

PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION
Academic Program Review Summary Form
Board Of Governors Policy 1986-04-A
Report for Master of Liberal Arts for 2008-09

For guidelines, data, and other information on preparing the report, see
www.lhup.edu/planning-and-assessment/program/program.htm

University Lock Haven University **Degrees Offered** Master of Liberal Arts

Division/Unit Graduate Studies **Program** Master of Liberal Arts

Date of 5 yr Review 2003 **Date of Current Review** 6/15/2009

I. Composition of Review Team

Ellen P. O'Hara-Mays	Director of MLA
Campus Review Team Members:	MLA Advisory Committee

II. Program Data

Insert other relevant program data related to the program review in the blank rows.

	Insert Appropriate Academic Years Below				
	Prior Year 2004-05	Prior Year 2005-06	Prior Year 2006-07	Prior Year 2007-08	Current 2008-09
Student Enrollment (FTE)	6	12	14	17 (18.17)	12 (20.17)
Program Budget	\$1,076	\$2,161	\$3,800	\$4,500	\$3,462
Program Cost (personnel)				\$307,042 (\$223,444)	\$293,106 (\$158,681)
Program Revenue				\$148,638	\$165,002
Program Cost / Student FTE				\$18,609 (\$12,297)	\$24,683 (\$7,867)
Faculty FTE	0	1.8	1.8	2.7 (2.23)	1.1 (1.52)
Majors Enrolled (Fall Headcount)	19	24	26	29	32
Program Graduates	4	10	8	8	8
Sec-Enr*CredHrs	141	282	342	396 (327)	285 (363)

The MLA contest the budgetary number provided by Institutional Research. Note the highlighted areas for discussion. Data is presented in the appendix to the report.

A finer breakdown needs to be made of the Program costs by Institutional Research to include a line for each item charged (Personnel, Operating, & Other) against the department. In addition, it is

recommended that an estimate of revenue generated by the program be added to the annual report along with productivity and DFWI data for review. My thought is an interactive web site where all data can be reviewed by department to ensure accuracy and appropriateness of assessment.

It was a strategic decision to move the MLA program to a full funded and staffed program at the graduate level. The program appears to be moving in the right direction. The program's growth has shown that it can be a cost effective program and will grow with additional marketing.

Accreditation Status:	Affiliation
Accrediting Agency:	Association of Graduate Liberal Studies Programs (AGLSP)
Effective Date:	2004

Program Context

How This Program Relates to and Supports the University's Mission and Strategic Plan

The MLA Program aligns itself with the University's strategic plan by:

- **Diversity Student recruitment and enrollment** – The MLA is at this time the only venue for International students to participate in Graduate programming at the University and the program has taken the strategic position to carefully address the Homeland Security issues for these students by offering a face-to-face classroom experience and at the same time serving the need of off-campus students through the use of web casted lectures.
The MLA has attracted a number of ethnically diverse students to the program and has demonstrated through the capstone projects that the personalization of the program study for these students assists in their personal and professional development. The MLA utilizes an ethnically diverse faculty to teach in the program to provide courses that address international, cultural, ethnic and women's issues.
- **Online Programming** – Although the roots of the program are in seminar-based courses the faculty has explored and developed highly interactive seminar courses in the online format. These courses serve as the core course requirements of the MLA program and have been developed and offered to a going off-campus constituency. There is a steady growth in the online student participation, attracting a diverse, older non-traditional student audience.
- **Economic Development** - A critical resource for business and industry is human capital – a resource for which higher education is the primary developer. Economic development and prosperity in the region and state will depend, in large part; on the University's ability provide the necessary human capital through graduate programming, and distance education. The University has many opportunities to grow and change. Our plans include steady enrollment growth over the next several years and the expansion to the undergraduate, graduate, and distance education programs.

