeavor to help students fulfill their scholarly and artistic dreams.

Teaching Goals

TG 1. We will encourage lifelong engagement theatre and dance practice in the following ways:

- Encourage students to contribute to the arts world with an informed perspective on visual and performing arts as a professional in the field, an arts supporter, leader, or member of an arts organization.
- Encourage students to become arts advocates. Develop a thorough understanding of the multifaceted field of theatre and dance including terminology, history, theory, design, performance alacrity, critical and creative thinking and creation.
- Allow students to have a greater understanding of him/herself as a creative agent.
- Encourage an understanding of the relevance of theatre and dance to other fields of study and everyday life.

TG 2. We will encourage lifelong engagement in theatre and dance research and critical thinking in the following ways.

- Encourage contribution to the arts world through an understanding of critical thinking and thoughtful assessment.
- Encourage and understanding and utilizing research methods and superb writing skills.

-Encourage an understanding of the importance of continual learning of theatre and dance history and theory.

TG 3. Preparation for Employment

- Prepare students for a professional life in the arts including: working as a professional actor, director, technician, choreographer, dancer and scholar.
- Prepare students for graduate school. This is accomplished via developing an artist portfolio, resume, audition material and participation in public talks, lectures and engagement with visiting artists.
- Encourage theatre and dance producing, through grant writing and outreach

Program Student Learning Outcomes

PSLO 1. Ability to recognize and comprehend aesthetic criteria, artistic genres, and the intention of a variety of performative acts in different contexts.

PSLO 2. Understand fundamental characteristics of performance and artistic expressiveness and their application cross-culturally and across disciplinary.

PSLO 3. Ability to critique indirect outcomes of art and performance (e.g., symbolism, metaphoric content, tropes such as parody & Satire, cultural representation, improvisatory interaction, subversive intent, etc.)

PSLO 4. Ability to describe, interpret, and evaluate creative work, research, artwork, performance, etc.

PSLO 5. Ability to use the full range of resources to understand the complexity of any given arts-related topic, and to generate the requisite knowledge and evidence to create a compelling and coherent research project.

PSLO 6. Ability to work collaboratively in groups across the arts disciplines

Measures

M1. THTR 1000: Intro to Theatre Journals

M2. Capstone THTR 4980 Performance/Design/Exit Interview

M3. THTR 3020 and 3030: Advanced Acting Workshop 1 and 2 Development Interviews

Part Two: Results of Assessment Activities - *Results will be reported in May 2017*

Visual and Performing Arts: Visual Arts

Updated: Fall 2015

Chair: Suzanne MacCauley

Coordinator: Corey Drieth, Matt Barton, Valerie Brodar

Part One: Assurance of Student Learning Plan

Program Student Learning Outcomes

PSLO1: Recognize, comprehend and evaluate aesthetic criteria and artistic genres through oral and written critiques and analysis. (M1, M2).

PSLO2: Create art that is personal, passionate, and pertinent via a variety of artistic formats, processes, and materials. (M1, M2, M3).

PSLO3: Understand historical and contemporary art theory and practice (M1, M2).

PSLO4: Work collaboratively across a variety of communities (M1, M2).

PSLO5: Work and creatively problem solve across the spectrum of arts as well as other disciplines (M1, M2).

Measures

M1. Final Artist Presentation

M2. Reflective Paper

M3. Portfolio

Part Two: Results of Assessment Activities - *Results will be reported in May 2017*

Women's and Ethnic Studies, BA

Updated: Fall 2015

Chair: Andrea Herrera

Coordinator: Stephany Rose

Part One: Assurance of Student Learning Plan

Mission Statement

Our mission is to think critically about intersections of race, class, gender, sexuality, nationality and other hierarchies; to understand history, culture and society from a range of perspectives, including those emanating from communities whose stories and lives have been marginalized; and to develop consciousness about multiethnic and gender issues locally, domestically, globally and transnationally. Ultimately, our vision is to develop skills to shape our collective future in ways that foster diversity and equity.

The Women's and Ethnic Studies Program (WEST) is an interdisciplinary course of study that includes a major and minor. Both the major and minor center on the experiences and cultural expressions of women and/or racial and ethnic groups in the United States and globally. Our theoretical framework focuses on how race, gender, class, nationality, sexuality and other hierarchies influence people's life chances and alliances.

The WEST Program emphasizes analytical sophistication, cross-disciplinary thinking, creative and innovative teaching, and community engagement. WEST promotes curricular and faculty development and sponsors a variety of cultural programming in collaboration with the Multicultural Office for Student Access, Inclusiveness, and Community (MOSAIC), and the Matrix Center for the Advancement of Social Equity and Inclusion. By teaching and modeling ways to work effectively with people from various socioeconomic classes, genders, racial/ethnic, religious, sexual, and national backgrounds, the degree prepares students for work in a range of fields (health care, social justice work, global education, creative and performing arts, education, etc.) and advanced masters and doctoral work in a variety of disciplines.

Teaching Goals

TG1: Interdisciplinary approach: understanding history, culture and society from a range of perspectives, including those emanating from communities whose stories and lives have been marginalized.

TG2: Scholarly sophistication: writing autobiographical, analytical, and research papers; creating artistic work; and expressing oneself with clarity and confidence.

TG3: Developing knowledge: becoming well versed in the rapidly increasing scholarship on women and racial/ethnic groups with special focus on transnational studies; literary and artistic achievements; historical, social, political and economic conditions; and families and communities.

Program Student Learning Outcomes

PSLO 1. To think critically about intersections of gender, race, class, sexuality, nationality, and other hierarchies (M1, M2, M3, M4).

PSLO 2. To identify ideological theories, movements, scholars, practitioners and organizations engaged in developing and furthering critical race and gender studies through course study and independent research (M1, M2, M3).

PSLO 3. To develop and present a social justice-centered consciousness about multiethnic and gender issues locally, domestically, globally and/or transnationally through engaged and intentional social justice work amongst diverse and inclusive communities and/or organizations (M3, M4).

PSLO 4. To build bridges across race, gender, sexuality, nationality, age, and religion and apply this knowledge to other disciplines/community; to articulate links between theory and practice (M1, M2, M3).

PSLO 5. To write analytically sophisticated papers and express oneself with clarity and confidence (M1, M3, M4).

PSLO 6. To communicate critically engaged and analytically sophisticated oral and visual presentations of researched materials with clarity and confidence (M2, M3, M4).

Measures

M1. Senior Thesis Written

M2. Senior Thesis Oral

M3. Internship Evaluation (student)

M4. Internship Evaluation of WEST Student, by Employer

Part Two: Assurance of Student Learning Evidence

PSLO 1. To think critically about intersections of gender, race, class, sexuality, nationality, and other hierarchies.

Senior Thesis Written

Every student successfully wrote an original research essay that reflects their ability to critically engage the intersections of gender, race, class, sexuality, nationality and other hierarchies. Projects were not only intersectional, but interdisciplinary ranging from examination of multiple identities in film and popular culture to cyberspace as a breeding ground for racialized and gendered privilege. Of the 11 submitted theses 5 received A grades, 4 received B grades, 2 received C grades, which demonstrate a majority level of proficiency. One student's thesis research was awarded the year's Caesar Chavez Award, which signifies a broader acknowledgment by other campus faculty members to address "domestic and/or global issues regarding social justice, human rights, and injustice or discrimination in all forms." Other students were encouraged by WEST faculty to present their theses for publication based on their proficiencies in this learning outcome.

Senior Thesis Oral

Like with the written portion of the senior thesis, students reflected a proficiency in their ability to think critically about the intersections of race, class, gender, sexuality and so forth. Some students were definitely stronger than others as reflected by faculty review comments at the oral defense. Comments from faculty members ranged from: "That's how it's done!" to "Not quite intersectional enough." Two major concerns that emerge are the following 1) while the research and critical engagement is present, reflecting the students' abilities to think critically about intersectionality, the oral communication skills don't always match the content and capabilities reflected in the written presentation; and 2) the actually grading rubric shared with faculty members to evaluate the oral presentations needs adjusting to provide better feedback regarding the PLSOs.

Internship Evaluation (student)

Through journal entries and a final reflection essays students demonstrated excellent abilities to critically think about the intersections of social identities in regard to social hierarchies. What's most evident is the reality that they have learned to apply this critical approach to any social context, which is a core value of WEST. Some of the major themes that emerge are their collective need to examine their own biases; to engage the ways that institutions and individuals (particularly their own selves) create and sustain systems of privilege and

oppression; the insidiousness in producing hierarchies based upon social identities; and the overall need to work towards dismantling such systems.

Some student comments are as follows:

“...dealing with the other student employees at the FDC, there was a contradiction in my new WEST perspectives and my old defaulted ones. For example, I expected there not to be many males working in the classrooms with the children so I was not surprised by that fact that there were only a couple. What I was surprised at is when I met them and instantly categorized them according to the standards of the “masculine box,” questioning their sexual orientation for a bit. I think this goes to show how ingrained our biases are and no matter how much our ideas change about things there is always that insidious little voice that crops up belying our previous socially constructed conditioning. I was able to recognize it and checked my bias and made a conscious effort to correct it.”

“Throughout my WEST experience, I have learned that masculinity is very fragile. This fragility is quite apparent in many courtrooms, especially if the authority figure (Judge or Magistrate) is a woman. I have had the privilege of observing court in which the Judges are women and I have witnessed men struggle to accept their authority... Since men often feel overly inclined to prove their masculinity, I believe that these men felt that taking a stand, if you will, and rejecting the authority of women Judges would prove that they were and would remain masculine. I find it extremely interesting that professional and nonprofessional men are willing to risk their career status and freedom, simply to prove their masculine standing.”

Critical observations like the above abound in the internship reflections of students, indicating a suitable undergraduate understanding of WEST core concepts, theories and discourse.

Internship Evaluation of WEST Student by Employer

Based on employer feedback students seem to be reasonably proficient in this area. The difficulty in assessing this PSLO is actually based on the instrument, which only lends itself to “additional comments” where employers can discuss this PSLO if they desire.

When employers did comment, some of the comments that reflect satisfactory demonstration of the PSLO were “[student] is able to work with any population without complaint”; “[student] represented WEST admirably.” One evaluator rightfully pointed out that the instrument is better suited for interns in specific industries and not necessarily reflective of the goals for this assessment.

Summary of findings for PSLO 1 and associated Measures

In the 2015-2016 academic year WEST had 11 students complete the senior capstone course, a course that allows students to synthesize their overall learning experience as WEST majors. Successfully passing this course serves as an indicator of their achievement of the stated WEST mission and student learning outcomes. A consistent theme is a need to adjust the instruments used to measure all PSLOs, or eliminate the outcome as a measurement from the employer all together.

PSLO 2. To identify ideological theories, movements, scholars, practitioners and organizations engaged in developing and furthering critical race and gender studies through course study and independent research.

Senior Thesis Written

All student's completed original independent thesis research projects focused on developing and furthering discourse in critical race and gender studies. Some projects were as follows: "All Dolled Up: Tokyo Centric Street Fashion and Its Involvement in Japanese Constructs of Masculinity;" "Race, Crime, Media Portrayals of Trayvon Martin;" and "From Frogs to Fins: Physical Disability in Disney/Pixar Animated Feature Films." Each of the 11 projects included literature reviews, demonstrating an engaged understanding of the seminal works, theories and scholars in their chosen research areas including the voices of Michael Kimmel, Kimberle Crenshaw, Audre Lorde, and others as well as discussions on masculinity, feminine gaze, beauty standards, white privilege/white supremacist thought, and privilege and oppression in general. Again, of all the thesis submitted, none received grades below a C, which indicate a programmatic satisfactory ability to meet the learning outcome.

