
STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY: DR. LUCILLE GUSS, CHAIR, LIBERAL STUDIES
DATE: 10/1/2015

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

The documents used in this report are stored in the office of the chair of Liberal Studies. They include the Spring 2015 syllabus for the required LS 420 courses (see Appendix); copies of the Spring 2015 student senior theses evaluated (13); the completed evaluation forms (13) and the written summary evaluation provided for each student (13); and data from the “2014-2015 Graduating Student Survey,” as tabulated by the Office of Planning and Institutional Effectiveness (see Appendix).

EXECUTIVE SUMMARY

The **Bachelor of Arts in Liberal Studies** is unique to Marymount in that majors complete two concentrations for a total of 42 credits. The program provides a broad general education in Liberal Arts and the opportunity to gain knowledge in two major fields, designated as concentrations. Concentration options are Biology/Physical Sciences, Business and related fields, Communication, English, Fine and Applied Arts, Gender and Society, Graphic Design, History, Humanities, Information Technology, Mathematics, Philosophy/Religious Studies/Theology, Politics, and Psychology/Sociology/Criminal Justice. Other concentrations are considered. Students may take 21 credits in each field or as few as 15 credits in one of the fields, as long as the required total of 42 credits for the two concentrations is met. Of these 42 credits, a total of 18 credits must be completed in concentration courses numbered 300 or above; students may take 9 credits in each field, or as few as 6 credits in one of the fields, as long as the required total of 18 credits of 300-level courses is met. The program is highly flexible and customized to each student’s needs and interests.

Liberal Studies is especially desirable for non-traditional students with full-time work experience and previously earned college credits and is designed primarily as a completion degree for students who transfer from colleges or universities who wish to maximize the credits they have taken elsewhere and complete their degree expeditiously. Marymount students frequently choose Liberal Studies if they have more than one interest or wish to change their major midstream for a variety of reasons, including encountering difficulties in their major coursework.

Students can carry a full or a part-time load (even 1 course per semester) and enroll in day, evening, or on-line classes. The majority of our students are full-time.

There are four components to the Liberal Studies Major (120 credits needed to graduate):

- Core Requirements 47 credits

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- 2 Concentrations 42 credits
 - The Liberal Studies Triad 9-12 credits
 - Electives..... 14-17 credits

The Liberal Studies triad stresses research, writing, and oral presentation skills, immersion in real-life issues in the students' concentrations, and exposure to the workplace. LS 300 is designated a writing intensive course; LS 400 an experiential course; and LS 420 a writing intensive and inquiry course.

This document assesses the LS 420 class from Spring 2015 (13 student theses).

Twenty-two students graduated in 2014-2015.

The current percentage of Liberal Studies students who continue on to graduate study is 41%.

From 2010-2013 Liberal Studies has increased its retention rate from 70% to 100%.

(Statistics supplied by the Office of Planning and Institutional Effectiveness)

In 2013-2014 the Program underwent its 5-year review. Suggestions by the evaluator included looking at our marketing strategy to increase enrollment and a re-evaluation of our curriculum. The chair was informed by the dean of Arts & Sciences that the provost wanted to form an ad-hoc committee to examine Liberal Studies. Throughout 2014-2015, the chair regularly inquired of the dean when the committee would begin to meet, only to be told that although a list of suggested members had been drawn up, no further action had been forthcoming despite his repeated queries.

The present dean has reiterated that a Liberal Studies program review is one of her primary goals for Fall 2015.

The chair strongly believes that there is a need for Liberal Studies at Marymount and that it well serves our student population, providing a clear and relevant program of instruction, career guidance, and, above all, individual attention. Liberal Studies does not attract a cookie-cutter student whose academic career has followed a straight line to success. Each person in the program is unique and brings with him/her a unique history and unique needs. The program ncreases enrollment by addressing the needs of the adult (defined as over 22) population who are seeking an individualized program that best utilizes transferring credits. In Liberal Studies, individuality is recognized--even celebrated. All must be done to create the best program and maintain the highest standards.

The chair welcomes the upcoming review.

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List all of the program’s learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Year of Next Planned Assessment
Students engage in problem solving in their fields of interest, using a multidisciplinary approach; students research a topic that combines their two concentrations and necessitates scholarly research in both.	New	2016
Students write an extended argumentative research paper whose audience is the college-educated individual and that calls for critical thinking and a command of writing and documentation skills.	New	2016
Students prepare for entry into the workforce by producing job-related documents and availing themselves of opportunities within the program for personal and professional development.	New	2016

Describe how the program’s outcomes support Marymount’s Mission, Strategic Plan, and relevant school plan:

The Bachelor of Arts in Liberal Studies reflects the **Mission of Marymount University** as an institution committed to the tradition of liberal arts with a strong foundation on the study of arts and sciences. In its stated emphasis in offering “career preparation and opportunities for personal and professional development,” the program acknowledges that the foundation of a liberal arts degree prepares students for different careers where analytical skills and excellence in oral communication and writing skills are valued.

The program stresses academic integrity, discipline, self-actualization, and perceiving the world not as it is, but as it can be (a Humanistic idea). The program encourages students to keep an open mind when examining issues. In the capstone course, students must consider opposing or alternate viewpoints when examining controversial issues in their fields and use logic and reason to establish their position. Students also seek internships that reflect Marymount’s Mission. Students have worked with autistic children, Washington youth on parole, and African children in an inoculation program sponsored by UNICEF and have examined the relationship of battered women and the position of the Catholic Church on divorce. Although most Liberal Studies students work part-or-full-time, their resumes almost always list volunteer activities, often spanning years. Students have volunteered in campus ministry missions both at home and abroad, in Special Olympics, teaching bible classes, and mentoring disadvantaged youth. The Liberal Studies objectives and goals and the students social commitment fit well within the scope of the University’s Mission.