External or Environmental Factors Affecting the Program

Obstacles 1 – Growing the Program: Lock Haven University's does not have a marketing plan for the University that addresses the marketing of individual programs. It is time one was developed and funded for success. The MLA Program is one of the University's best kept secrets. It allows an individual to build a program of study around their personal interest. The difficulty is in finding these potential students for marketing purposes since they cannot be conveniently located in large groups at conferences or places of employment. Target audiences should include but not

be limited to teachers that require discipline specific courses for Act 48 programming, seniors in the honors program, and students participating in the international program. A thorough market survey needs to be done to identify other audiences. It is anticipated that the identified audiences will enhance the number of matriculating students and the continuing education enrollments.

Obstacles 2 – Accurate Data on Program: Lock Haven University's student information system codes the faculty and course badly making it difficult to calculate the program revenue and expenses. The MLA cannot be unique in addressing this issue and a more efficient and accurate coding process needs to be implemented.

Demand for This Program and its Graduates (Current and Anticipated)

Lock Haven University's MLA Program is the only such program in the Pennsylvania State System of Higher Education. Thus, it is uniquely situated to appeal to a group of potential candidates who are not looking necessarily for field specific graduate studies. Moving the MLA program online using the eCollege platform and the Internet-based technologies has helped the program grow. It is expected that blogging, social networking, and wiki's will allow the MLA program's to building learning communities around state.

MLA Mission Statement:

The Master of Liberal Arts program is designed for adults who wish to study the liberal arts in depth. Its focus is on the development of intellectual skills that dispel illusion and foster the unimpeded activity of our most fully human powers of thought and action. The topics studied are chosen for their ability to illuminate the perennial concerns of human life, challenge the conventional assumptions of the current age, and, above all, communicate the delight of discovery and strength of understanding. The program will enhance a student's ability to analyze, synthesize and appreciate a broad spectrum of knowledge drawn from a variety of disciplines.

Numbers of students in the program have been increasing over the past seven years, and anticipated enrollments have accelerated due to the full online capability and increased marketing, the MLA Program should anticipate a continued steady growth.

III. Progress since Last Review

This should be a status report of actions taken since the last review, if applicable.

Student Learning Outcomes

Revision of LART 600 Core Introductory Seminar: Research Methods and Interdisciplinary Thought. The syllabus for the Core Introductory Seminar was revised in AY 2007-08 and this year the online course was revised to reflect the changes. Preliminary data indicates that the changes have improved the understanding of the requirement and the development of the projects.

Revision of the Capstone Project: The capstone project originally was done in the last semester of the MLA program and many times the students were unable to complete the task. By changing the requirement and spreading the credits over two semesters the

students are doing a substantially better job on the projects and completion rates are increasing.

Capstone Presentation Criteria: Student that are online have been given the option to present to an alternative audience and provide the MLA committee with video copy to review and assess. They are however encouraged to present at the capstone forum if possible. One student took advantage of this option this year.

Assessment Data Collection: The new rubrics were developed and assessment data collected for each student. The new rubrics set clear expectations for both the student and advisor and by doing so the quality of the capstones has improved.

Program Outcomes

LART 698 Enrollment Issue resolved

Alumni Survey completed

Conversion of core courses to an online format completed

Plan developed for the development of disciplinary course and organization into tracks.

LART 680 Capstone Course replaced with LART 699 Independent Study

Student Learning Outcome Goal for AY 2009-10

Implementation of competency-based assessment of MLA standard for baseline data.	Assessment management through Foliotek ePortfolio system	Implementation Fall 2009
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Program Goal for AY 2009-10

Accreditation	While the MLA Program is affiliated with the Association of Graduate Liberal Studies Programs (AGLSP), initial steps have been taken to begin accreditation affiliation with the new American Academy for Liberal Education association: http://www.aale.org/highered/index.htm . Standards were written into the new LART600 syllabus, and other information gathering steps are being taken.	Spring 2010
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IV. Outcomes Assessment (PASSHE Board of Governors Policy 1997-01)

Student Learning Outcomes (list goals and outcomes)

See attached Learning Outcomes Assessment Worksheets.

Program Outcomes (list goals and outcomes)

See attached Program Outcomes Assessment Worksheets.