Senior Thesis Oral

Evaluations from faculty members present during thesis oral presentations meted favorably for students. According to the grading rubric that asks about the ideas, development and support in students' oral presentation of their independent research in an area relative to the advancing or developing new conversations in critical race and gender studies, the average overall response was a 4.5 on a scale of 5 in this area. This average indicates that from the faculty evaluations most of the students were at the cusp of "Masterful" and definitely "Skilled" in this area. A Masterful score indicates the students' presentation of their research includes "ideas sufficiently supported, arguments validly supported by existing scholarship and is logically sound" A Skilled score indicates that the arguments are soundly supported, references to existing scholarship is present, but connections need to be stronger.

Internship Evaluation (student)

Student evaluations of their internship experiences indicate they are able to transfer knowledge from the classroom into their real world experiences. Most of the students discussed in their reflections how feminism as a movement, feminist ideologies, mindfulness as practice and other critical WEST scholarship is evident in US social institutions and systems from Health Care, education, media and pop culture industries. Noting the impacts of the movements, scholarship, and practitioners in various social spaces has allowed students to consider and articulate where and how they would like to carry critical race and gender scholarship and work forward in their lives beyond UCCS.

Summary of findings for PSLO 3 and associated Measures

Overall students are doing well in meeting this PSLO; the instruments adequately reflect their learning in this outcome and there seems to be no need for adjusting any aspect of this measurement.

PSLO 4. To build bridges across race, gender, sexuality, nationality, age, and religion and apply this knowledge to other disciplines/community; to articulate links between theory and practice

Senior Thesis Written

This is the weakest area in student learning; while the senior theses overall reflect the students' abilities to build bridges intellectually, many of the students do not express how to

take their research and apply their work in community for practice. Not all is lost, however, a few students were able to articulate such connections. Two students, one working on mindfulness as social justice practice and another examining representations of disabilities in film discussed the need to create curriculum for classroom application based on their research findings. Another student who examined cyberspace as an incubator for the growth of hate speech, discussed using their findings to develop critical media literacy models for youth. One of the greatest hindrances for the effective accessing of this learning outcome is time. Because most students are coming into the capstone course unaware of what their research project will be, they have little time to actually conduct the research, reflect upon it and then “apply the knowledge” in practice. The new model WEST is developing for the relationship between the methods and capstone course should rectify this concern.

Internship Evaluation (student)

Through journal entries and a final reflection essays students demonstrated excellent abilities to critically think about the intersections of social identities in regard to social hierarchies. Their reflections also indicate a willingness to take action and challenge the modes of operation in the organizations that they served as interns. One student was compelled to suggest medical care documentation be translated into the various languages of students on campus, given the populations often recruited and served who also don't seem to adequately understand what they may or may not be agreeing to when seeking service. Another created opportunity to share indigenous narratives with students in an effort to move beyond “the single story” and introduce diverse perspectives in early childhood education. While every student did on conceive of and implement large scale changes to their organizations, the reflections on their experiences all indicated personal shifts for future engagement beyond the time spent in their internships. Personal transformation is often the best way to begin moving theory into practice.

Senior Thesis Oral

This is the weakest area in student learning; while the senior theses overall reflect the students' abilities to build bridges intellectually, many of the students do not express how to take their research and apply their work in community for practice. Not all is lost, however, a few students were able to articulate such connections. Two students, one working on mindfulness as social justice practice and another examining representations of disabilities in film discussed the need to create curriculum for classroom application based on their research findings. Another student who examined cyberspace as an incubator for the growth of hate speech, discussed using their findings to develop critical media literacy models for youth. One of the greatest hindrances for the effective accessing of this learning outcome is time. Because most students are coming into the capstone course unaware of what their research project will be, they have little time to actually conduct the research, reflect upon it and then “apply the knowledge” in practice. The new model WEST is developing for the relationship between the methods and capstone course should rectify this concern.

The best assessment instrument for this PSLO is the actual internship experience from students and perhaps a capstone exit essay; thus, in the future we will most likely eliminate the other instruments as a space of assessment and use the two mentioned here.

PSLO 5. To write analytically sophisticated papers and express oneself with clarity and confidence.

Senior Thesis Written

Every student successfully wrote an original research essay that reflects their ability to critically engage the intersections of gender, race, class, sexuality, nationality and other hierarchies. Projects were not only intersectional, but interdisciplinary ranging from examination of multiple identities in film and popular culture to cyberspace as a breeding ground for racialized and gendered privilege. Of the 11 submitted theses 5 received A grades, 4 received B grades, 2 received C grades, which demonstrate a majority level of proficiency. One student's thesis research was awarded the year's Caesar Chavez Award, which signifies a broader acknowledgment by other campus faculty members to address "domestic and/or global issues regarding social justice, human rights, and injustice or discrimination in all forms." Other students were encouraged by WEST faculty to present their theses for publication based on their proficiencies in this learning outcome.

Internship Evaluation (student)

Again, students performed well in this PSLO. The journal entries reflecting on their internship experiences analytically engaged prior course materials where students were able to summarize and synthesize across semesters what they have learned while earning their degree. Each student produced a range from 12-14 entries a minimum of 1 and half page per entry. No one over the course of 2 semesters received less than a B on their overall journal reflections.

Internship Evaluation of WEST Student by Employer

Based on the 11 evaluation from employers, WEST students are sufficiently meeting this PSLO.

The evaluation form for employers, ask employers to rate students in 15 areas, 4 of which include the following:

9. Ability to synthesize information and communicate it effectively.
10. Analytic skills, ability to determine information needs for customers/clients.
11. Ability to select potential resources for research/gathering information.
12. Ability to organize, write and report information effectively.

The ranking marks 3 as excellent, 2 as good, 1 as average, and 0 as poor; students overall consistently received 3s in each area with 5 marks of 2 in any one of the above areas for all students evaluated.

Summary of findings for PSLO 5 and associated measures

Brief discussion of findings overall, including plans for improving student learning in areas of weakness and if these measures are providing meaningful data for your department. Overall the instruments used to assess this PSLO adequately serve their function and have no need of changing.

PSLO 6. To communicate critically engaged and analytically sophisticated oral and visual presentations of researched materials with clarity and confidence.

Senior Thesis Oral

Every student successfully provided oral presentations that were evaluated by multiple WEST faculty members. Of the 11 presentations the breakdown of grades for the total number of students, which reflected an averaging of onsite evaluations by faculty members present, were as follows: 6 received A grades, 4 received B grades, and one received C. There were none who failed to complete the assignment.

Internship Evaluation of WEST Student by Employer

Every student (11 in total) completed internships for their senior capstone course requirements and were evaluated by their internship supervisors (employer). Of the sample all employers indicated that their student intern was either excellent or good in their abilities to communicate engaging and sophisticated research materials both orally and visually.

Summary for findings for PSLO 6 and associated findings:

The measures for this PSLO are adequate, but as they are adjusted to better reflect outcomes in other areas, there is room for improvement in the employer's instrument. The internship employer's instrument could better indicate the kinds of oral and visual presentations supplied by the students to their organization

Overall Summary of Assessment Results

Over the past year, WEST has collectively worked to make sure the Methods and Capstone courses dovetail better into one another. In doing so, we hope that students will begin their research in the Methods course, thereby having more time than sixteen weeks to really engage and develop their ideas and connections to broader work in the field and real life application. Additionally, we are developing a secondary tract for students that may not complete a traditional "research" capstone project; one where their thesis could also be a developed social action project, rooted in innovative, independent research. This additional tract supports our students who may not continue on to a graduate program, but are interested in community organizing and non-profit sectors.

APPENDIX: Measures

English, BA

M1. Portfolio - Creative Writing Minor Rubrics

This document contains two rubrics for the student portfolio submission requirement. Rubric 1 evaluates student creative work (original texts by students), and Rubric 2 evaluates student critical work (self-evaluation and critique of other texts). Student scores on these rubrics will be used to determine the student's level of competency in pursuit of the Creative Writing minor.

Separately, and for the purposes of self-assessment, Rubrics 1 and 2 will be used to evaluate materials collected from both entry-level (ENGL 1800) and capstone (ENGL 4100) courses for evidence of student advancement across the creative writing minor course sequence, as a measure of Creative Writing minor outcome achievements.

Assessment Instrument For Creative Work—Rubric 1

	Outstanding	Exceeds Expectations	Meets Expectations	Needs Work	Unsatisfactory
Execution of literary craft elements such as structure/ form, voice/ POV, character, setting, Imagery, Language					
Expertise and originality within literary genre					
Implementation of writing process, including generative, revision, and editing processes					
Mastery of writing conventions— grammar, style, and formatting					

Assessment Instrument for Critical Work—Rubric 2

	Outstanding	Exceeds Expectations	Meets Expectations	Needs Work	Unsatisfactory
Conceptual grasp of writing craft as theory					

Analysis of writing process, including generative, revision, and editing processes					
Understanding of genre traditions and writer's goals within them					
Critical assessment of literary craft and form					
Mastery of writing conventions— grammar, style, and formatting					

M2. Exit Questionnaire – in development

English, English Literature emphasis

M1. English Department Literature Portfolio Assessment Rubric

Student's Name: _____ Reader's

Name: _____

Key: 3 = Excellent; 2 = Proficient; 1 = Not Proficient

Ability to interpret a range of literary texts representing various genres

- 3 Demonstrated ability to interpret a range of texts representing two or more genres with sophistication.
- 2 Able to write coherently about two or more genres.
- 1 Little to no evidence of ability to write about more than one genre.

Ability to interpret a range of literary texts representing historical contexts

- 3 Excellent ability to place texts in historical contexts in ways that illuminate literary works.
- 2 Adequate ability to place texts in historical contexts in ways that enrich interpretation of literary works.
- 1 Unable to place literary texts in historical contexts.

Ability to interpret a range of literary texts representing diversity

- 3 Sophisticated treatment of diversity
- 2 Adequate treatment of diversity issues evident.
- 1 Minimal to no treatment of diversity.

Ability to analyze literary texts through the skill of close reading

- 3 Includes thoughtful close readings; uses evidence (quotes) in a variety of ways; embeds evidence into own prose; density of evidence.
- 2 Uses evidence (quotes) from literary texts to support arguments; provides adequately developed close readings; uses quotes from literature adequately.
- 1 Grossly misreads the text; absence of quotes used effectively to develop arguments.

Ability to analyze literary texts through the context of literary history

- 3 Excellent use of literary history & understanding of literary movements/major authors.

- 2 Adequate use of literary history & understanding of literary movements/major authors.
- 1 Poor to erroneous understanding of literary history & understanding of literary movements/major authors.

Ability to analyze literary texts through the lenses of literary criticism and theory

- 3 Sophisticated application of literary criticism and theory.
- 2 Adequate application of literary criticism and theory.
- 1 Inadequate or erroneous use of theory and/or literary criticism.

Ability to write cogent, clear, and thoughtful essays that demonstrate the student's control over grammar and mechanics

- 3 Grammatically and mechanically polished; no wasted prose; sophisticated diction; effectively organized.
- 2 Largely free of grammatical and mechanical errors; effectively worded; sufficiently organized.
- 1 Has serious and repeated grammatical and mechanical errors; grossly disorganized.