The Liberal Studies program also supports Marymount’s **Strategic Plan**. The senior capstone seminar in particular offers students opportunities for extensive research, enhancing the intellectual experience by stressing sound research methodology and by

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encouraging a multidisciplinary approach to problem solving. Students are to choose current, controversial issues in their fields to explore and, where applicable, to consider the moral and ethical aspects of the subject. Students have chosen such topics as the reintegration of Holocaust survivors into society following World War II; the ethical dimensions of the Patriot Act; exploitation of the incarcerated by Big Business; and human trafficking. Library workshops supervised by Liberal Studies' designated librarian and the instructors reinforce the development of inquiry skills. In their writings, students are encouraged to seek academic excellence, a value made evident through the multiple revisions of students' papers that lie at the heart of Liberal Studies' portfolio classes. Students are encouraged to utilize Washington area resources--institutions such as the Smithsonian, the Holocaust museum, the Library of Congress--for research and the innumerable government and private sector opportunities for internships. The program is student-centered; the individual and his/her creative efforts are prized and his/her potential recognized. Frequent tutorials stress one-on-one interaction between teachers and students. Diversity--whether of cultures or viewpoints--is valued. Finally the program includes career preparation. One-on-one evaluation of resumes as well as the production of a letter of application are built into the syllabi; speakers from the Career Center give in-class informational sessions to students on topics such as securing internships, finding jobs, and becoming familiar with the resources available to Marymount students as alumni. With guidance from Career Services, students seek internships that prepare majors for further study and careers in education, nonprofit and humanitarian institutions, government, and business.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements:

The assessment process includes the following components: 1) careful monitoring of the production process of the senior essay, ensuring that students understand the writing process, beginning with selection of the topic to the submission of the final copy following appropriate formatting and documentation rules; 2) observation of students and hands-on mentoring by research library and chair in library workshops; 3) evaluation of the senior portfolios by the chair in both tutorials and final written evaluations of the senior thesis by the chair; and 4) preparation for career entry.

The principal strength of the course as stated before is the mentor-student relationship in which repeated and close guidance of the students' evolving work is critiqued and suggestions for improvement are discussed. In tutorials students are more likely to pick up their own mistakes and better understand how to correct any infelicities. Students too often are guilty of procrastination or fail to recognize that a 25-page paper requires a more structured and continuous effort to complete than a 10-page paper, which many students can churn out in a monkish weekend.

Describe how the program implemented its planned improvements from last year:

The chair carefully considered the Assessment Committee's suggestions for improvement. (A detailed list of improvements from the last evaluation are provided below). The most important change is the formulation of new outcomes that better reveal the mentoring

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relationship in LS 420 which lies at the heart of the Liberal Studies senior seminar. Others include a new rubric for evaluating theses. Unfortunately, the review of the program which the provost recommended after the 5-year review did not occur last year.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:
(List each recommendation and provide a specific response to each).

The Assessment Committee pointed out multiple areas where improvements were called for:

- The chair is in the process of establishing a databank for archiving senior theses.
- The chair has devised new outcomes that speak more directly to the unique nature of the Liberal Studies Senior Seminar course. These outcomes are now stated in complete sentences as requested,
- The chair has sought other measures of assessment beyond grades and attempted to convey the multiple interactions between students and professor that show the course as mentor/student-orientated with the preponderance of learning and evaluation taking place outside the classroom through one-on-one interaction.
- The chair has created a new rubric to assist in assessment of students' research papers, covering every phase of research methodology from selecting a subject to submitting the paper in correct manuscript form.
- Final grades were removed as an evaluative tool.
- The chair already has tried "to expand the base of evaluators" by using "discipline-specific thesis readers." Students approached faculty in their fields and asked them to be second readers of their seminar papers. They were instructed to meet at least twice with that faculty member who at the end of the semester read and evaluated the student's paper. The second readers were given a rubric to follow in grading. The corrected paper and the rubric were returned to both the chair and the students. The program proved of little benefit. A 2nd reader -evaluator had formerly been tried in one course in another A&S's discipline. After one semester, that professor abandoned the practice. After 2 years, Liberal Studies did the same. This step was approved by the associate dean who did not think from the beginning that having second readers for Liberal Studies papers would prove beneficial in practice. She was right. The chair was bombarded with emails from faculty seeking errant students; the chair became a bloodhound sniffing out procrastinating students—hardly the role the chair wanted to take on. Students often did not avail themselves of the 2nd readers' expertise until the end of the course. At times, faculty were reluctant to work with students who left their programs because of poor work. Also, although 2nd readers were given a rubric to follow, most preferred to mark the paper using their own evaluation format, so no uniformity of grading criteria useful for assessment evaluation emerged. Finally, it proved costly. In Spring 2014 each faculty reader was given a stipend of \$100 for his/her contribution; \$2,200 was dispersed from the Liberal Studies' budget with no solid gain.

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- The chair recognizes that she alone is not responsible for students' performance as she is not the only professor who has writing as an important component of his/her courses. The Senior Seminar is usually taken the last semester before graduation. By this time, most students in the program have taken twenty-one credits in each of two disciplines, including 3 300-level courses in each, and almost—if not all—CORE requirements. Liberal Studies oversees only 3 required Liberal Studies courses. Another recommendation springing from this point was to have the “burden for improving the curriculum . . . be borne by all faculty teaching in the program as well as the students themselves.” The program has one full-time faculty, the chair, and one adjunct (teaching LS 300). Increasing students' involvement is my top priority.
 - The chair has tried not to include anecdotal comments. In the last review, talking about the overall impact of a student's paper the chair queried, “How do we grade such a paper?” This question led the reviewer to state that the comment “suggest[ed] lack of confidence in the viability of existing measurement tools and the assessor's competency.” My statement was rhetorical. The chair recognizes that the AOL's exist for good reason and has always invested a great deal of thought and effort in preparing them. As to the second part of the reviewer's comment, I have never questioned or have been questioned previously about my “competency.”
 - The chair will carefully check to insure all supporting documents are included in the Appendix.

Outcome and Past Assessment

Learning Outcome 1: Students engage in problem solving in their fields of interest, using a multidisciplinary approach; students research a topic that combines their two concentrations and necessitates scholarly research in both.

Is this outcome being reexamined? Yes X No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Assessment Activity

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<i>Direct Measure: Students participate in a 2 ¼ hr. library workshop where they begin to formulate a research question that integrates the student's two concentrations and that necessitates scholarly research in both fields.</i>	Students must fulfill this requirement and cannot proceed with their work without it.	13 students were directly observed by librarian assigned to work with LS 420 and by professor.	Teacher and librarian worked one-on-one with students at computer, supervising the evolution of their working question. 100% of essays submitted had a solid and workable thesis linked to the students' two concentrations. 100% of students received an "excellent" or "very good" rating on "Topic Choice and "Topic Analysis" on "Evaluation of Student Thesis" rubric (see Appendix).
<i>Direct Measure: Student-teacher conferences to review student's thesis and to suggest avenues of investigation (in</i>	1) Student must show evidence that he/she has sought out significant scholarly sources specific to the two fields of inquiry; that he/she is	<i>Direct Measure: Student-teacher conferences to review student's thesis and to suggest avenues of investigation (in</i>	Teacher and students worked in tutorial to evaluate direction of the research and to examine his/her working bibliography. Working Bibliography examined and suggestions made for improvement.