V. Strengths

Student Learning

The Alumni Surveys show that the student graduating from the program are enthusiastic about their experience and have been word of mouth recruiters for the program.

Other Program Areas

Steady growth in the program has continued, largely due to increased online modalities.

Refinements continue to be made to the procedures for matriculation, degree completion, and Capstone studies as a result of the change to a mainly virtual environment.

VI. Areas in Need of Improvement

Student Learning

Assessments need to be devised for course objectives, as well as Capstone Projects. This will be an ongoing project, but the use of Foliotek will greatly assist in this project. Once these assessments are in place, distinct areas of student learning outcomes will be analyzed, allowing for improvements overall.

Other Program Areas

While student enrollments have continue to increase, the numbers of courses offered online for fall 09 have not met expectations. To attract students, the schedule needs to reflect varied interests and the interdisciplinary nature of the degree, even at the risk of low enrollments in the interim.

Steps need to be taken to track student procedures and progress through Capstone Project completion. Database is being developed to assist the program in tracking data.

VII. Action Plan

Student Learning Outcomes

Goals	Action Plan	Date
Assess Capstone Projects	Use ePortfolio system to collect data. See worksheet	AY 2009-10
Assess online course goals and objectives	Use ePortfolio system to collect data. See worksheet	AY 2009-10

Program Outcomes

Goals	Action Plan	Date
Accreditation	Explore the requirements and make recommendation to Administration. See worksheet	Spring 2010
Database to track program data	Prepare a database for program tracking needs from data collected. See worksheet	Spring 2010

Resources

Please comment on what additional resources you need and why. Please relate requests specifically to demonstrated findings about student learning. Include evidence that indicates the planned use of resources will be the most effective way to address the need.

RE: Faculty Complement

The MLA requires a faculty complement of a minimum of three FTE faculties. That is 9 courses per semester. This can be provided through the hiring of full time faculty or through the allocation of contract hours with faculty teaching in other departments. With the current staffing, that would mean a minimum of four courses offered by alternative departments. These should not be held to the “no overload” policy and should be evaluated based on enrollment growth in the department. While Dr. Jenkins was on Sabbatical the variety of courses offered suffered and several student commented on the lack of diversity of offerings.

There are also financial needs of the department for an increase in operating costs, in this year the budget monies were taken from the account in December and it was necessary to pay affiliation subscription using monies from the foundation.

While departments were promised disbursements for copying costs and for travel, formerly resident with the dean’s office or elsewhere, these additions were not seen in the amount provided for the latest MLA yearly budgets and the MLA must now share in the leasing of a new copying/printing machine’s care and maintenance.

It is hoped that these conditions will be reflected in next year’s budget.

VIII. Comments

IX. Actions Planned by the University

- | | |
|---|---|
| <input type="checkbox"/> Continue Program | <input type="checkbox"/> Continue Program and Revise as Indicated |
| <input type="checkbox"/> Place in Moratorium | <input type="checkbox"/> Interim Review |
| <input type="checkbox"/> Discontinue Program | <input type="checkbox"/> Reorganization |
| <input type="checkbox"/> Pursue Accreditation | <input type="checkbox"/> Other (Please explain below) |

_____	_____
Department Chair	Date
_____	_____
Program Coordinator	Date
_____	_____
Program Review Chair	Date
_____	_____
Provost or Vice President	Date

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA
Appendix to Academic Program Report: Additional Evidence of Program Quality
for Master of Liberal Arts for 2008-09

University Lock Haven University **Degrees Offered** Masters of Liberal Arts

Division/Unit Graduate Studies **Program** Master of Liberal Arts

A. Additional Evidence of Student Achievement or Success

Capstone Forum, December 10, 2008

1. Yishi Li: Child Obesity: A Generation at Risk
(Sponsor – Paddy O’Hara-Mays)
2. George Lutz: A Nonviolent Society: The Cultural Evolution of Humans Beyond the Use of Violence
(Sponsor – Robert Sandow)
3. Tara Myers: Metamorphosis on Olympus; Hera’s Revenge
(Sponsor – John Wilson)
4. Mark Rayman: The Evolution of Sports Broadcasting: Past, Present and Future Technologies in Collegiate Athletics
(Sponsor – Paddy O’Hara-Mays)
5. Melissa Stizer: Tea Bar: A Business Plan for a Timeless Tradition with a Modern Twist (Sponsor – Cori Myers)