Ability to use electronic and traditional methods of research effectively

- 3 Excellent use of electronic and/or traditional research skills.
- 2 Adequate use of electronic and/or traditional research.
- 1 Little to no evidence of ability to use either electronic or traditional research skills.

M2. Exit Survey in development

English, English, Professional and Technical Writing emphasis

M1. Senior Portfolio

PTW Rubrics: Portfolios and Oral Presentations

Professional Appearance

_____ VISUAL CONSISTENCY, rhetorically compelling typeface and labels carrying through all portfolio sections, unifying them

_____ PROFESSIONAL PACKAGING, displaying a design ideally suited for the work or position being sought

Organization

_____ TITLE PAGE, containing a title; the student's name; major, minors, and/or certificates; a contact phone number; an address; an email address, and an expected date of graduation

_____ TRANSMITTAL LETTER, indicating the professional nature of the portfolio contents and showing sensitivity to the needs of its multiple audiences

_____ ARRANGEMENT, illustrating the ability to anticipate users' needs for easy access and usability

Content

_____ BRIEF INTRODUCTIONS, immediately preceding each sample and establishing the rhetorical approach(es) taken in design and production

_____ A WRITTEN SCIENTIFIC OR TECHNICAL DOCUMENT, foregrounding analysis appropriate to audience and purpose, a lucid and refined style, and distinctive composition and design

_____ A WRITTEN DOCUMENT, RELATED SUBJECTS OR PATHWAYS, foregrounding analysis appropriate to audience and purpose, a lucid and refined style, and distinctive composition and design

_____ AN ELECTRONIC OR VIDEO PRODUCTION, confirming a command of the media and insightful understanding of how to use it to meet users' needs

_____ A WRITTEN DOCUMENT, OR ELECTRONIC, OR VIDEO PRODUCTION SELECTED BY THE STUDENT, displaying particular abilities, interests, or expertise in ways that make them useful and engaging for the users

PTW SENIOR PRESENTATION RUBRIC

_____ AN ORAL PRESENTATION, validating the ability to communicate rhetorical sensitivities and professional skills as well as to respond to audience questions and needs extemporaneously

M2. Exit Survey - PTW Program Assessment – Exit Interview

The following questions are for the benefit of the department, and any answers you give will not be shared outside of the department without your explicit permission. We may use your quotes for recruitment purposes, though your name will not be attached without your consent.

Gender:

Age:

Hometown:

Ethnicity/Nationality:

- How many years were you in the PTW program?
- If an English major, how many years were you in the English Department?
- What was your intended major when entering college?
- Were you aware of the PTW program when you entered the University?
- If not, when and how did you hear of it?
- How useful was the website for gaining information about the program?
- Why did you elect to become a PTW major?
- What is your experience, if any, regarding internships while in the program? (Include dates and locations as application)
- How did the program prepare you for your internships experience?
- What do you hope to do when you leave the program?
- How has your career search proceeded? Please include any companies with whom you have interviewed, graduate departments you have considered, etc.

Please circle the concepts you feel comfortable with, enough that you could teach them to another person:

subject	audience	purpose	tone	context	ethos
	pathos	basic editing	comprehensive editing		
logos	usability	rhetoric	persona		

- Please list the software you feel you have learned the most while in the program, then circle the ones with which you are most confident:

- What were your experiences with the computer labs?
- Do you feel you were given good direction, through both official channels (advising, etc.) and unofficial channels (informal conversations, etc.), for navigating your way through the program?
- Which of the above channels do you feel were the most effective? Please elaborate.
- Were you involved in the STC organization?
- Which required courses did you find most beneficial to your future plans?
- Which electives did you find most beneficial to your future plans?
- How would you attempt to sell this program to an interested friend?

Please share with us your favorite (most important, most vivid?) PTW experience?

This is as much your program after you graduate as when you were an undergraduate. We hope you will be willing to stay in touch and possibly serve in an advisory capacity. Please let us know how we can best stay in touch with you.

Department of English - University of Colorado at Colorado Springs
 Columbine Hall – 1420 Austin Bluffs Parkway
 Colorado Springs, CO 89033-7150 719-255-4037 <http://www.uccs.edu/english>

English, Rhetoric and Writing emphasis

M1. Senior Exit Assessment - Rhetoric and Writing Senior Portfolio Assessment

To complete the ENGL Rhetoric and Writing Emphasis, students compile an exit portfolio comprised of eight papers. Students should include clean copies of these papers (with the possible exception of item 3) in the order in which they are listed below in a three-ring binder that includes a table of contents. These portfolios should demonstrate the student's achievement of the various outcomes of the rhetoric and writing option as well as the breadth and depth of his or her knowledge of the field.

Portfolios will be assessed as distinguished, highly competent, competent, or rising.

1. An essay of rhetorical analysis / criticism in which the student demonstrates a grasp of rhetorical theory, concepts, and principles:

One text that demonstrates writer's skills at rhetorical analysis

Title: _____

2. An argument in which the student demonstrates an ability to use rhetorical knowledge to address an issue or situation of personal or civic importance:

One text that demonstrates the writer's ability to generate an argument

Title: _____

3. A paired essay and response, where the student demonstrates knowledge of the best response and assessment practices.

One paired combination of text and review/ response to that text

Title: _____

4. A research paper, where the student demonstrates an ability to pose a question, research that question, and deliver a research-based argument in response to it:

One sample research essay on a rhetoric, writing or literacy topic

Title: _____

5. A synthesis paper where the student demonstrates a grasp of the scope and depth of rhetoric and / or writing theory:

One essay exam or written seminar paper that displays the student's grasp of these theoretical domains

Title: _____

6. An additional writing from # 1 ? 5 that demonstrates the student's in-depth knowledge of a particular genre / topic in the field of rhetoric and writing:

One additional writing from # 1 ? 5

Genre/topic: _____

Title: _____

7. A reflective essay in which the student demonstrates an ability to reflect on his or her development as a thinker-writer in the field of rhetoric and writing:

Rhetorical criticism essay from ENGL 2000 or ENGL 3010 (to show student growth)

Title: _____

8. A reflective self-assessment that uses the contents of the portfolio to demonstrate the student's intellectual growth as well as the breadth and depth of his or her knowledge of the field

Title: _____

Inventional questions for the reflective essay:

How do these papers demonstrate your growth as a student of rhetoric and writing studies?

In what ways do these papers demonstrate your understanding of writing as a process?

How do these papers demonstrate your ability to respond to and assess the writing of others?

How do these papers demonstrate your strength in a particular genre / topic in rhetoric and writing studies?

History, BA Measures

M1. Senior thesis written & oral rubric - Senior Thesis Evaluation Summary Form (revised 2014)

Student's Name _____

Advisor's Name _____

Second Reader's Name _____

Title of Senior Thesis _____

Date Submitted _____

Core Competencies, B.A. in History

Senior Thesis (Hist 4990) is the capstone course in the B.A. in History from UCCS. This course requires students to engage fully in the process of historical inquiry, research methods, critical thinking, analysis of primary and secondary sources, and clear, argumentative writing. During Senior Thesis, students demonstrate how they have learned the core competencies of the History B.A. program. Students completing a BA in History will be able to:

1. Articulate arguments, critical analysis, and complexity of reasoning in writing and oral discussion.
2. Use, integrate, and discuss primary source evidence effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.
3. Use, integrate, and discuss secondary sources and historiography effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.
4. Use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing and oral discussion.

5. Demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.
6. Use proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures.

PART ONE: Assessment of Core Competencies demonstrated Senior Thesis Project

(Overall competencies assessment score is combined average of the six categories on a 100 points scale for each.)

Competencies Assessed	Clearly Unacceptable = 0–59	Below Standards = 60–69	Meets Standards = 70–79	Clearly Exceeds Standards = 80–89	Outstanding Work = 90–100
Argument and Critical Analysis: Ability to articulate arguments, critical analysis, and complexity of reasoning in writing					
Primary Source Analysis: Ability to use, integrate, and discuss primary source evidence effectively in writing based on an understanding of the methods of historical research and analysis.					
Secondary Source Analysis: Ability to use, integrate, and discuss secondary sources and historiography effectively in writing based on an understanding of the appropriate methods of historical research and analysis.					
Logic and Methodology: Ability to use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing					
Organization, Clarity of Thought, and Writing: Ability to demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.					
Disciplinary Conventions of Research and Writing: Ability to demonstrate proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures as well as format and citation practices expected in the discipline.					
Overall average of competencies demonstrated in Senior Thesis Project:					
Part 1: Grade on senior thesis project (See comments on Part 1 below)					
Part 2: Grade for class participation, peer work, oral presentation, timely completion of work, and other course requirements	Comments on Part 2:				
Final Course Grade in History 4990:					

Advisor's Comments:

Second Reader's Comments:

Signatures:

Advisor: _____

Second Reader: _____

M1., part B

I designed this rubric to provide you with general comments related to the five (5) categories that will be used to assess your work.

Knowledge | Established Historical Context (people, events, processes, chronology, etc.)

- Paper has established the historical context. Context is being used to support an argument as opposed to simply being descriptive.
- Paper uses historical information primarily for descriptive purposes. It is unclear why the context is significant. It does not necessarily address or support an argument or an idea.
- Paper does not adequately provide historical context, although there is some pertinent information.
- Paper provides inaccurate historical information (anachronistic, incorrect, etc.). Paper does not provide or illustrate the significance of watershed dates.
- Student has not done enough preliminary research to establish a foundation for the topic. Do more work.

Research Skills¹

Primary Documents

- Sources are clearly integrated into the paper and advance an argument (accurate use of summary or paraphrase). Quotations have been analyzed as opposed to being redundant. The author's position, status, race, gender, ethnicity, sexuality, location, etc. have been considered in the analysis of the document. Student demonstrates an understanding of a greater significance of his/her/zie topic. Paper engages with or alludes to big context questions.
- Sources are being used non-critically, lack variety, and are primarily being used for quotation. The use of sources suggests selective reading in order to support an idea without providing an analysis. This results in a specious argument.
- Sources are not cited accurately, and the significance of the source is unclear.
- Sources are misquoted, used out of context, poorly paraphrased, used non-critically, or have an unclear relationship to the argument.
- Student needs to do more primary document research. Suggestion is to schedule an appointment with the library liaison.

Historiography (Secondary sources)

- Paper clearly engages with central historiographical debates. Student demonstrates an understanding of an author's argument utilizing it in support of his/her/zie work.
- Student uses scholarly monographs and/or journal articles for descriptive purposes. There is no engagement with historiographical debates.
- Textbooks, popular historical, and non-credible websites are used.
- More research is required.

Cognitive Skills

I. Student demonstrates the ability to synthesize material and to order information in a logical manner. Organization is logical demonstrated by unified paragraphs. Each paragraph has a topic sentence that provides momentum and direction to the argument. There is a clear sequence of ideas. Information is not redundant or presented in a circular manner. Student demonstrates an understanding of a greater significance of his/her/zie topic. Paper engages with or alludes to big context questions.

¹ Remember that quantity does not equal quality.

II. Organization is marginally clear. Ideas are not clearly identified. Ideas are difficult to follow. There is a tendency to be redundant.

III. Organization is unclear. Paragraphs are incoherent. Transitions are needed to help with the sequence and flow of ideas. Redundancies and circular writing is predominant.