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preparation for producing an outline) and to examine his/her working bibliography	aware of research guides and reference books and sources specific to the two fields of inquiry. Must demonstrate the ability to perform academic research using university catalogue and academic databases appropriate to the fields of inquiry.	preparation for producing an outline) and to examine his/her working bibliography	Final bibliography assessed on “Evaluation of Student Thesis” rubric under “Scholarship.” Students could receive rating of Excellent, Very Good, Good, Satisfactory, Unsatisfactory, Failing <ul style="list-style-type: none"> • “Scholarly Information in each Concentration” (E – 61%; VG 23%; G 15%) • “Quantity of sources” (minimum of 15 required) (E – 55%; VG - 15.5%; G – 15.5%; U – 7.5%; F – 7.5%) • “Quality of sources” (E – 61%; VG – 15.5%; G – 15.5%; F – 7.5%) • “Critical analysis of sources” (E – 38.5%; VG – 46.5%; S - 7.5%; F – 7.5%)
Direct Measure: Submission and approval of formal Research Proposal)	Student must fulfill guidelines for framing a Research Proposal		Students receive classroom instruction in writing a formal Research Proposal. 100% successfully completed the assignment.
Indirect Measure: “2014-2015 Graduating Student Survey— “Evaluation of Preparations”	Response on a 5 point scale: 1 (poor) to 5 (excellent) Percent Good or Excellent; numerical score converted into percentages; percentages used in this report; the higher the percentage, the more positive the response	From 17-20 students in Liberal Studies responding to questions asked on survey; tabulation done by the Office of Institutional Assessment and results released to respective departments	Responses to questions related to this Learning Outcome: <ul style="list-style-type: none"> • “Solve problems in your field using your knowledge and skills” (78.9%); • “Find appropriate sources of Information” (84.2%)

Interpretation of Results

Extent this Learning Outcome has been achieved by students (*Use both direct and indirect measure results*):

Direct Measure: One hundred percent of students arrived at research questions that combined their two concentrations, with topics in Psychology, Business, Humanities, and Communications predominating. The topics proposed showed investment in their fields: “Mental Illness Within the Criminal Justice System” (Psychology and Criminal Justice); “Privatization of American Prisons: A System for Profit” (Criminal Justice and Business); “Media’s Effect on Creating Misperceptions of Moslems and Islam and its Effect, Particularly its Impact on Potentially Limiting Civil Liberties” (Communications and Humanities); and “The Psychological Strategies Behind Positive Business Management” (Psychology and Business).

Indirect Measure: The high percentage rates (78.9% and 84.2%) of research skills show students are confident in constructing thesis statements in their concentrations and in researching those topics.

Program strengths and opportunities for improvement relative to assessment of outcome:

The program’s principal strength lies in the interaction between student-teacher-librarian. The teacher encourages students to search for a unique and interesting topic that will yield substantial knowledge, ignite and/or build on a passion for that subject, and allow the student to both master and enjoy the research process. At the beginning of the semester students are excited about their topics and labor to produce a strong research thesis. The sense of achievement at the end of the semester of producing a 25+ page paper is palpable. The library staff has always well served the needs of Liberal Studies’ students.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Planned changes are as follows:

- Increase the initial number of library workshops from 1 to 2; students as a group will return to the library once more towards the end of the semester to shore up areas of their papers needing further development and to check on citations.
- Request that the librarian include instruction in and help students register for Ref Works at the initial workshop; the chair’s belief students were familiar with the program was ungrounded.
- Stress the importance of books as sources; students increasingly are relying on academic databases because of the ease of accessing electronic sources.

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- Prepare a “Research Methodology” rubric outlining each step in the construction of a senior thesis, from finding a research topic to delivery of the final manuscript. As each step in the process is completed, the teacher will check it as accomplished. At the end of the class, students will hand in all their materials (research proposal, bibliography cards, note cards, no. of conferences sheet, etc.) in a packet to be assessed as part of the Portfolio grade.

Outcome and Past Assessment

Learning Outcome 2: Students write an extended argumentative research paper whose audience is the college-educated individual and that calls for critical thinking and a command of writing and documentation skills.

Is this outcome being reexamined? Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Assessment Activity

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct measure: Instructor critiques the thesis, first in tutorials during the semester and subsequently the finished product; Instructor also provides 2 summative evaluations of the finished product: a grading rubric is completed (distributed the first day of class and included in the syllabus) and a written overall evaluation highlighting the paper's merits and areas for improvement.	Students must produce a 25+ page paper that meets the expectations of the college-educated reader (the intended audience) in argumentation and delivery.	All 13 students submit their essays at least once prior to the end of the semester; students must revise their papers based on faculty evaluation and their own rethinking of their topic. Learning takes place in the tutorial setting with line-by-line review of the paper; multiple rewrites occur; each rewrite is corrected and suggestions for improvement are made; The end product	Critical thinking and mastery of writing and documentation skills are assessed on the "Evaluation of Student Thesis" rubric. Papers are rated from Excellent to Failing under "Topic Analysis," "Claim Analysis," & "Independent Thought and Judgment" (for Critical Thinking); "Organization & Style" (for Writing Skills); and "Format and Documentation" (for documentation and formatting skills. Each of these headings is subdivided into more specific units. The results tabulated for each major rubric are as follows: Critical Thinking 1) <i>Claim Analysis:</i>

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		is.graded and returned to the student.	<ul style="list-style-type: none"> • Claim is substantial; presents facts, definitions, values, and policies (E – 61%; G – 23%; S – 7.7%; U – 7/7%) • Considers and evaluates opposing and/or multiple viewpoints (E – 37%; G – 23%; U – 8%; F 23%) • Analysis reveals sensitivity to conflicting views (G – 31%; S – 8%; S – 8%; F – 8%; N/A 46%) <p><i>2) Independent Thought and Judgment</i></p> <ul style="list-style-type: none"> • Mature thinking (E – 30%; VG – 53%; S – 8%; U – 8%) • Argument fully articulated and convincing (E – 61%; VG – 23%; S – 8%; U – 8%) • Paper comes to a reasoned conclusion [evaluating logic] (E - 38%; VG – 3-%; S – 23%; U – 8%) • Independent points of view (E - 8%; VG – 30%; G – 38%; S – 8%; U – 15%) <p>Organization & Style</p> <ul style="list-style-type: none"> • Paper well-organized and tightly structured (E – 38%; VG – 46%; S – 15%) • Paragraphs fully developed (E – 46%; VG – 38%; G – 16%) • Argument fully articulated and convincing (E – 51%; VG – 16%; G – 23%; U 8%) • Paper comes to a reasoned conclusion
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			<p>[evaluating conclusion as summary statement and creating lasting effect] (E – 46%; VG – 38%; G – 16%)</p> <ul style="list-style-type: none"> • Thesis meets length expectations [25 pages of text] (E – 38%; VG – 38%; G – 23%) <p>Format and Documentation</p> <ul style="list-style-type: none"> • Paper formatted using appropriate documentation style (E – 23%; VG 16%; G 37%; S – 16%; F – 8%) • Internal documentation properly executed (E – 23%; VG – 30%; G – 16%; G – 8%; U 16%; F – 8%) • Works Cited or Reference page(s) correctly executed (E – 30%; VG 23%; G – 16%; S 16%; F – 16%) • Source material effectively integrated into text (E – 69%; VG 16%; U – 8%; F – 8%) • Plagiarism traps avoided (E – 84%; VG – 8%; G – 8%) • Professional appearance of the submitted portfolio (E – 23%; VG – 30%; G – 30%; S – 8%; U – 8%) <p>A student's percentage rating for each of these aspects of the paper were not uniform, although excellent and very good papers usually were equally successful in all the ratings.</p>
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Interpretation of Results