Capstone Forum, April 29, 2009

6. Kimberly Andretta: Teenage Pregnancy
(Sponsor – Greg Walker)
7. Wan-Tzu (Katrina) Chen: How Effective is Using CALL (Computer Assisted Language Learning) for ESL Language Instruction in Primary and Secondary School Settings
(Sponsor – Eduardo Valerio)
8. Jinping Jiao: Marketing the MLA Program at Lock Haven University to China
(Sponsor – Paddy O’Hara-Mays)
9. Youness Mountaki: Arabic Instruction in the USA: Methods of Teaching
(Sponsor – Eduardo Valerio)
10. Jessica Schur: Beech Creek Watershed: Analysis of the Prospects and Consequences of Natural Gas Drilling
(Sponsor – Mohamed Khalequzzaman)
11. Malgorzata Strep : Choice Theory – A Powerful Tool to Increase Student’s Motivation and Teach Students Responsible Behavior
(Sponsor – Nate Hosley)
12. Blair Wynn : Leadership in Sports
(Sponsor – Jeff Walsh)

Graduate Assistantships

1. Yizhi Li, Women's Volleyball – coaches, recruits and supervises the conditioning and weight training of athletes in the program.
2. Youness Mountaki, MLA/MED – assist with the online program and assessment tracking.
3. Jessica Schur, eCampus - provides course building support for faculty teaching online.
4. Jinping Jiao, International Office - complete research on international education related matters, compile documentation and reports on IIS programs, and prepare informational materials for students interested in LHU international programs.
5. Malgorzata Strep, Haven Achievers - develops and enhances academic skills of at risk students and worked on the development of the new LHU web site.
6. Thomas Ndeto assisted with the development of the new LHU web site.
7. Nicole Jacobs worked on developing new LHU web site and assisted with the Honor's program activities.
8. Christopher Spinks, Men's Soccer - coaches, recruits and supervises the conditioning and weight training of athletes in the program.

Admissions to Graduate Schools (Current Academic Year Only)

Jessica Schur and Youness Mountaki applied and were accepted to PhD programs.

B. Additional Evidence of Faculty Distinction

Professional Publications (e.g., books, essays, articles in peer-reviewed journals)

Dr. Charles M. Jenkins received a sabbatical leave for the academic year and worked to develop modules for use in faculty professional development.

Presentations, Performances, or Exhibits at Professional Meetings (Off Campus)

Dr. Ellen P. O'Hara-Mays and Dr. Cori Myers, "Catalyst for Integration of Technology Assisted Assessment Strategies." at SEED Conference, Findlay, Ohio, May 8, 2009

Presentations, Performances, or Exhibits in Other Venues (Off Campus)

Dr. O'Hara-Mays has provided programming assistance to the development of "Project Master" a product for organizing learning objects for training presentations.

Presentations, Performances, or Exhibits on Campus

University Days (Fall 2008) – Microsoft Excel

University Days (Spring 2009) – Assessment Made Easy

University Days (Spring 2009) – SNAP Polling Software

University Days (Spring 2009) – Survey Champion

TLC Reception and Workshop on Waypoint (September 19, 2008)

TLC Workshop on Waypoint (October 3, 2008)

Academic or Professional Honors, Awards, or Other Recognitions

Dr. O'Hara-Mays recognized by the V.P. of Student Affairs for contributions to the Foundation of Excellence in the First College Year.