IV. Go to the Writing Center to help flesh out the central ideas and organization of the paper.

Writing Skills

- Frag Sentence fragment
- Red Redundant
- DM Dangling modifier | Work or phrase that does not clearly modify another word, or group of words
- VT Verb tense
- Agr Subject-verb or pronoun-antecedent agreement
- Ref No identified referent
- Pass Passive sentence
- WW Wrong word
- UW Unnecessary words | The following are examples of extraneous phrases: there is no doubt that, she is a woman who, this is a subject that, the reason why is that.² These phrases can simply be edited and conveyed in three words or less.
- UA Unnecessary auxiliaries or conditional | The use of would, should, could, may, might, can detracts from an authoritative tone. Only use these words in cases of uncertainty.³
- RO Run-on
- SP Semi-colon problem
- CS Comma splice
- Cit Citation

Reasoning Skills

I. Paper demonstrates the ability to express a logical argument that is substantiated by appropriate use of evidence and of historiographical debates.

II. Paper demonstrates faulty logic in the structure of the paper. Paper demonstrates relatively good use of evidence and connection with historiographical debates.

III. Completely disorganized demonstrating no use of logic or structure in the construction of the argument.

IV. Start over.

M2. Student Self-Evaluation, thesis

M3. Library Knowledge Survey

M4. Senior Survey - UCCS SENIOR HISTORY MAJOR SURVEY

WELCOME!

This survey is your opportunity to help. As graduating seniors, you are a valuable source of information to help us evaluate how we're doing and also identify areas for improvement. All responses will be entirely anonymous.

² Strunk and White, *The Elements of Style, third edition* (MacMillan Publishing Company, 1979), 24.

³ *Ibid.*, 20.

The following items are designed to measure how you think we're doing. Please be candid and give honest opinions. Your responses to this survey are anonymous and will remain confidential. Responses will be averaged over a period of several semesters. No attempt will be made to identify individual surveys.

Start by giving us some basic information about yourself:

1. My gender is
 - 1) Male
 - 2) Female
2. I took the following number of history courses specifically at UCCS:
 - 1) 1 – 3
 - 2) 4 – 6
 - 3) 7 – 9
3. Which of the following best describes my tenure at UCCS:

All of my undergraduate courses were from UCCS

I transferred to UCCS after two years at a junior college or from another 4-year institution

I had courses from a variety (two or more) of institutions, ending my career at UCCS.

Program Review Questions: Please use the scale below to answer statements 4-15. Add any short comments to expand on your answer, if you so desire. Circle the appropriate number using the scale indicated below, to answer each question. At the end of the survey there is space provided to any more elaborate qualitative comments. Rate the following on a scale of 1-5. In each case, “1” equals “strongly disagree”; 3 equals “neutral”; 5 = “strongly agree”.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I believe my history courses helped me significantly to improve my writing skills	1	2	3	4	5
5.	I believe my history courses enhanced my ability to think critically and analytically	1	2	3	4	5
6.	I am satisfied with the quality of academic advising I received to help me plan my courses during my time at UCCS in terms of planning and scheduling courses, staying on track for graduation, and being Aware of career goals and opportunities	1	2	3	4	5
7.	I value the mentoring I received from the faculty and staff within my academic major.	1	2	3	4	5
8.	My history courses provided adequate instruction in library research methods	1	2	3	4	5
9.	I know how to evaluate research sources for their quality and objectivity.	1	2	3	4	5
10.	I know how to evaluate research sources for their relevance to my topic research.	1	2	3	4	5

11.	I believe I was prepared for the research and writing demands of preparing the senior thesis when I took History 4990	1	2	3	4	5
12.	The curriculum of the history major was well-rounded, incorporating diverse areas of the world and varied approaches to the subject.	1	2	3	4	5
13.	The curriculum of the history major seemed to be scattered, without enough definition or clarity in its objectives	1	2	3	4	5
14.	If I had to do it over again, I would choose a different major, something other than history.	1	2	3	4	5
15.	The instructors in the history department cared about me as a student and as a person	1	2	3	4	5

CORE COMPETENCIES/STUDENT SELF-ASSESSMENT QUESTIONS:

IMPORTANCE/LEVEL OF PERSONAL DEVELOPMENT OF IMPORTANT SKILLS

For each of the following, provide a score of 1-10 for your perception of the relative importance of the skill listed, and your perception of level of development you personally have achieved in this skill. 1 = lowest, 10 = highest OR 1=least accomplished, 10 = superior).

In other words, if you feel that “recognizing moral and ethical issues influencing history and historians” is a relatively unimportant skill, but one that you are good at personally, you might put 2 in the first column and 8 in the second column.

		Perceived Importance/ Relevance	Personal Level of Skill Development
16.	Discerning the difference between primary and secondary sources		
17.	Identifying the objectivity and bias contained in information sources		
18.	Recognizing moral and ethical issues influencing history and historians		
19.	Analyzing contemporary world problems from their historical roots/origins		
20.	Understanding the broad patterns of American history and culture		
21.	Understanding the broad patterns of Non-western history and culture		

22.	Understanding the role of race and gender in influencing the historical development of cultures		
23.	Possessing the competence to teach others about difficult issues of historical interpretation		

PLEASE RATE YOUR COMPETENCE IN THE FOLLOWING AREAS ACCORDING TO THE SCALE BELOW:

	Advanced Competence (1)	Above Average Competence (2)	Average Competence (3)	Marginal Competence (4)	No Competence (5)	Not Applicable (6)
Writing Skills						
Reading Skills						
Citation of Sources						
Analyzing Historical Sources						
Multi-cultural Awareness						
Research Methodologies						
Construct and Defend an Argument						
Evaluating Historical Arguments						
Constructing Historical Narratives						
Understanding of Western History						
Understanding of Global History						

Comments: Please answer as many of the following questions as possible. Your answers are completely anonymous and confidential. Your feedback is greatly appreciated and will be used to improve our program. Please use the back of the page if needed.

- What do you see as the greatest strengths in the overall experience of your UCCS education? In your experience in the history major?
- What do you see as the greatest opportunity for improvement in the UCCS educational experience? In the history major specifically?
- What, if anything, bothers your conscience (i.e., makes you feel uneasy about your experiences here at UCCS during your time as a student?)

- What is the single most important thing you learned as a history major?

Thank you for your participation! Your input is important!

History, MA Measures

M1. Baseline Assessment for Entering Graduate Students

Rubric to Assess Core Competencies in History M.A. Program

Draft, December 2014

Listed below are the six core competencies for the MA History Program. Under each competency, follows a list of assessment criteria based on this assessment scale below. This criteria rubric will be used to inform our evaluation of student work in the History Department’s revised evaluation sheet for the MA research papers and portfolio, which is included at the end of this document.

1.Clearly Unacceptable = 0–59	2.Below Standards = 60–69	3.Meets Standards = 70–79	4.Clearly Exceeds Standards = 80–89	5.Outstanding Work = 90–100
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Graduate students will be able to:

Competency 1.) Articulate arguments, critical analysis, and complexity of reasoning in writing and oral discussion.

- Failure to identify a specific argument/ claim; little to no analysis presented
- Struggles to offer an argument/ claim, but with little analysis or sufficient reasoning
- Basic argument articulated with minimal necessary analysis and reasoning
- Articulates a complex, insightful argument with sufficient critical analysis
- Articulates an original, complex argument with highly effective critical analysis

Competency 2.) Use, integrate, and discuss primary source evidence effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.

- Fails to use primary sources
- Uses primary sources but fails to establish relevance to argument/analysis
- Discusses relevant primary sources to support argument/ analysis
- Effectively integrates and discusses primary sources to support complex argument/analysis
- Effectively integrates a range of primary sources to support an innovative and complex argument/analysis

Competency 3.) Use, integrate, and discuss secondary sources and historiography effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.

- Fails to use secondary sources
- Uses secondary sources but fails to establish relevance to argument/analysis
- Discusses relevant secondary sources to support argument/ analysis
- Effectively integrates and critically discusses secondary sources to position and to support argument/analysis within the relevant historiography

- Effectively integrates and critically discusses a range of secondary sources to position and to support a complex, innovative argument/analysis within the relevant historiography

Competency 4.) Use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing and oral discussion.

- Lacks understanding of basic disciplinary methods and conceptual approaches
- Demonstrates basic, but inadequate understanding of disciplinary methods and conceptual approaches
- Demonstrates adequate understanding of disciplinary methods and conceptual approaches as relevant to the argument/ analysis
- Effectively integrates and critically discusses disciplinary methods and conceptual/theoretical approaches relevant to the argument/analysis
- Effectively integrates and critically discusses a complex understanding of disciplinary methods and conceptual/theoretical approaches relevant to support the argument/analysis

Competency 5.) Demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.

- Fails to communicate basic ideas and analysis in clear, organized form
- Communicates basic ideas and analysis unclearly
- Demonstrates some critical thinking in a clear, organized form
- Demonstrates clarity of thought and critical analysis in an organized form
- Demonstrates clarity of thought and complex critical analysis in a persuasive development of an organized argument/analysis

Competency 6.) Use proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures, and citation format in footnotes/endnotes and bibliography.

- Lacks any understanding of proper writing and citation formats
- Fails to conform with disciplinary conventions of writing and citation formats
- Demonstrates basic understanding and use of disciplinary convention of writing and citation formats
- Demonstrates and uses disciplinary conventions of writing and citation formats properly and effectively
- Demonstrates and uses disciplinary conventions of writing and citation formats properly and highly effectively

Final MA Portfolio and Oral Defense Evaluation Summary Form (revised 2014)

Student's Name _____
 Date of Oral Defense _____
 Faculty Advisor: _____
 Signature: _____ Date: _____
 Faculty Committee Member: _____
 Signature: _____ Date: _____
 Faculty Committee Member: _____
 Signature: _____ Date: _____

Capstone Oral Defense of Portfolio of Research Papers (HIST 6990) is the capstone course in the M.A. in History from UCCS. In their final portfolio and during their oral defense of the portfolio, graduate students demonstrate how they have learned the core competencies of the History M.A. program. Students completing a M.A. in History will be able to:

1. Articulate arguments, critical analysis, and complexity of reasoning in writing and oral discussion.
2. Use, integrate, and discuss primary source evidence effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.
3. Use, integrate, and discuss secondary sources and historiography effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.
4. Use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing and oral discussion.
5. Demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.
6. Use proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures.

PART ONE: Assessment of Core Competencies demonstrated in Final Portfolio of Research Papers (Written Work). (Overall competencies assessment score is combined average of the six categories on a 100 points scale for each.)

Competencies Assessed	1. Clearly Unacceptable = 0–59	2. Below Standards = 60–69	3. Meets Standards = 70–79	4. Clearly Exceeds Standards = 80–89	5. Outstanding Work = 90–100
Argument and Critical Analysis: Ability to articulate arguments, critical analysis, and complexity of reasoning in writing	Failure to identify a specific argument/claim; little to no analysis presented	Struggles to offer an argument/claim, but with little analysis or sufficient reasoning	Basic argument articulated with minimal necessary analysis and reasoning	Articulates a complex, insightful argument with sufficient critical analysis	Articulates an original, complex argument with highly effective critical analysis

Primary Source Analysis: Ability to use, integrate, and discuss primary source evidence effectively in writing based on an understanding of the methods of historical research and analysis.	Fails to use primary sources	Uses primary sources but fails to establish relevance to argument/analysis	Discusses relevant primary sources to support argument/analysis	Effectively integrates and discusses primary sources to support complex argument/analysis	Effectively integrates and critically discusses a range of secondary sources to position and to support a complex, innovative argument/analysis within the relevant historiography
Secondary Source Analysis: Ability to use, integrate, and discuss secondary sources and historiography effectively in writing based on an understanding of the appropriate methods of historical research and analysis.	Fails to use secondary sources	Uses secondary sources but fails to establish relevance to argument/analysis	Discusses relevant secondary sources to support argument/analysis	Effectively integrates and critically discusses secondary sources to position and to support argument/analysis within the relevant historiography	Effectively integrates and critically discusses a range of secondary sources to position and to support a complex, innovative argument/analysis within the relevant historiography
Logic and Methodology: Ability to use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing	Lacks understanding of basic disciplinary methods and conceptual approaches				
Organization, Clarity of Thought, and Writing: Ability to demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.					