Extent this Learning Outcome has been achieved by students (*Use both direct and indirect measure results*):

1. Critical Thinking (Claim Analysis and Independent Thought and Judgment):

Direct Measure: Although students successfully arrived at a thesis statement that “holds current interest,” “combines their two concentrations,” and “generates arguable claims,” the students were less skilled in “evaluating opposing views and/or multiple viewpoints.” From the first, students are made aware that their thesis must be controversial and consider opposing viewpoints, and their paper is to be argumentative. While students did look at opposition arguments, the analysis was frequently short-shifted. A senior thesis should be full of argument, calling sources to the student’s defense of his/her ideas or refuting the opposing viewpoint, painstakingly dissecting the faults in these arguments, analyzing and synthesizing ideas, and conveying passion for the topic. Too often the refutation was mechanical; in the interest of structuring their essays, students sectioned off part of the paper to consider these opposing viewpoints in turn. Only two or three students worked the opposing viewpoints into the fabric of the entire paper. Too often then students simply were ticking off a requirement by providing a block of paragraphs describing opposing viewpoints instead of making the opposing viewpoints integral to supporting their position. This is the reasoning behind the prevalence of “Good.” “Satisfactory,” and “Unsatisfactory” ratings.

Indirect Measure: The responses here support the conclusion that Liberal Studies students believe that the multidisciplinary approach used had benefits beyond the thesis itself, both academically and in their life in general. The 94.4% positive response to “Classes in my major challenged me to apply my knowledge in new ways” and the 78.9% positive response to “Apply knowledge and skills to new situations” are especially telling. Students also appreciate the one-on-one approach to teaching, the availability of faculty outside the classroom, and the sense of camaraderie with fellow students in the program. All these factors contribute to the cohesiveness of the program and the students’ overall assessment of their experience at Marymount. .

2. Organization and Style:

Students did well in this category, all receiving “Good” to “Excellent” ratings. Papers were well-organized, well-developed, and came to a reasoned conclusion, though some students could have written a stronger ending. Students did fall down in language, sentence structure, and grammar. Papers contained unclear and awkward sentences that were also riddled with infelicitous language, wordiness, empty phrases (“This being said”), and grammatical mistakes. These errors could have been eliminated through more careful proofreading and better utilization of the instructor for draft reviews. Procrastination was a problem, leaving students

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insufficient time for multiple revisions. Students were cautioned that such mistakes detract attention from their argument, cast doubt on their literacy, and diminish the professionalism of their work. While all students did not reach the 25+ pages requirement, all student papers exceeded 20 pages of text.

Indirect Measure: The 78.8% positive response to both “Conduct research to support a position” and “Develop a coherent written argument” support the conclusion that all 13 students received “Good” to “Excellent” in the Direct Measure assessment.

3. Format and Documentation:

Direct Measure: Although class instruction and handouts were provided on this topic, students failed to put photographs, charts, etc. correctly into the body of or in an appendix or appendices to the paper. Although 2 evening sessions (lecture and workshop) were devoted to documentation (citing books, articles, and web materials, preparing the Works Cited and References pages, and providing correct internal documentation), students fell down in this area. Care was taken to insure that every citation in the Works Cited or References pages was linked to corresponding internal documentation and vice versa. Students were often careless here. There was a lecture/workshop on plagiarism; students were surprised to discover that lifting not only ideas but also word choice and sentence structure, as well as patterning arguments after the original without citing the source, constituted plagiarism. Adherence to formatting requirements also needed work. In this area, all students should receive an “Excellent” or “Very Good” rating, as both format and portfolio final presentation instructions and written guidelines were provided; however, the appearance of the completed work was often less than stellar.

Indirect Measure: No responses relative to this Learning Outcome.

Program strengths and opportunities for improvement relative to assessment of outcome:

This Learning Outcome lies at the heart of the Senior Seminar. Increased instruction will be provided for integrating opposing or alternate viewpoints into the fabric of the essay. Workshops on editing sentences and language in student drafts will be included. A thorough review of grammar will be resurrected. Strategies for expanding the paper need to be addressed, as getting those last five pages of text has routinely troubled students. Increased emphasis will be placed on presenting a professional-looking portfolio. Informational emails about requirements and deadlines for graduation from the chair of Liberal Studies were viewed as helpful. The chair believes a statement about academic honesty be included in the questionnaire distributed to graduating seniors since academic integrity is stressed at the university and not always seen as a priority in the workplace.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

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To forestall student procrastination, the chair will set periodic deadlines for submission of student work to assess progress. No paper will be graded unless a completed draft is critiqued at least once. An earlier deadline for submission of the final paper will be set to insure sufficient time for revision. Each conference will be listed and form part of the final grade. Interestingly, the response to “Manage time effectively” on the “2014-15 Graduating Student Survey—Comments—Redacted” was 84.2%,

The portfolios are now submitted electronically. The chair feels that the now-debunked method of producing a physical portfolio employed in the past in both LS 300 and LS 420 gave students a greater sense of pride in their accomplishment and resulted in higher standards of presenting the final product. With a physical document, there is no escaping faulty mechanics (the margins are not even at the bottom of the page; my References are not properly or consistently listed; my paper is not double-spaced correctly throughout, etc.). The document is an artifact, to be handled and shared. (“Here it is; my tome!”) While the chair recognizes this is “retro” thinking, she is considering requiring students to submit a bound as well as an electronic version of their final papers.

Outcome and Past Assessment

Learning Outcome 3: Students prepare for entry into the workforce by producing job-related documents and availing themselves of opportunities within the program for personal and professional development.