University Grants Awarded During this Academic Year

*Faculty Skill Development in the Assessment of Learning
Using an Assessment Management System (WAYPOINT)*

Technology Coordinator

Student Teacher Candidate Supervision – Interactive Video Classroom

The equipment proposed on the grant was purchased and installed in classroom at Central Mountain High School. Due to technical difficulties associated with the school districts network it was only tested two times but the response from faculty was positive.

Faculty Service to the Profession (Outside the University)

Dr. O'Hara-Mays serves as a member of the eCollege Product Advisory board and provides input into the development of the eCollege Course Management System.

Her application for sabbatical leave "Assessment Made Easy" builds upon this relationship.

Faculty Service to the University

Dr. O'Hara-Mays serves on the Web Advisory Committee for the University and currently is involved in the implementation of Faculty Directory.

Dr. O'Hara-Mays serves on the University Days committee to provide professional development opportunities for the faculty.

Dr. O'Hara-Mays received release time to coordinate the Graduate Assistantships for the campus community.

Dr. O'Hara-Mays serves as the Chair of the Tech and Web Services Committee for the Linda Emmanuel Teaching and Learning Center.

Dr. O'Hara-Mays serves as the Chair of Grad Council, the curricular and policy body for graduate programs.

Dr. O'Hara-Mays serves on the Middle States Committee on assessment.

Dr. O'Hara-Mays serves on the Steering Committee for the Foundations of Excellence in the First College Year.

Dr. O'Hara-Mays is on quarter release as the Executive Assistant to the Provost to assess Faculty productivity.

Faculty Service to the Community

Dr. Jenkins serves as Pastor to the Avis Grace Fellowship Church.

C. Other Evidence of Program Quality

Summary of Faculty Qualifications

The faculty teaching in the MLA program all have terminal degrees and participate in the Advisory board for the program.

Other Evidence of Program Quality

All faculties teaching in the online environment have received a certification in online teaching.

Learning Outcomes Worksheet
Program Name (Academic Year)
Lock Haven University of Pennsylvania

Learning Outcome #1 **Development of Capstone Project**

Statement of Goal

Students in the MLA are required as a part of the graduation requirement to create a capstone proposal, develop and implement the proposal and write up and present what they have learned. These are individualized projects designed and implemented with the assistance of the Instructor for LART 600 and the capstone advisor. To prepare the students for the experience, they are required to take LART 600 Core Introductory Seminar: Research Methods and Interdisciplinary Thought. This course introduces the students to the MLA program format, the concepts of social science research and culminates in the preparation of individualized capstone proposal (written proposal, experience with IRB process, and application for LART 699 Independent Study). The Independent study is then conducted over two semesters, culminating in a presentation at the Capstone Forum and the binding of the written document approved by the Capstone Committee and the Provost of the University.

The capstone project procedurally is a complicated process from an educational perspective that also requires the student to navigate the many forms and approval processes required by the university. It is the perception of the faculty that student's inability to complete the capstone project hampered the programs completion rates.

To assess this whether this assumption was true and to streamline the process the LART 600 course was revised and the Capstone Project was restructured to be completed over a two semester sequence. Rubrics were developed to assess the products from each stage of the process and data is being collected to establish the completion rate for capstone proposals.

Where, When, and How Monitored (i.e., Evidence to Be Gathered)

LART 600 Core Introductory Seminar: Research Methods and Interdisciplinary Thought

Development of a Capstone Proposal – Rubric Attached

LART 699 Capstone Semester 1

Development of Literature Review, Plan of Action Survey Instrument and Institutional Review Board Approval (if applicable) – Rubric Attached

LART 699 Capstone Semester 2

Development of written Capstone Project Report – Rubric Attached

Presentation of Capstone Project – Capstone Forum

Expectation for Satisfactory Performance

See attached Rubrics.

How Results Were Analyzed (When and By Whom?)

LART 600 course Rubric is assessed by the Instructor, Capstone Advisor and the student conducts a self assessment at completion of course.

LART 699 Capstone Semester 1 – products evaluated by Capstone Advisor, Capstone Committee and a self evaluation by the student.