Disciplinary Conventions of Research and Writing: Ability to demonstrate proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures as well as format and citation practices expected in the discipline.					
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PART TWO: Assessment of Core Competencies demonstrated in Oral Defense of Research Papers (Oral Communication)

(Overall competencies assessment score is combined average of the six categories on a 100 points scale for each.)

Competencies Assessed	1. Clearly Unacceptable = 0–59	2. Below Standards = 60–69	3. Meets Standards = 70–79	4. Clearly Exceeds Standards = 80–89	5. Outstanding Work = 90–100
Argument and Critical Analysis: Ability to articulate arguments, critical analysis, and complexity of reasoning in writing					
Primary Source Analysis: Ability to use, integrate, and discuss primary source evidence effectively in oral communication based on an understanding of the					

methods of historical research and analysis.					
Secondary Source Analysis: Ability to use, integrate, and discuss secondary sources and historiography effectively in oral communication based on an understanding of the appropriate methods of historical research and analysis.					
Logic and Methodology: Ability to use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in oral communication					
Organization, Clarity of Thought, and Writing: Ability to demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments through oral communication					

Comments from Faculty on Committee:
MA in History Program, January 2014

Baseline Assessment for in-coming graduate students

Instructions : Please read the chapter titled "Altars of Sacrifice: Confederate Women and Narrative of War" by Drew Gilpin Faust, available via pdf.

Note: Your responses will be anonymous and used for program assessment only. Your responses will NOT be used as part of your individual assessment or grade evaluation.

Please answer each of the following questions to the best of your abilities at this point in your training, pre-graduate school. You do not need to look up the answers anywhere . If you don't know what a term means, please just say so and reply to the best of your abilities.

Responses need not be longer than 1-2 paragraphs for each question.

-
- In what ways does the author use primary sources to support his/her argument? Please explain and cite at least one example using footnote or endnotes, if possible.

- In what ways does the author use secondary sources to support his/her argument? Please explain and cite at least one example.
- How do you define historiography and, using that definition, how does the author engage with the historiography of the topic? Please explain and cite at least one example.
- Describe any central methodological or theoretical approaches used by the author to make his/her argument in the article. Please explain and cite at least one example.

Thank you for your help with our program assessment work. For questions, please email Dr. Christina Jimenez, Director of the Graduate Studies Program, Dept of History. cjimenez@uccs.edu

Entering Graduate Student Survey - (revised August 2014)

Please rank your self-perceived level of competence at this point when you are beginning your graduate course of study in an MA in History at UCCS.

I am able to articulate original arguments using critical analysis and complex reasoning in written papers.

Strongly competent 10 5 1 Not competent

I am able to articulate original arguments using critical analysis and complex reasoning in oral discussion.

Strongly competent 10 5 1 Not competent

I am very competent using and integrating primary source evidence in writing and oral discussion, based on an understanding of the convention methods of historical research and analysis.

Strongly agree 10 5 1 Strongly disagree with above statement with above statement

I am very competent using and integrating secondary source evidence and historiography in writing and oral discussion, based on an understanding of the convention methods of historical research and analysis.

Strongly agree 10 5 1 Strongly disagree with above statement with above statement

I am very competent using and integrating methodological, conceptual and theoretical approaches in writing and oral discussion based on an understanding of the convention methods of historical research and analysis.

Strongly agree 10 5 1 Strongly disagree with above statement with above statement

I am very competent using critical thinking, clear organization, form, and framing to clearly develop complex arguments in written papers based on an understanding of the convention methods of historical research and analysis.

Strongly agree 10 5 1 Strongly disagree with above statement with above statement

Final MA Portfolio and Oral Defense Evaluation Summary Form (revised 2014)

Student's Name _____

Date of Oral Defense _____

Core Competencies, M.A. in History

Capstone Oral Defense of Portfolio of Research Papers (HIST 6990) is the capstone course in the M.A. in History from UCCS. In their final portfolio and during their oral defense of the portfolio, graduate students demonstrate how they have learned the core competencies of the History M.A. program. Students completing a M.A. in History will be able to:

I. Articulate arguments, critical analysis, and complexity of reasoning in writing and oral discussion.

- Use, integrate, and discuss primary source evidence effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.
- Use, integrate, and discuss secondary sources and historiography effectively in writing and oral discussion, based on an understanding of the methods of historical research and analysis.
- Use, integrate, and discuss methodological, conceptual and theoretical approaches effectively in writing and oral discussion.
- Demonstrate clarity of thought and critical thinking in the organization, form, framing, and development of arguments.
- Use proper writing mechanics, appropriate authoritative voice, and active verbs/sentence structures.

CCS Department of History Graduate Studies Program Annual Graduate Student Experience Inquiry

Academic Expectations and Experience:

How satisfied are you with the academic experience you are having in the MA History Program?

Please rate your experience:

disappointed --- 1 2 3 4 5 6 7 8 9 10 ----
very satisfied Please explain your rating:

Have you felt that the history faculty members are accessible and supportive of your academic progress? Please rate your experience:

Not supported 1 2 3 4 5 6 7 8 9 10 ----
very supported Please explain your rating:

- In what ways has the MA program met or exceeded your academic expectations?
- In what ways has the MA program not met your academic expectations?
- What suggestions do you have for how the program can better engage your academic/intellectual goal in the program?
- Do you understand the range of classes that you can take to satisfy your one 3 er. Elective course in the MA?
- Do you know how to get information on the final Independent Study capstone course: HIST 9600 and your final Oral Defense?
- Departmental Culture
- Has your classroom experience provided a collegial environment for inquiry, etc.? YES or NO
- How would you describe you're the culture of the History graduate program?

What type of activities would you take time (outside of class) to attend. Circle all that apply.

- History presentation at Heller Center
- Informal gathering at Happy Hour or Coffee Hour
- Discussion about adjunct opportunities at local community colleges Teaching Assistant Orientation
- Faculty-Graduate student collective reading Graduate Student Association

What would you be interested in? Please circle all that apply. Annual Alumni Event
Graduate Student Alumni Network No future connection

Please add any other comments/ feedback for the History MA Program:

UCCS Department of History

Graduate History Capstone: HIST 9600 Independent Study Oral Exam and Final Papers

Guidance for History M.A. Candidates

Overview of the HIST 9600

The graduate history oral examination serves as the capstone of the M.A. in History program. Students take three credit hours of Independent Study (HIST 9600) to prepare for oral exams and presentation of a portfolio of three papers (in triplicate) to the history faculty. Upon nearing completion of degree work, candidates are required to pass the oral exam that covers the coursework that they have completed. The oral examination committee will consist of three professors. Candidates will also present, and defend, before the history faculty a portfolio of three papers (submitted in triplicate) that they have written in research seminars. Candidates may have no more than six credit hours of coursework pending at the time they attempt this examination. The examination, for which a student must register, will be given each semester, including summers, at times agreed upon by candidates and the history faculty.

When graduate student are in their last semester, they should register for HIST 9600- as a 3-credit course. They will need to register with a specific History faculty professor. That professor then takes charge of and directs the exam for that student.

HIST 9600 Deadlines

Prior to enrolling in HIST 9600, the candidate is responsible for contacting and securing a member of the graduate history faculty to supervise their oral examination.

At the beginning of the semester when a student has enrolled in HIST 9600, the candidate should provide all three committee members with a one- to two-page document that: 1) summarizes the arguments of each of your papers in 1-to-2 paragraph abstracts for each paper, 2) identifies the common threads or themes that permeate their work (one paragraph), and 3) discusses what type of historian they are and who do they model themselves after (one or two paragraphs). The professors serving on the candidate's committee will use this information to suggest additional readings to the student to be read prior to the oral exam.

Four to eight weeks into the semester, in consultation with the candidate's adviser, the candidate should contact the other two members of your committee and schedule the date and time of their oral defense. Email is the ideal format to make these arrangements. Oral exams should be scheduled no later than one week before the end of the semester.

At least two weeks before the examination, the candidate should provide their portfolio of three hard copy papers to each of their committee members.

Oral Examination Content

The exam focuses on the candidate's three research papers, course readings completed with the three faculty members of the committee, reading for their HIST 6000 Historiography course, and any additional reading assigned as oral prep. As the examination is an "oral" process, it is important for candidates to prepare themselves to engage in a scholarly discussion of their papers and readings. The types of issues that are typically covered in an oral examination include:

- Specifically, research papers' arguments, historiography, research methods, sources, and evaluation of sources.
- Specifically, the major historical themes that emerge from the candidate's work.
- In general, the candidate's historical approach (and methods) and intellectual positioning within the discipline.
- In general, the candidate's ability to articulate arguments in the range of assigned course readings and oral preparation readings, particularly as relevant to their own work.
- In general, the candidate's self-reflection on their progression as a historian and how their research has evolved.

Examination Preparation

- In order to perform well on the examination, the candidate will need to - *review, read, prepare, deliver, and engage* on multiple fronts.
- *Review* - All prior coursework, course texts, critical historians that you have studied, as well as your three research papers.
- *Read* - Additional reading books/articles requested by professor as oral examination prep.

- *Prepare*- An oral presentation that highlights the key elements of your papers, as well as your historical approach.
- *Deliver* - A thoughtful, deliberate, and focused oral presentation that reveals your professional competence.
- *Engage* - In a Master's level discussion with the faculty so as to demonstrate that you have a command of the material.

At Examination

At the start of the examination, the candidate will give a brief overview of their papers and the common threads that interlink them. After which, each professor will typically ask a few questions about each paper and/or broader theoretical and historical issues. Specific questions might engage the relevant historiography, detailed elements of the paper, argumentation, the implications of their argument, the historical context, and anything about related books/articles from Readings seminars or HIST 6000: Historiography course completed by the student. Professors commonly request candidate to complete additional reading in preparation for the orals exam. Candidates will be queried about those additional readings as well. After completing the oral examination, the candidate will be asked to leave the room and the faculty will vote to pass or not pass the candidate. The final course grade for HIST 9600 is determined by both the oral exam performance and the overall impression of final, re-edited, papers submitted for the exam. Examinations typically take 1.5 to 2 hours total.