Is this outcome being reexamined? Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Assessment Activity

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure: preparation and submission of a professional resume and letter of application involving the following: classroom instruction in resume and letter of application production; tutorials available to LS students by formal agreement between the Career Center and Liberal Studies, providing one-on-one analysis of in-progress and completed resumes; an individual	Students must produce a 1-page chronological resume that includes personal contact information, education, work experience, volunteer service, special skills (including computer skills, language proficiency, etc.), awards and publications; students with substantial experience can submit either a chronological or competency-based	13 student resumes were completed, approved, and included in the final portfolios	The evaluation process occurs in tutorials; multiple versions of the resume are produced and evaluated; the final product must be technically correct, complete, well-developed, and professional-looking. The resumes are rated either acceptable or unacceptable; no grade is given; 13 resumes were approved; corrections, if needed, were made on the final portfolio version and at the end of the semester returned to the student

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critique of the resume by instructor, including suggested revisions; evaluation of final resume for inclusion in the Portfolio	resume of multiple pages		
Direct Measure: Information sessions given by Career Services within the classroom setting on obtaining an internship/job; transitioning from school to work; and utilizing the services available to alumni	Student attendance is required	Roll was taken	Between 11 and 13 students were present for each of these presentations
Indirect Measure Responses to “2014-2015 Graduating Student Survey— Faculty, Advisors, and Courses”	Response on a 5 point scale: 1 (poor) to 5 (excellent) “Percent Good or Excellent;” numerical score converted into percentages; percentages are used in this report; the higher the percentage, the more positive the response	From 18-20 students in Liberal Studies responding to each question asked of 2014-2015 graduating students; tabulation done by the Office of Planning and Institutional Assessment and results released to respective departments	Responses to questions related to this Learning Outcome: <ul style="list-style-type: none"> • “Advisers are available at convenient times” (85%); • Advisers are helpful with selecting courses” (75%) • “Advisers are knowledgeable about my degree requirements” (84.2%); • “Advisers explored my career options with me” (60%); • “Advisers discussed my future education options” (57.9%)

Interpretation of Results

Extent this Learning Outcome has been achieved by students (*Use both direct and indirect measure results*):

Many students, especially those with substantial work experience, already had completed resumes, prepared either in LS 300 or for personal use. All resumes, both first efforts and long-completed documents, are carefully screened for accuracy and completeness, as well as for their professional appearance. Students are taught to express their achievements and experience with strong verbs and provide relevant support; e.g. "Possesses strong verbal communication skills as evidenced by" Students expressed appreciation for the personal attention of both the Career Center representatives and the instructor in perfecting their resumes.

Program strengths and opportunities for improvement relative to assessment of outcome:

While students do not always see the relevance of writing a 25-page scholarly paper to their future jobs, they do appreciate all practical, hands-on-training and information sessions designed to ease their transition from classroom to workplace. Liberal Studies students produce 2 resumes: one in LS 300 and one in LS 420, the later to be included in the senior portfolio and used in job applications. Students welcome the one-on-one critiques of their resume. Students come to understand how the professionalism of their productions reflects on them. In addition, each semester the chair sends several emails to all Liberal Studies students on administrative topics relevant to graduation, such as Continuous Enrollment, programs and information sessions sponsored by Career Services, deadlines for submitting the Petition to Graduate, etc. Students have responded favorably to these emails.

Students also appreciate the availability and knowledge of their advisors..

The next assessment will add oral presentation skills as a direct measure in accessing students' preparedness to enter the workplace. Students give two Liberal Studies' oral presentations, one 10-minute presentation in LS 300 on their 8-page research paper on a topic in one of their concentrations and a 30-minute presentation in LS 420 on the Senior Seminar topic integrating their two concentrations (15-20 minutes on the results of their investigation followed by a 10-15 minute question-and-answer session during which students respond to questions from their peers.

The low scores on "Advisers explored my career option with me" (60%) and "Advisers discussed my future education options" (57.9%) are troubling but accurate. Advising Liberal Studies majors in these areas is difficult. When students seek advice about their future options, beyond offering cursory advice, I refer them either to a counselor in Career Services or to their concentrations' chairs. The chair visited the Office of Career Services, seeking information about careers in Liberal Studies. The chair was directed to a sizeable

[Type text]

[Type text]

[Type text]

book listing academic majors and job options; Liberal Studies was not even listed in the “go-to-book” Career Services uses to counsel students!

There are two faculty who assist the chair in registering our students: one is a mathematician; the other a theology and religious studies professor. They too feel ill-equipped to counsel Liberal Studies majors about where students can use their degree. Professional career advisors are needed.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

A Career Services representative will be asked to visit the LS 300 classroom (junior year portfolio course) to discuss obtaining an internship. The chair (who acts as the AIM) will also provide an information session to LS 300 students on the specific requirements for an internship in Liberal Studies. While each student speaks with the AIM individually about their specific internship (prior to approval) in which the AIM explains the purposes of an internship and the specific Liberal Studies requirements and provides a syllabus for the course, reaching out to juniors in the LS 300 classroom as a group early in the semester will explain the entire process and hopefully ease concerns, help prevent misinformation, and activate students to begin their internship search early. Students must also be made aware of new guidelines that might be forthcoming once the dean of career services completes his review of internship practices across the disciplines.

Chairs are able to provide new items to be included in the next Graduating Student Survey. The chair will suggest the following be added:

- Students were equipped to prepare a professional resume.
- The Office of Career Services provided help with preparing my resume.
- Informational classroom sessions by the Office of Career Services were helpful.
- Informational e-mails about requirements, deadlines for graduation, etc. from the chair of Liberal Studies were helpful.

A complete student learning assessment report includes appendix of rubrics, survey questions, or other relevant documents and information.

Appendix



MARYMOUNT
UNIVERSITY

School of Arts and Sciences



COURSE SYLLABUS

Course Number LS 420	Course Title Senior Seminar		
Fall Semester	Spring Semester XXX	Summer Semester	Year 2015
Name of Instructor Dr. Lucille Guss			
Meeting Day, Time, and Room Number Thursday, 6:30 pm – 9:15 pm Gailhac 1018			
Final Exam Day, Time, and Room Number No Final Exam Portfolio Due: April 30 (No Exceptions!) Oral Presentations: April 30 & May 7			

[Type text]

[Type text]

[Type text]

<p>Office Hours, Location, Phone Office: Butler Hall G108 Office Hours: M 11:30 am – 3:30 pm; W (Variable); and TH 2:00 pm – 3:30 pm & 5:00 pm – 6:00 pm; & By Appointment Phone: 703-284-1640</p>
<p>E-mail lucille.guss@marymount.edu</p>

UNIVERSITY STATEMENTS

Academic Integrity

By accepting this syllabus, you pledge to uphold the principles of Academic Integrity expressed by the Marymount University Community. You agree to observe these principles yourself and to defend them against abuse by others.

Special Needs and Accommodations

Please advise the instructor of any special problems or needs at the beginning of the semester. If you seek accommodation based on disabilities, you should provide a Faculty Contact Sheet obtained through the Office of Student Access Services, located in Rowley Hall.

Access to Student Work

Copies of your work in this course including copies of any submitted papers and portfolios may be kept on file for institutional research, assessment and accreditation purposes. All work used for these purposes will be submitted anonymously.