LART 699 Capstone Semester 2 – products evaluated by MLA Director, Capstone Advisor, Capstone Committee and a self evaluation by the student.

Results / Evaluation

See Learning Outcomes Worksheet submitted Feb 2009.

Analysis (of Data on Performance) and Explanation

The past data shows that 40% of students can be off track in the submission of their projects.

With new procedures in place completion rates are at 100%.

Action(s) to Maintain or Improve Level of Achievement

Data collected in the coming year will indicate not only rate of completion but quality of products.

Program Outcomes Worksheet
Program Name (Academic Year)
Lock Haven University of Pennsylvania

Program Outcome #1 Accreditation of Master of Liberal Arts Program

Statement of Goal

While the MLA Program is affiliated with the Association of Graduate Liberal Studies Programs (AGLSP), initial steps have been taken to begin accreditation affiliation with the new American Academy for Liberal Education association: <http://www.aale.org/highered/index.htm>. Standards were written into the new LART600 syllabus, and other information gathering steps are being taken.

Where, When, and How Monitored (i.e., Evidence to Be Gathered)

Progress will be assessed at each departmental meeting and the MLA advisory board.

Expectation for Satisfactory Performance

The expectation is that approval will be received from the administration to move forward with the accreditation process.

How Results Were Analyzed (When and By Whom?)

Data on the program needs to be cleaned up and organized for an accreditation visit. This will be done by the MLA faculty and reviewed by the MLA advisory board and the Dean of the College of Arts and Science.

Results / Evaluation

Evaluation data will be contained in a database developed by the program. Course catalog, Faculty data, other data contained in the Annual Reports.

Analysis (of Data on Performance) and Explanation

Data will be compared with the expectation for the accrediting body.

Action(s) to Maintain or Improve Level of Achievement

The data will be reviewed for the preparation of the Annual Review.

Learning Outcomes Assessment Worksheet

Master of Liberal Arts for 08-09 AY
Lock Haven University of Pennsylvania

Program-Initiated Goal or Objective	Where, When, and How Monitored	Expectation for Satisfactory Performance	Observations of Student Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
Capstone Proposal	LART600 Core Introductory Seminar creates the learning environment for the development of the Capstone Proposal.	Capstone Proposal is submitted via the Independent Study application process. Approval of the IS and evaluation via the attached rubric.	How many students <u>SP 2008 -</u> <u>2</u> met <u> </u> incomplete <u>2</u> TOTAL <u>FA 2008 -</u> <u>3</u> met <u>2</u> incomplete <u>5</u> TOTAL <u>SP 2009 -</u> <u>3</u> In progress <u>3</u> TOTAL Data form CARS	The Capstone Proposal is assessed by the Instructor of LART 600, the Capstone Advisor and the Dean of the College of Arts and Science using the attached rubric.	Objective satisfied Follow-up strategy: Advisor and Director work with students until they meet the expectation	None required Annually data collected and review
Capstone Presentation	Capstone Forum is the venue for the presentation of completed capstone projects. The Capstone Forum is held on the Wednesday of Finals week in the semester that the student has declared they will graduate	See attached rubric.	How many students <u>SP 2008 -</u> <u>6</u> met <u>3</u> incomplete <u>9</u> TOTAL <u>Fall 2008</u> <u>5</u> met <u>5</u> TOTAL <u>Spring 2009</u> <u>7</u> In progress <u>7</u> TOTAL Data form CARS	The forum presentations are video taped and the capstone is assessed by both the director of the program and the capstone advisor using the attached rubric.	Objective satisfied Follow-up strategy: Advisor and Director work with students until they meet the expectation	None required Annually data collected and review
Capstone Project Report	Capstone Committee which consists of the Capstone advisor and a minimum of two readers reviews and edits the project report. The report is assessed using the attached rubric.	See attached rubric.	How many students <u>SP 2008 -</u> <u>6</u> met <u>3</u> incomplete <u>9</u> TOTAL <u>FA 2008 -</u> <u>3</u> met <u>2</u> incomplete <u>5</u> TOTAL <u>SP 2009 -</u> <u>7</u> In progress <u>7</u> TOTAL Data form CARS	Dept. meeting date: <i>or</i> Other analysis (describe):	Objective satisfied Follow-up strategy: Advisor and Director work with students until they meet the expectation	None required Annually data collected and review

Other observations? Unexpected findings? Overall what changes/improvements are planned as a result of the assessments shown in the table?