Language and Culture: French, German, Spanish

Language and Culture – French, minor Measures

Measures
 M1. S-CAPE
 M2. Oral Presentation

EVALUATION CRITERIA FOR PRESENTATIONS

Name: _____
 Date: _____

Topic _____

1. Organization	0-10	12	14	16	18	20		
2. Creativity and visual elements	0-10			12	14	16	18	20
3. Grammar		0-10	12	14	16	18	20	22 24
4. Development & Pronunciation	0-10			12	14	16	18	20 22
5. Time use	0-10		12	14				

Total_____/100

M3. Written Expression

Language and Culture – German, minor

Measures

M1. S-CAPE 0 exam

M2. Oral Presentation – same as for french

M3. Written Expression – not available

Language and Culture – Spanish, BA Measures

Measures

M1. S-CAPE - exam

M2. Oral Proficiency

Adaptation for Assessment of Student Presentation

Date

Subject Matter	Needs Improvement			Excellent	
	1	2	3	4	5
1. Did the introduction provide sufficient background for you to understand the topic?					
2. Was the subject matter developed in logical order?					
3. Given the time constraints, was the topic developed sufficiently?					
4. Did the summary or conclusion emphasize the significance of the information?					
5. Did the speaker appear to understand the material and answer questions effectively?					
6. Did the presentation enhance your understanding of the topic?					
Presentation	Needs Improvement			Excellent	
	1	2	3	4	5
1. Were the visual aids easily read and appropriate for the information presented?					
2. Did the speaker talk loudly and clearly enough to be understood?					
3. Was correct grammar used on the visual aids and in the oral presentation?					
4. Did the speaker use eye contact, gestures, and voice inflections to maintain audience?					
5. Was the speaker able to present the material without excessive dependence on notes?					

Faculty _____

Student _____

Other _____

M3. Written Expression

EVALUATION CRITERIA FOR WRITTEN EXPRESSION

Content and Organization: 40%

Assignment Requirements (5 %):

- 5 The paper follows the guidelines and details of the assignment. It addresses all relevant questions in a scholarly and complete manner.
- 4 The guidelines were not followed adequately, but an effort was made to answer relevant questions in a scholarly manner.
- 3 The guidelines of the assignment were not followed; the resulting paper does not answer the basic questions asked or explore the subject in the required manner.
- 0-2 The guidelines of the assignment were not followed; relevant questions are not answered, the subject is not explored.

Thesis (5%):

- 5 The paper has a clear thesis that is formulated early, elaborated in detail in the development of the essay and evaluated in the conclusions
The paper has a clear thesis, but it is not followed through clearly in the paper and/or is not evaluated in the conclusions
- 3 The thesis is not clearly stated or developed, it has no follow through and/or is not evaluated.
- 0-2 There is no apparent thesis, follow up or conclusions.

Information Conveyed (20%):

- 18-20 Very complete information; thorough, relevant, on target. Major points supported with relevant details, quotes, and examples.
- 14-17 Adequate information; some development of ideas. Some ideas lack supporting detail, use of quotes, or relevant examples.
- 10-13 Limited information. Ideas present but not developed. Lack of supporting details or examples.
- 5-10 Minimal information. Information is irrelevant to the topic, lacks main ideas.

Organization (10%):

- 9-10 Logically and effectively ordered. Main point and details connected. Not choppy.
- 7-8 Apparent order, ideas flow logically. Main point stands out. Loosely organized, sequencing of ideas not always appropriate.
Limited order to the content. Sequencing of ideas ineffective or not logical.
- 1-2-3 Series of separate sentences with no transitions. Disconnected ideas No apparent order to the content.

Language and Grammar: 60%

Vocabulary 20%

- 18-19-20 Broad, accurate and effective word choice and use. Effective use of complex, topic-specific vocabulary.
- 14-15-16-17 Adequate vocabulary. Some erroneous word usage, but meaning not confused or obscured. Improper use of non-academic or conversational language.
- 10-11-12-13 Erroneous word choice leads to confused or obscured meaning. Some literal translations and invented words, or words used out of context. Limited use of words related to the specific topic.
Incorrect use of words. Abundance of invented words and literal translations.

Grammar 30 %

- 26-27-28-29-30 Very few or no errors in intermediate/ advanced grammar. NO errors in subject-verb, article (adjective) noun agreement. Few or no errors in adjective-noun order.
- 22-23-24-25 Occasional errors in intermediate grammar. Occasional errors in subject-verb, article-(adjective)-noun agreement. Errors in adjective-noun order and verb conjugations and/or times.
- 18-19-20-21 Numerous errors in intermediate grammar. Some errors in subject-verb, article-(adjective)-noun agreements.
- 10-12-14-16 Frequent errors in intermediate and basic grammar. Persistent errors in the basic areas mentioned above.

Mechanics 10 %

- 9 –10 Very few or no spelling errors. No errors in accentuation or punctuation
- 6-7-8 Occasional errors in spelling, accentuation or punctuation
- 3-4-5 Several errors in spelling, accentuation or punctuation
- Frequent errors in spelling, accentuation or punctuation.

M4. Portfolio/Written Work – not submitted

M5. Senior Seminar – not submitted

Philosophy, BA Measures

PHILOSOPHY DEPARTMENT
ALUMNI QUESTIONNAIRE

6 March 2012

Dear Philosophy Department graduate:

This survey provides essential feedback to the on-going process of improving the Philosophy Department at the University of Colorado at Colorado Springs. It has been sent to all students who have graduated since 2000. Your responses will remain anonymous. Please return this survey in the envelope provided by April 15; no stamps are needed. We really appreciate your taking the time to share your thoughts.

Best wishes, always.

Mary Ann Cutter, Ph.D., Chair, Philosophy Department, UCCS

A. Please rate your current competency level in the following areas:

key: 5 = much higher than I expected

4 = higher than I expected

3 = about what I expected

2 = less than I expected

1 = inadequate

NA = not applicable

1.	clear thinking skills	5	4	3	2	1	NA
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2.	able to express in writing logical and grammatically correct philosophical arguments	5	4	3	2	1	NA
3.	able to express orally clear, logical, and grammatically correct philosophical arguments	5	4	3	2	1	NA
4.	detailed knowledge of the current literature or historical background of a philosophical problem	5	4	3	2	1	NA
5.	research skills: locating, using, and reporting resources	5	4	3	2	1	NA

B. Consider how the Philosophy Department has prepared you in the following areas:

key: 5 = exceptional
4 = more than adequate
3 = adequate
2 = inadequate
1 = very inadequate
NA = not applicable

1.	Be able to apply critical thinking skills	5	4	3	2	1	NA
2.	Be able to write clear, logical, and grammatically correct philosophical arguments	5	4	3	2	1	NA
3.	Be able orally to express clear, logical, and grammatically correct philosophical arguments	5	4	3	2	1	NA
4.	Be able to display detailed knowledge of the current literature or historical background of a philosophical problem	5	4	3	2	1	NA
5.	Be able to demonstrate research skills in locating, using, and reporting resources	5	4	3	2	1	NA

C. Some questions:

1. Do you feel that your Philosophy training gave you the skills for successful critical thinking? Please develop.

2. Do you feel that your Philosophy training gave you the skills for articulating and assessing arguments? Please develop.

3. Do you feel that your Philosophy training gave you the skills for reading and discussing critically a work from the history of philosophy? Please develop.

4. Were you well prepared to write and defend your Senior Thesis in Philosophy? Please develop.

PHILOSOPHY DEPARTMENT
SENIOR EXIT QUESTIONNAIRE

As a Department of Philosophy graduate, you have the unique opportunity to help evaluate the Philosophy program. Please answer the following below, in as much detail as possible, and return to the envelope that is provided. Your response is anonymous. What you write will help us evaluate and improve the Philosophy program. Thank you very much for taking the time to complete this!

Date: _____

A. Please rate your current competency level in the following areas:

key: 5 = much higher than I expected

4 = higher than I expected

3 = about what I expected

2 = less than I expected

1 = inadequate

NA = not applicable

1.	clear thinking skills	5	4	3	2	1	NA
2.	able to express in writing logical and grammatically correct philosophical arguments	5	4	3	2	1	NA
3.	able to express orally clear, logical, and grammatically correct philosophical arguments	5	4	3	2	1	NA
4.	detailed knowledge of the current literature or historical background of a philosophical problem	5	4	3	2	1	NA
5.	research skills: locating, using, and reporting resources	5	4	3	2	1	NA

B. Consider how the Philosophy Department has prepared you in the following areas:

key: 5 = exceptional

4 = more than adequate

3 = adequate

2 = inadequate

1 = very inadequate

NA = not applicable

1.	Be able to apply logical skills	5	4	3	2	1	NA
2.	Be able to write logical and grammatically correct philosophical arguments	5	4	3	2	1	NA

3.	Be able orally to express logical and grammatically correct philosophical arguments	5	4	3	2	1	NA
4.	Be able to analyze using detailed knowledge of the current literature or historical background of a philosophical problem	5	4	3	2	1	NA
5.	Be able to demonstrate research skills in locating, using, and reporting resources	5	4	3	2	1	NA

C. Please respond to the following:

1. Describe those aspects of the Philosophy program you found most valuable.
2. Describe those aspects of the Philosophy program you found least valuable.
3. Describe changes you would recommend to improve the Philosophy program.
4. What are your plans after graduation? If you have applied to graduate or professional school, please list these schools and those that have accepted you.

PHILOSOPHY DEPARTMENT
SOPHOMORE/JUNIOR QUESTIONNAIRE

As a member of the Department of Philosophy, you have the unique opportunity to help evaluate the Philosophy program. Please answer the following below, in as much detail as possible, and return to mcutter@uccs.edu or slip a paper copy under Professor Cutter's door (Columbine 4007). Your response will remain anonymous and the data will be cumulative. What you write will help us evaluate and improve the Philosophy program. Thank you very much for taking the time to complete this! Please return by Friday, November 21, 2014.

Date: _____

A. A. Please rate your current competency level in the following areas:

key: 5 = much higher than I expected

4 = higher than I expected

3 = about what I expected

2 = less than I expected

1 = inadequate

NA = not applicable

1.	clear thinking skills	5	4	3	2	1	NA
2.	able to express in writing logical and grammatically correct philosophical arguments	5	4	3	2	1	NA

3.	able to express orally clear, logical, and grammatically correct philosophical arguments	5	4	3	2	1	NA
4.	detailed knowledge of the current literature or historical background of a philosophical problem	5	4	3	2	1	NA
5.	research skills: locating, using, and reporting resources	5	4	3	2	1	NA

B. Consider how the Philosophy Department has prepared you in the following areas (please bold or underline or highlight answer):

key: 5 = exceptional
4 = more than adequate
3 = adequate
2 = inadequate
1 = very inadequate
NA = not applicable

1.	Be able to apply critical thinking skills	5	4	3	2	1	NA
2.	Be able to write clear, logical, and grammatically correct philosophical arguments	5	4	3	2	1	NA
3.	Be able orally to express clear, logical, and grammatically correct philosophical arguments	5	4	3	2	1	NA
4.	Be able to display detailed knowledge of the current literature or historical background of a philosophical problem	5	4	3	2	1	NA
5.	Be able to demonstrate research skills in locating, using, and reporting resources	5	4	3	2	1	NA

C. Please respond to the following:

1. Describe those aspects of the Philosophy program you found most valuable.
2. Describe those aspects of the Philosophy program you found least valuable.

p. 3

3. Describe changes you would recommend to improve the Philosophy program.

4. Other comments:

DEPARTMENT OF PHILOSOPHY: EVALUATION OF SENIOR THESIS (ORAL PRESENTATION) (11/17/15)