Student Copyright Authorization

For the benefit of current and future students, work in this course may be used for educational critique, demonstrations, samples, presentations, and verification. Outside of these uses, work shall not be sold, copied, broadcast, or distributed for profit without student consent.

University Policy on Snow Closings

Snow closings are generally announced on area radio stations. For bulletins concerning Marymount snow or weather closings, call (703) 526-6888. Unless otherwise advised by radio announcement or by official bulletins on the number listed above, students are expected to report for class as near normal time as possible on days when weather conditions are adverse. Decisions as to snow closing or delayed opening are not generally made before 5:00 AM of the working day. Students are expected to attend class if the University is not officially closed.

1. BROAD PURPOSE OF COURSE (Include the catalog description)

Examines ways to integrate learning in the two chosen concentrations. Using computer technology, the student conducts research to identify a suitable topic for a major thesis paper requiring scholarly support in students' two concentrations. When the thesis is completed, students are to submit their Portfolios electronically. They are also required to present and defend their theses orally to the class. Prerequisite: LS300 and senior status. (Liberal Arts Core/University Requirements Designation: INQ, WI)

2. COURSE OBJECTIVES/LEARNING OUTCOMES

Core Learning Outcomes: University Requirements

Global Perspective

- a. Students will demonstrate an understanding of the interconnectedness of human problems and concerns across cultures and nations as expressed in shared social, political, and humanistic problems.
- b. Students will evaluate how culture shapes identity development, values, assumptions, and approaches to problem solving.

Core General Learning Outcomes: Skills

- a. Students will practice analytical discourse, critical reasoning, and problem-solving through close textual analysis and comparison of opposing viewpoints.
- b. Students will apply knowledge and experience in analyzing texts to constructing their own argument.

Course-Specific Outcomes: Writing and Research Intensive Course

Upon successful completion of this course students will be expected to:

[Type text]

[Type text]

[Type text]

-
- a. demonstrate understanding of how to conduct scholarly research using computer technology to secure appropriate resources (primary and secondary) and to prepare a working bibliography of both books and articles in academic databases and in the two fields of concentration
 - b. demonstrate critical thinking in developing a central argument (thesis) in an extended prose essay (25+ pages of text), in defining its components, in anticipating and responding effectively to differing points of view, and in formulating a logical and persuasive conclusion
 - c. successfully integrate in the thesis the two fields of concentration
 - d. participate in several student-teacher tutorials to critique the paper at various stages in its writing. Thus, the paper will undergo a continuous process of revision and rewriting. There will be one final tutorial session during which the entire paper as a whole is assessed.
 - e. communicate student's finding and conclusions to the class in a presentation, followed by a question-and-answer session. The presentation and question-and answer session should last approximately ½ hour. Students are encouraged to use PowerPoint or other appropriate enhancements.
 - f. produce an E-Portfolio that is a cumulative result of the student's written academic output in the Liberal Studies program, including an up-to-date resume. The centerpiece of the Portfolio is the essay written for LS420.
 - g. employ MLA or other documentation style appropriate to the student's field of inquiry.

The heart of this course is inquiry-research-writing. From the first class, students must be engaged in the writing process—from deciding on a topic to researching, drafting, revising, and documenting their work. During the semester tutorials will be scheduled for critiquing essays. Students should simply make an appointment to see the teacher when needed (plan on about 1 hr. per session) during which their most recent work will be examined and overall progress discussed. Students can seek advice at any stage of the writing process--to talk about topic selection, the formulation of the thesis statement, the overall direction of the paper, research methods, structuring, developing, or writing the paper, or the mechanics, format, and documentation of the essay. This approach will allow students to see and correct their mistakes, revise their papers, and continue with a clearer vision of what should follow. What usually happens within the tutorial setting is that students eventually take on the teacher's role and come to assess their own work. As often as students revise a paper, the teacher will read it. Students must remember they are enrolled in Liberal Studies; a Humanist sees things not as they are but as what they can be. In this class, we are aiming for academic excellence.

NO UNREVIEWED PAPER WILL BE ACCEPTED.

3. TEACHING METHOD (lecture, laboratory, audio-visual, clinical experience, discussion, seminar, tutorial)

[Type text]

[Type text]

[Type text]

The course employs lecture, library workshops, and tutorials that are scheduled throughout the semester.

4. GRADING POLICY (i.e., number of graded assignments, weight given to each)

Assignments and Grading Policy

Completed Thesis.	80%
Resume.	5%
Oral Presentation	10%
Portfolio.	5%

There is no midterm or final examination.

There is no midterm grade reported.

Attendance and Grading Policy

Attendance at all classes, included library sessions, is expected. An occasional absence is understandable, especially if students have home or work commitments; however, the instructor reserves the right to lower a student’s grade for insufficient attendance.

“Insufficient attendance” is defined as absence from more than two class periods.

A student who is unable to present on the evening his/her oral presentation is scheduled will receive an F and be awarded 0 points.

Students must be present in class both evenings that oral presentations are given or they will receive an F and be awarded a maximum of 5 points for their presentation.

Absences from Library workshops cannot be made up, and 5 pts. (1/2 a grade) will be deducted from the student’s thesis grade for failure to attend.

Important Dates:

- January 21: last day to register or add a class
- February 7 : last day to withdraw from a class without academic record
- March 21: last day to withdraw from a class without academic record

AN INCOMPLETE IN THIS COURSE WILL NOT BE GRANTED UNLESS THERE ARE SERIOUS CIRCUMSTANCES DELAYING THE SUBMISSION OF THE THESIS AND ONLY WITH THE PERMISSION OF THE DEAN.

Grading Criteria for Senior Thesis

LS 420 Senior Seminar: Evaluation of Student Thesis

Your paper will be evaluated according to the following criteria: Critical Thinking, Scholarship, Organization and Style, and Documentation. Possible grades are as follows: Excellent (E), Very Good (VG), Good (G), Satisfactory (S), Unsatisfactory (U), and Failing (F).

	E	VG	G	S	U	F
1. Critical Thinking						
• Topic Choice						
a. Suitable for Scholarly Research						
b. Controversial Topic						
• Topic Analysis						
a. Holds current interest						
b. Integrates two concentrations						
c. Generates arguable claims						
d. Provides new information to read						
• Claim Analysis						
a. Claim is substantial; presents facts, definitions, values, policies						
b. Considers and evaluates opposing views and/or multiple viewpoints						
c. Analysis reveals sensitivity to conflicting views						
• Independent Thought and Judgment						
a. Mature thinking						
b. Argument fully articulated and convincing						
c. Paper comes to a reasoned conclusion						

[Type text]

[Type text]

[Type text]

d. Independent points of view						
2. Scholarship						
a. Scholarly information in each concentration						
b. Quantity of sources						
c. Quality of sources (e.g., bibliographies, scholarly journals, indexes, databases, professional publications, bibliographical resources)						
d. Critical analysis of sources (e.g., timeliness, stability, bias, reputation, relevance)						
e. Balance between primary and secondary sources (if applicable)						
3. Organization and Style						
a. Paper well-organized and tightly structured						
b. Paragraphs fully developed						
c. Argument fully articulated and convincing						
d. Paper comes to a reasoned conclusion						
e. Thesis meets length expectations						
4. Format and Documentation						
a. Paper formatted using appropriate documentation style						
b. Internal documentation properly executed						

[Type text]

[Type text]

[Type text]

c. Works Cited or Reference page(s) correctly done						
d. Source material effectively integrated into text						
e. Plagiarism traps avoided						
f. Professionalism of the submitted Portfolio						

Additional Comments:

Each student is also given a detailed written evaluation of his/her work, highlighting both the positive and negative aspects of the paper and suggesting avenues for improving it.

5. CLASS SCHEDULE (List topics to be covered with approximate dates of presentation)

See Blackboard for class schedule.

6. REQUIRED TEXTS

White, Fred D., and Simone J. Billings. *The Well-Crafted Argument: Across the Curriculum*.

Boston: Wadsworth, 2013. Print.

If you do not already own a copy of *The MLA Handbook* from LS 300 and are thinking of attending Graduate School, I suggest you buy this essential work:

The Modern Language Association of America. *The MLA Handbook for Writers of*

Research Papers. 7th ed. New York: Author, 2009. Print.

Those students who prefer to use another documentation style—APA, Chicago, etc.—may elect to do so. A stylebook is recommended. Style manuals are available in Reinsch Library for use.

Students may also want to consult the Perdue Owl Online Writing Lab for an excellent guide to research and citation and especially to the “Citation Style Chart” which offers a side-by-side comparison of MLA, APA, and CMS styles
<https://owl.english.purdue.edu/owl/resource/949/1/>

Library instruction in Ref/Works software is available for all documentation styles. Contact the Librarian or IT for training sessions.

7. REQUIRED OR SUGGESTED READINGS OR AUDIO-VISUAL MATERIALS

Most of the reading in this class will be related to the student’s research topic. To help you get acquainted with your subject, consult the “Getting Started Guides” prepared by the Library and Learning Services available on-line <http://www.marymount.edu/academics/lis/Research/ResearchGuides.aspx>>. These Guides list the major resources in individual fields (Art History, Economics, Politics, etc.) and include books, articles, databases, and web sites. They are also helpful in identifying topics. You are encouraged to ask professors in your fields of concentration about suitable topics. They want to show their enthusiasm for and love of their discipline and would be delighted to talk about what interests you. Needless to say, the Research Librarian assigned to Liberal Studies is always available for help. Our Library Liaison is Gwen Vredevoogd, 703-526-5835, gwen.vredvoogd@marymount.edu.

Grading Criteria and Evaluation Rubric for Senior Thesis

LS 420 Senior Seminar: Evaluation of Student Thesis

Your paper will be evaluated according to the following criteria: Critical Thinking, Scholarship, Organization and Style, and Documentation. Possible grades are as follows: Excellent (E), Very Good (VG), Good (G), Satisfactory (S), Unsatisfactory (U), and Failing (F).

	E	VG	G	S	U	F
1. Critical Thinking						
• Topic Choice						
c. Suitable for Scholarly Research						
d. Controversial Topic						
• Topic Analysis						
e. Holds current interest						
f. Integrates two concentrations						
g. Generates arguable claims						
h. Provides new information to read						
• Claim Analysis						
d. Claim is substantial; presents facts, definitions, values, policies						
e. Considers and evaluates opposing views and/or multiple viewpoints						
f. Analysis reveals sensitivity to conflicting views						
• Independent Thought and Judgment						
e. Mature thinking						
f. Argument fully articulated and convincing						
g. Paper comes to a reasoned conclusion						

[Type text]

[Type text]

[Type text]

h. Independent points of view						
2. Scholarship						
f. Scholarly information in each concentration						
g. Quantity of sources						
h. Quality of sources (e.g., bibliographies, scholarly journals, indexes, databases, professional publications, bibliographical resources)						
i. Critical analysis of sources (e.g., timeliness, stability, bias, reputation, relevance)						
j. Balance between primary and secondary sources (if applicable)						
3. Organization and Style						
f. Paper well-organized and tightly structured						
g. Paragraphs fully developed						
h. Argument fully articulated and convincing						
i. Paper comes to a reasoned conclusion						
j. Thesis meets length expectations						
4. Format and Documentation						
g. Paper formatted using appropriate documentation style						
h. Internal documentation properly executed						

[Type text]

[Type text]

[Type text]

i. Works Cited or Reference page(s) correctly done						
j. Source material effectively integrated into text						
k. Plagiarism traps avoided						
l. Professionalism of the submitted Portfolio						

Additional Comments:

Each student is also given a detailed written evaluation of his/her work, highlighting both the positive and negative aspects of the paper and suggesting avenues for improving it.

Sample of Written Evaluation of LS 420 Theses; each student received a written appraisal of his essay in addition to the grading rubric.

“Mental Illness Within the Criminal Justice System”

Let me begin by saying that your paper was extremely interesting, well-organized and convincing. It was well-structured, intelligent, and informative. It was also an enjoyable read. The topic is current and controversial, and it is an important topic that needs attention and is recognized by all even though we, the public, shy away from the problems that mentally ill people have with the police . Your commitment to drawing attention to this problem is evident throughout. You clearly established the thesis as growing out of your two concentrations.

As you look through the paper you will see a multiplicity of small corrections with diction, grammar, and sentence structure. You are a fluid writer, and should be applauded by your direct and clear prose. However, all the mistakes, however small, detract attention from your argument as the reader must struggle with small failings that detract from the professionalism of the paper. Here is what you should correct:

1) *Language, Sentence Structure, Grammar*

- Watch out for such phrases as “Being that” used repeated throughout; it is colloquial and shouldn’t be used in scholarly papers. Also eliminate the phrase, “This being said” especially when introducing a new sentence.
- You are often guilty of wordiness—I have crossed out words in sentences that should be eliminated and the sentence reworded to make it more concise and clear.; e.g. “These journals take a look at all aspects....” Simply write, “These articles will examine many [you really can’t say “all”] aspects. . . .” In addition to corrections connected to style, you must address other areas needing attention.

2) *Formatting*

- Use a consistent font throughout. You have a larger font for the title page, smaller font for quotations, and the same small font for your Works Cited.
- Skip only 2 lines between paragraphs (not 4) and between citations in the Works Cited.
- Also you should skip only 2 lines before and after an indented quotation.
- Consistently keep a bottom margin of 1 in. You occasionally leave too large a space at the bottom of your paper.