Date _____ Author's Name _____ Title of Project _____

Evaluator(s) _____

Performance Indicators/ Score	Advanced (5)	Proficient (4)	Developing (3)	Emerging (2)	Inadequate (1)	POINTS
1. Body Language	Speaker holds attention of audience with use of direct eye contact and appears comfortable and engaging, moving about as necessary to engage audience.	Beyond (3) but short of (5)	Speaker regularly uses direct eye contact with audience. Speaker loses engagement with audience, but recovers and moves on.	Beyond (1) but short of (3)	Speaker does not make eye contact with audience. Speaker makes frequent mistakes, is unable to recover, and finishes without completing presentation.	
2. Delivery	Speaker consistently utilizes strong, clear voice with correct, precise pronunciation through presentation. Speaker uses voice to emphasize important points or transitions in the presentation.	Beyond (3) but short of (5)	Speaker frequently utilizes a clear voice and pronounces most words correctly. Speaker attempts to use voice to emphasize important points or transitions in the presentations	Beyond (1) but short of (3)	Speaker mumbles and speaks too quietly or in monotone. Speaker may skip words that are difficult to pronounce or pronounce them wrong consistently.	
3. Subject Knowledge	Speaker demonstrates full knowledge of topic, anticipates and addresses potential questions within the presentations, and addresses additional questions from	Beyond (3) but short of (5)	Speaker demonstrates knowledge of topic and is at ease with responding to most	Beyond (1) but short of (3)	Speaker does not have a demonstrable familiarity of topic and cannot respond to the most basic questions. There is no	

	audience with authority and ease. Speaker uses strong evidence to demonstrate and support content and conclusion.		questions. Speaker attempts to use evidence to support the content and conclusion		evidence to support content/conclusion	
4. Organization	Speaker develops topic very well. Presentation has a clear focused thesis. Main points and transitions/relationships among them are developed and clear.	Beyond (3) but short of (5)	Topic and thesis are somewhat focused. Speaker grapples to make all the relationships work and stay in sequence.	Beyond (1) but short of (3)	Speaker states ideas, but does not develop them, relate them, or support them. Presentation lacks logical, sequential organization.	

DEPARTMENT OF PHILOSOPHY: EVALUATION OF SENIOR THESIS (WRITTEN WORK)
(11/17/15)

Date _____ Author's Name _____ Title of Project _____
Evaluator(s) _____

Performance Indicators/Score	Advanced (5)	Proficient (4)	Developing (3)	Emerging (2)	Inadequate (1)	points
1. Logical arguments	Writer demonstrates ability to ask relevant yet original questions, to suggest novel answers to those questions, and to support position with logically superb arguments.	Beyond (3) but short of (5)	Writer demonstrates ability to ask relevant questions, to suggest and answer those questions appropriately, and to support position with logically competent arguments.	Beyond (1) but short of (3)	Writer does not ask relevant questions, suggest and answer those questions, and support position with relevant arguments.	
2. Grammar and discipline-specific	Writer shows advanced understanding	Beyond (3) but	Accepted grammatical and stylistic	Beyond (1) but	There are numerous grammatical	

language	of accepted grammatical and stylistic standards.	short of (5)	writing standards are followed.	short of (3)	and stylistic problems.	
3. Knowledge of current literature or historical background of a philosophical problem	Writer demonstrates clear evidence of a nuanced understanding of the basic texts, traditions, theories, questions, and values in the field, through detailed and insightful interpretations in written argument(s).	Beyond (3) but short of (5)	Writer demonstrates a general understanding of the basic texts, traditions, theories, questions and values in the field, through written argument(s).	Beyond (1) but short of (3)	Writer demonstrates little to no understanding of the basic texts, traditions, theories, questions and values in the field.	
4. Research skills in locating and using resources	Writer demonstrates ability to conduct critical research, demonstrates originality in ability to locate, and appropriately use sources with critical analysis and application of those sources.	Beyond (3) but short of (5)	Writer demonstrates ability to locate and appropriately use sources with critical analysis and application of those sources.	Beyond (1) but short of (3)	Writer does not locate viable information or properly use resources.	
5. Citation style and format	A standard citation style (MLA, Chicago) has been chosen and consistently followed for each information source.	Beyond (3) but short of (5)	A citation style has been selected and followed for most of the information but some inaccuracies may be present.	Beyond (1) but short of (3)	A citation style has not been chosen and/or followed for each information source. A mix of styles is present for each information source.	

What field(s) were covered in this thesis? (check all that apply)

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Aesthetics | <input type="checkbox"/> Ethics | <input type="checkbox"/> Philosophy of | <input type="checkbox"/> Social and |
| <input type="checkbox"/> Analytical | <input type="checkbox"/> Existentialism | Film | Political |
| Philosophy | <input type="checkbox"/> Feminist | <input type="checkbox"/> Philosophy of | Philosophy |
| <input type="checkbox"/> Ancient | Philosophy | Language | <input type="checkbox"/> World Religions |
| Philosophy | <input type="checkbox"/> History of | <input type="checkbox"/> Philosophy of | Other: |
| <input type="checkbox"/> Asian Philosophy | Philosophy | Literature | _____ |
| <input type="checkbox"/> Business Ethics | <input type="checkbox"/> Health Care Ethics | <input type="checkbox"/> Philosophy of | _____ |
| <input type="checkbox"/> Cognitive | <input type="checkbox"/> Medieval | Law | _____ |
| Philosophy | Philosophy | <input type="checkbox"/> Philosophy of | |
| <input type="checkbox"/> Continental | <input type="checkbox"/> Metaphysics | Mind | |
| Philosophy | <input type="checkbox"/> Modern Philosophy | <input type="checkbox"/> Philosophy of | |
| <input type="checkbox"/> Environmental/Su | <input type="checkbox"/> Nineteenth Century | Music | |
| stainability | Philosophy | <input type="checkbox"/> Philosophy of | |
| Philosophy | <input type="checkbox"/> Non-Western | Psychology | |
| <input type="checkbox"/> Epistemology | Philosophy | <input type="checkbox"/> Philosophy of | |
| | <input type="checkbox"/> Philosophy of | Religion | |
| | Biology | <input type="checkbox"/> Philosophy of | |
| | <input type="checkbox"/> Philosophy of | Science | |
| | Education | <input type="checkbox"/> Postmodern | |
| | | Philosophy | |
| | | <input type="checkbox"/> Religious | |
| | | Studies | |

VAPA

Art History Measures

AH 1500: Art + Ideas: Michelangelo to Basquiat
Assessment Details for Test 1 and Test 2

Slide Identification

artist(s) or architect(s)

title of work

period/style

Multiple Choice and Fill in the Blank

Sample Questions

The ___ style – characterized by slender, graceful figures with masses of thick, curly hair, complex headdresses, rich brocaded and embroidered fabrics, miniaturized architectural and landscape settings, and high horizon lines – was so appealing that it endured well into the fifteenth century.
maniera greca b. Byzantine c. International Gothic

In fifteenth-century Florence, _____ prevented the citizens from conspicuous displays of wealth. These restrictions were applied to personal displays – such as jewelry and clothing – as well as public displays with homes.

Essay Questions

Range from ½ page to 3 pages - Sample Prompt

Hieronymus Bosch is considered by many scholars to have been the first social critic. In his sixteenth century work *The Garden of Earthly Delights*, three painted panels depict scenes of human activity. In your essay, relate the scenes to the Reformation's influence on art. For example, what was the favorite theme (specifically a moralizing depiction) of Protestant art? How is that subject expressed in Bosch's work? Use specific examples from each panel to support your references.

AH 1500 Art + Ideas: Michelangelo to Basquiat
Research Paper
Due Dec. 7, 11:59pm

For this paper, you may choose a work of art from the Late Gothic period through 2014. Your research should address a complex topic about your chosen work(s) and should not be a superficial overview or a summary of formal elements. For example, an appropriately complex paper would examine the concepts of Orientalism and "otherness" in late nineteenth century art using Jean-Léon Gérôme's *The Snake Charmer* and Georges Méliès' *Le voyage dans la lune (A Trip to the Moon)* for support. Or, such a paper would compare and contrast Rachel Whiteread's *Nameless Library* with Kara Walker's *Look Away! Look Away! Look Away!* based on the theme of memory. You must submit your prospectus no later than Oct. 5th.

Technical Requirements:

- 5 - 7 pages 12pointfont
- 1" margins Times New Roman, Arial, or comparable font
- TitlePage Double-spaced
- Chicago Style citations Bibliography
- Imageofanalyzedwork(s) Pagenumbers with captions

If any one of these technical requirements has not been met, it is an automatic C .



How Letter Grades for Papers Are Assigned*

In assigning a letter grade to a research paper I ask myself the following set of questions:

Does the paper have a thesis?

Does the thesis address itself to an appropriate question or topic?

Is the paper free from long stretches of quotations and summaries that exist only for their own sakes and remain unanalyzed?

Does the author refrain from using first person?

Is the paper organized?

Can the writer produce complete sentences?

Is the paper free from basic grammatical errors?

If the answer to any of these questions is “no,” I give the paper a grade of C. If the answer to most of the questions is “no,” its grade will be even lower.

If the answers to the above questions are “yes,” I add the following questions:

How thoughtful is the paper? Does it show real originality?

How adequate is the thesis? Does it respond to its question or topic in a full and interesting way? Does it have an appropriate degree of complexity?

How well organized is the paper? Does it stick to the point? Does every paragraph contain a clear topic sentence? If not, is another kind of organizing principle at work? Are the transitions well made? Does it have a real conclusion, not simply a stopping place?

Is the writing pleasant to read?

Can I hear a lively, intelligent, interesting human voice speaking to me (or to another audience, if that’s what the writer intends) as I read the paper?

Depending on my answers to these additional questions, I give the paper some kind of A or some kind of B.

Separate rubric

* This assessment rubric (closely based on John Bean’s, published in his *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*) was originally developed by Dr. Elissa Auther.

Visual Art Measures

VAPA | VA 4980 Visual Art Professional Seminar: Artist Presentation Assessment Form

	Exceeding Expectations	Meeting Expectations	Below Expectations
Presentation Quality			
Image Quality	All: high resolution, focused, correct color and contrast, framed and composed	Most: high resolution, focused, correct color and contrast, framed and composed	Few or none: high resolution, focused, correct color and contrast, framed and composed
Oral Components	Content lucidly and thoroughly explained, strong voice quality, appropriate terminology and pronunciation, referencing artistic and cultural influences, answered questions in an insightful way	Content adequately explained, average voice quality, appropriate terminology and pronunciation, referencing artistic and cultural influences, sufficiently answered questions	Content not explained, weak voice quality, basic use of terminology and pronunciation, some references to artistic and cultural influences, unable to answer questions
Organization	Met time allotment, fluid movement between media & themes, overall rhythm kept audience engaged, innovation and/or creative use of presentation technology	Met time allotment, adequate flow between media & themes, overall rhythm faltered occasionally, comfort with use of presentation technology	Went over time allotment, uneven flow between media & themes, little overall rhythm, unable to effectively use presentation technology
Artistic Quality			
Formal Complexity	Expansive understanding of formal principles and composition including color theory, proportion, balance, contrast, texture, scale, line, rhythm, etc. Medium appropriate to idea	Basic understanding of formal principles and composition including color theory, proportion, balance, contrast, texture, scale, line, rhythm, etc., Medium sometimes appropriate to idea	Little understanding of formal principles and composition including color theory, proportion, balance, contrast, texture, scale, line, rhythm, etc., Media not appropriate to idea
Conceptual Development & Personal Expression	Complex thought provoking expression of ideas that are pertinent to contemporary art	Basic understanding of ideas that are pertinent to contemporary art and culture,	Meager understanding of ideas that are pertinent to contemporary art and culture,

	and culture, emphatic evidence of a passionately informed personal style, clear evidence of growth and development	some investment in creating a personal style, some evidence of growth and development	little to no development of a personal style or growth
Technical Proficiency	Intimate comprehension and an expansive use of materials and processes	Basic comprehension and use of materials and processes	Little comprehension and inability to handle materials and processes

VAPA | VA 3980 Visual Art Seminar in Studio Problems: Final Portfolio

	Exceeding Expectations (2)	Meeting Expectations (1)	Below Expectations (0)
Connection to Paper and Research	Portfolio is directly and clearly connected to research/reflective writing; obvious evidence in work of personal research, discussions and required readings.	Portfolio is mostly connected to research/reflective writing; some evidence in work of personal research, discussions and required readings.	Little to no connection between portfolio and writing.
Conceptual Development and Content	Powerful content personally, passionately and pertinently explored	Clear content aspirations somewhat personally, passionately and pertinently explored	Little or no content
Formal Resolution	Highly successful application of forms, materials and processes	Somewhat successful application of forms, materials and processes	Insufficient exploration of forms, materials, and processes
Cohesiveness as a Body of Work	Successful dialog between projects to create a visually and conceptually coherent series of work	Some dialog between projects that creates a partially coherent series of work	Little to no dialog between projects and visually and conceptually inconsistent
Overall Effort	Clear evidence of time and interest in process	Some evidence of time and interest in process	Little or no evidence of time and interest in process

Student Artist Presentation evaluation form.docx

Presenter Name:

Reviewer Name:

Please rate each category with a 1 for satisfactory or 0 for unsatisfactory

Concept ()

Clear and concise explanation: work, larger context, influences

Physical ()

Voice quality/rhythm (loud enough, too fast etc.)

Posture (confident, slouchy, folding in, etc.)

Distracting Habit gestures (if any)

PowerPoint ()

Organization

Good quality images (light, framing, easily discernable)

Text / Background (size color, font) easy to read and not distracting from work

Additional suggestions:

Faculty Evaluation Form
 VAPA Visual Art Professional Seminar : Artist Presentation Assesment Form

Presenter Name
 Date
 Graduation Semester
 Faculty Evaluator

Presentation Quality				Artistic Quality				
	Criteria	Image Quality	Oral Presentation	Presentation Organization	Formal Complexity	Conceptual Development	Personal Expression	Technical Proficiency
1	Unacceptable							
2	Below Expectation							
3	Meeting Expectation							
4	Above Expectation							
5	Unexpected Innovation							

Requirements Completed:

Oral Com	
Eng Comp	
Art His	

Criteria

Presentation Quality:
 Image Quality

Framing
Focus
Color
Lighting
Contrast
Details

Oral Presentation
Content – explained what work is about beyond it's just class project
Voice Quality
Body Language
Appropriate length of time
Comprehensible
Language usage and pronunciation
References – other artists, texts

Presentation Organization
Flow between media & themes
General overall rhythm
Comfort with use of presentation technology

Artistic Quality:
Formal Complexity
Understands principles composition
Understands color theory
Understands proportion, balance, contrast, texture, scale, line, rhythm
Medium appropriate to idea

Conceptual Development
Development beyond class assignments
Thoughtful expression of ideas
Innovation

Personal Expression
Artist is developing a distinct style

Technical Proficiency
Competency with medium

Womens' and Ethnic Studies, BA Measures

Measures

M1. Senior Thesis Written

Women's and Ethnic Studies

Evaluation of Senior Thesis Project (Written)

	PSLO's performance indicator related to	Does Not Meet Expectations (1)	Meets Expectations with Concerns (2)	Meets Expectations (3)	Points Awarded
<p><i>Argument and Analysis:</i> The essay presents a clearly identified thesis that is substantiated and sustained throughout the essay.</p>	1, 2, 5	A thesis is not present, or is vague, too wide-ranging, or is irrelevant to the purpose for writing.	A thesis is clearly identifiable, but is not concise or clearly stated. Though a thesis is present it is not adequately substantiated and/or sustained throughout the essay.	A thesis is focused, concise, and clearly stated. It is also well substantiated and sustained throughout the essay.	
<p><i>History and Theory:</i> Content indicates working knowledge of history, theorists, theory, concepts, terminology related to the community of focus and the writer's ability to make the relevant connections.</p>	1, 2, 5	The writing demonstrates a lack of clarity about prior research, relevant historical events, major theorists, theoretical frameworks, concepts and terms, evidenced by their random, out of context inclusion within the paper. The writing may even include information completely unrelated to the topic. References may be out of context or included without clarifying the	The writing demonstrates a basic understanding of prior research, relevant historical events, major theorists, theoretical frameworks, concepts and terms by attempting to integrate the information as it relates to the community of concern, although the reader can identify two or more occurrences where the writer struggled to make the connection or included the	The writing demonstrates an adequate understanding of prior research, relevant historical events, major theorists, theoretical frameworks, concepts and terms by integrating the information within context as it relates to the community of concern.	

		relationship of the community of concern.	information out of context.		
<p><i>Evaluation of Evidence:</i> The writer follows guidelines for required number of sources, variety of sources, and effectively includes scholarly source material directly related to the topic and focus of the paper.</p>	2, 5	Count of required sources is short by two or more, and/or lacks variety of sources required, and/or two or more sources do not clearly relate to the purpose for writing. Scholarly sources are absent from the essay.	Count of required sources is short by one, and/or the variety of sources required is short by one, and/or the sources contribute material that does not clearly relate to the purpose for writing.	Uses at least the appropriate number of sources, does not exceed any stated maximums, uses required variety of sources, and includes only scholarly source materials that clearly relate to the purpose for writing.	
<p><i>Knowledge of Public Issues and Community of Focus:</i> Content indicates a working knowledge and understanding of issues related to the community of focus and stays focused, while developing position, and exploring alternative perspectives. Connects ideas and concepts consistently throughout the paper.</p>	1, 2, 4, 5	Writing reflects egregious connections between the community of focus and public issues, theories, and practices. Assumptions and perspectives are misaligned throughout the essay.	Writing reflects a working knowledge of public issues, theories, and practices, yet the connection and analysis in the context of the community of focus remains limited. The writing does not explore alternative perspectives.	Writing reflects an adequate knowledge and understanding of issues related to the community of focus and stays focused, while developing position and exploring alternative perspectives.	

<i>Control of Syntax and Mechanics:</i> Sentence structure, grammar, mechanics, organizational structure and flow, minimal jargon and colloquial language is adequately exhibited. Cites sources properly and within context.	5	Inconsistent use of language appropriate to discipline; writing includes excessive errors in syntax and or mechanics.	Uses language appropriate to discipline; writing includes moderate errors in syntax or mechanics.	Consistently uses discipline appropriate language that communicates meaning within context to readers. Writing includes very minimal errors in syntax or mechanics.	
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M2. Senior Thesis Oral

Women's and Ethnic Studies

Evaluation of Senior Thesis Project (Oral)

	PSLO's performance indicator related to	Does Not Meet Expectations (1)	Meets Expectations with Concerns (2)	Meets Expectations (3)	Points Awarded
<i>Introduction and Overview</i>	1, 6	Speaker does not introduce him/her/hirself. Lack of project overview; unclear what the speaker is presenting.	Speaker introduces her/him/hirself; but background on the project is lacking.	Introduces oneself and provides clear overview of project to the audience. A thesis is presented.	
<i>Coherence and Organization:</i>	6	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy and imbalanced use of presentation time (too long or too short).	Presentation is choppy and disjointed; does not flow; development of thesis is vague; illogical order of presentation.	Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct use of time; well	

				organized	
<i>Creativity and Use of Material:</i>	6	Little or no multimedia used or ineffective use of multimedia; imbalance in use of materials—too much of one, not enough of another	Choppy use of multimedia materials; lacks smooth transition from one medium to another; multimedia not clearly connected to thesis	Balanced use of multimedia materials; properly used to develop thesis; use of media is varied and appropriate.	
<i>Delivery:</i>	6	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone.	Some mumbling; little eye contact; uneven rate; little or no expression.	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence.	
<i>Audience Engagement:</i>	1, 6,	Incoherent; audience lost interest and could not determine the point of the presentation; did not address audience comments or questions.	Held the audience's attention most of the time; disengaged sporadically; barely addressed audience comments or questions.	Involved the audience in the presentation; points made in creative way; held the audience's attention throughout; responded well to audience comments and questions.	

M3. Internship Evaluation (student)

Assessment D

Internship Evaluation

Name _____

Email address _____

Location of Internship _____

On-campus faculty _____

Internship supervisor _____

Dates of internship _____

Number of hours per week you worked? _____

Please write a one page narrative describing your internship and analyzing the following: what were the most important lessons you learned; how were you able to apply concepts you are learning in classes to your work at your internship; what were your strengths and weaknesses in the internship; what would your words of wisdom be for future interns; did the internship help you see links between theory and practice; how has the internship changed you; how helpful were the in- class sessions that accompanied the internship? Any additional analysis would be most helpful. Thank you.

M4. Internship Evaluation of WEST Student by Employer

[Assessment E]

Evaluation of WEST Intern

(to be completed by the supervisor)

Please fill out this questionnaire by June 30, 2011 and return via email to amitra@uccs.edu or mail it to Dr. Aditi Mitra, Women's and Ethnic Studies (WEST) Program (COH 1023), University of Colorado at Colorado Springs, 1420 Austin Bluffs Parkway, Colorado Springs, CO 80918. Please direct any questions to Dr.Mitra.

Name of the Intern:

Name of the Supervisor: _____

Phone: _____ Email _____

This internship started on (date) _____ and was completed on (date)

at (location)

Please give a brief summary of the internship:

Evaluation of personal qualities of the intern observed during the internship. Select one evaluation level for each area by marking an “X” under that level that represents the intern’s performance. Then, please add total.

	<u>Excellent -3</u>	<u>Good - 2</u>	<u>Average -1</u>	<u>Poor-0</u>	<u>Total Points</u>
1. Ability to adapt to a variety of tasks.					
2. Decision making; judgment; setting priorities.					
3. Persistence to complete tasks.					
4. Reliability and dependability.					
5. Enthusiasm for the experience.					
6. Attention to accuracy and detail.					
7. Willingness to ask for and use guidance.					
8. Ability to cope in stressful situations.					

Total (24 maximum possible points on this

page) = _____

Professional abilities related to information and library services. Select one evaluation level for each.

	<u>Excellent- 3</u>	<u>Good - 2</u>	<u>Average- 1</u>	<u>Poor -0</u>	<u>Total Points</u>
9. Ability to synthesize information and communicate it effectively.					

10. Analytic skills; ability to determine information needs for customers/clients.					
11. Ability to select potential resources for research / gathering information.					
12. Ability to organize, write, and report information effectively.					
13. Ability to plan with and work cooperatively with others.					
14. Ability to create and communicate possible solutions to problems.					
15. Professionalism; demonstrated interest in the issues, policies, and organizations related to the field.					

Total (21 maximum possible points on this page)

= _____

Grand Total out of 45 maximum points (from both pages) = -

Additional comments (if any):

Signature of Supervisor and date of evaluation:

For WEST use only:

Scale (Points):

45-35

34- 25

24-15

14 and below

Ratings:

Excellent

Good

Average

Poor