3) *Works Cited page and Internal Documentation*

[Type text]

[Type text]

[Type text]

-
- You have done an outstanding job on your sources. You have given a varied and full bibliography of excellent sources from which you have chosen very sound quotations with you weave effortlessly into your paper.

Try to correct the following:

- In your Works Cited you have repeatedly used the term “Web” alone. This implies that all your sources are from the Internet. They are scholarly choices. I assume you found them on academic databases. If so, you must put the name of the database (*Psychological Abstracts*, *Lexis Nexus*, etc.) before you put the word web.
- You must always include the date you accessed the material; e.g. 3 Mar. 2015.
- In the internal documentation, you must always include the page where you found the quote or to which page you refer when summarizing. If the print-out you used does not paginate the source (which is why I encourage students to use the PDF version if available), you must put [n. pag.] in brackets within the parenthesis:
e.g. (Smith, [n. pag]).

4. *Conclusion*: Write a stronger conclusion; your ending should be more impassioned. Your paper fades away with no real lasting impression.

You have done so much that is truly good in this paper—research, documentation, structure, arguments—that is clear. It is also clear that you must work on your time management. I think it is evident that if you had had time to submit this paper one last time, you would have had the opportunity to revise, to polish this essay. All of your mistakes could have been easily corrected; there are no substantive problems. I’m sure, if it had been corrected and resubmitted, it would have received a higher grade.

2014-15 Graduating Student Survey - Evaluation of Preparation

AS

UG

Liberal Studies

	<i>Responses</i>	<i>Percent Good or Excellent</i>	<i>Mean</i>	<i>Std Dev</i>
Find a job in your field	19	57.9	3.737	0.991
Succeed in a job in your field.				
Attain a promotion within your existing employment situation				
Pursue more education in your field.				
Conduct research to support a position.				
Develop a coherent written argument.				
Deliver a coherent oral presentation.				
Use quantitative/qualitative techniques within your professional field.				
Determine the most ethically appropriate response to a situation Understand the major ethical dilemmas in your field.				
Work as part of a team Lead a team.				
Manage time effectively.				
Use technology effectively in a workplace environment. Apply knowledge and skills to new situations.				
Solve problems in your field using your knowledge and skills.				
Find appropriate sources of information. [Type text]				
	[Type text]			
				[Type text]

19	63.2	3.789	1.084
18	61.1	3.667	1.188
19	68.4	4.053	0.970
18	77.8	3.944	1.110
19	78.9	4.158	1.068
17	70.6	3.882	0.857
18	72.2	3.944	0.873
17	76.5	4.059	0.899
17	76.5	4.118	0.928
18	77.8	4.278	0.826
17	76.5	4.176	0.951
19	84.2	4.316	0.749
18	72.2	3.944	0.998
19	73.7	4.105	0.937
19	78.9	4.316	0.820
19	84.2	4.263	0.733
19	84.2	4.316	0.74

2014-15 Graduating Student Survey - Faculty, Advisors, and Courses

AS

UG

Liberal Studies

	<i>Responses</i>	<i>Percent Good or Excellent</i>	<i>Mean</i>	<i>Std Dev</i>
Faculty members have a high level of expertise in their fields.	20	75.0	3.950	0.826
Faculty members are approachable.	20	85.0	4.050	0.759
Faculty members are available to address my needs outside of class.	20	75.0	3.850	0.875
Advisers are available at convenient times.				
Advisers are helpful with selecting courses.				
Advisers are knowledgeable about my degree requirements.				
Advisers explored my career options with me. Advisers discussed my future education options.				
Classes in my major were generally available during semesters I need them.				
Classes in my major were offered at convenient times.				
Classes in my major challenged me to apply my knowledge in new ways. Classes in my major were academically challenging.				
Elective courses were generally available during semesters I need them. Elective courses were offered at convenient times.				

Sufficient electives were offered to meet my needs.
 Elective classes were academically challenging.
 Classes in the liberal arts core were academically challenging.

Responses on a5 point scale: 1 (poor) to 5 (excellent)

20	85.0	4.000	0.725
20	75.0	3.900	1.021
19	84.2	3.842	1.068
20	60.0	3.550	1.146
19	57.9	3.474	1.124
19	78.9	4.000	0.816
19	73.7	3.842	0.765
18	94.4	4.056	0.416
19	89.5	4.105	0.567
19	78.9	3.895	0.937
18	72.2	3.722	0.826
19	78.9	3.842	0.834
18	77.8	3.944	0.639
19	89.5	4.105	0.567

Responses on a5 point scale: 1 (poor) to 5 (excellent)

2014-15 Graduating Student Survey - Comments- Redacted

AS UG

Liberal Studies

What are the strongest aspects of your MU education?

What aspects of your MU education need the most improvement?

If you have any other comments regarding your MU education, please provide them here.

Knowing that I come from a strong, diverse, respectable university

N/A

I really loved MU, I made the right choice by coming here

The faculty of Marymount have been extremely supportive and a great tool for enhancing my education. I have thoroughly enjoyed almost every class I've taken and knew immediately that I had found my place at MU.

The only thing I would improve would be the amount of classes offered at opportune times for full-time workers/students.

The Math Department has amazing and super helpful faculty!

The communication between departments and different offices

The one on one experience with teachers, and a close bonding with other students within the same major.

The old buildings need to be renovated and the bathrooms need ventilation.

I think dining places, and food need to be more reasonably priced. All food and drinks on campus are very overpriced and not everyone can afford the high priced items.

The wealth of knowledge I've amassed here that applies not just to my major but to other academic aspects.

N/A

It was an amazing experience here at MU!

Study Abroad you \$30K

Customer service, make student feel like customers, we do pay

Better customer service
No black mold in dorms
Longer health center hours
1 day weekend hours

N/A

N/A

N/A

Learning teamwork and getting to know new people and experience new events. As well as grow, although it is a small school, I've learned a lot in this Little Pond

Some teachers were cool but some are just shitty

More sports (intermural as well)
More college friendly lounges
Off campus food
New lax locker room

Growing as a person and in my field

Facilities

N/A

N/A

N/A

Being in such a tight knit community
Somebody always around
to help

[Type text]

[Type text]

[Type text]

AS UG

Liberal Studies

What are the strongest aspects of your MU education?

What aspects of your MU education need the most improvement?

If you have any other comments regarding your MU education, please provide them here.

Mixing a full time job with school

Actual openness to diverse student body
Livable, working, clean facilities that are fully functional

Overall I am disappointed in my experience at MU. When I came there was zero effort to help me meet people, additionally, the "rules" of the residence halls are inhibiting students from acting as fully functioning adults. Which according to the US Gov't they are...they should be treated as and expected to act as such.

Cultural experience
MU gt floor

Ballston campus
Cafe
Keep on doing a great job with student

and



Academic Year : 2014-2015

Program: Liberal Studies