Standards for the program have been adopted and are being utilized to assess student learning outcomes.

All grades will be assigned in accordance with university policy and based on criteria to include participation, completion of assignments relating to state and national standards.

The grades achieved on each activity serve as the assessment for this course. Each activity is aligned with the numerically corresponding standard below:

1. Writing and Discourse
2. Ideas, Cultural Traditions, and Values
3. Society and Human Behaviour
4. Scientific Reasoning and Discovery
5. Qualitative, Quantitative and Symbolic Reasoning
6. Creative and Aesthetic Experience
7. Critical Issues in a Global Context
8. Technology Proficiency

Participating in the design and implementation of a MLA student portfolio using Foliotek.
Utilizing Waypoint Outcomes to assess course learning outcomes.

Student Name _____

Evaluator _____

Advisor

Reader

Self

Capstone Topic:

Oral Presentation Rubric	
Capstone Presentation – Evaluation Rubric	
Presentation	
Performance	
1	The oral presentation was smooth and seamless. The presenter appeared calm and in command of the information.
2	The oral presentation was mostly smooth and seamless. There were few verbal pauses. The presenter appeared calm and had a general grasp of the information.
3	The oral presentation was choppy and difficult to follow. The presenter did not have a grasp on the information. There were frequent pauses for him or her to find their place.
4	The oral presentation was inarticulate and difficult to follow. The presenter did not seem to know the material and read a transcript.
Organization/Critical Analysis of the Content	
1	A clear purpose is established, major ideas are summarized and the audience is left with full understanding of presenter's position, the presentation contains pertinent examples, facts, graphs and/or statistics, and draws a conclusion supported by the evidence.
2	There is some success defining the purpose, major ideas are summarized and the audience has a general idea of the focus, includes some examples, facts, graphs, and/or statistics; which supports ideas, but needs to refine the summary of data and final conclusions.
3	There is an attempt to define the purpose, major ideas may need to be summarized, audience is left with vague idea to the purpose, the examples, facts, and/or statistics are weak and do not adequately support the ideas or conclusions.
4	The purpose of the presentation is not clearly defined; major ideas left un-clear, audience left without an understanding of the purpose, the examples, facts, and/or statistics are weak and totally insufficient to support ideas or conclusions.
Presenter Response to Questions	
1	Correctly responded to all questions in an accurate and confident manner.
2	Correctly responded to most of the questions, confidence in responding was variable.
3	Correctly responded to some of the questions but lacked confidence.
4	Incorrectly handled questions or handled the questions in an unprofessional manner.

Student:

Evaluator:

Chair Reader Student

Master of Liberal Arts		
Capstone Proposal - Evaluation Rubric		
Capstone Proposal – “Public Intellectual” – Evaluation Rubric		
	Proposal Topic / Title	
<input type="checkbox"/>	1	The topic is clear, and the title constitutes a concise statement of purpose.
<input type="checkbox"/>	2	The topic is only moderately clear, and the title inadequately conveys the purpose.
<input type="checkbox"/>	3	The topic/title is vague or fails to convey a statement of purpose
<input type="checkbox"/>	4	The topic/title is unclear or misleading.
<input type="checkbox"/>	5	The topic/title is missing or lacks coherence.
	Purpose Question / Argument	
<input type="checkbox"/>	1	The questions are relevant and substantive. The argument is clearly detailed and original.
<input type="checkbox"/>	2	The questions are relevant, yet lacking in substance. The argument is original but needs more development.
<input type="checkbox"/>	3	The questions lack relevance or substance. The argument is moderately flawed or questionable.
<input type="checkbox"/>	4	The questions are unrelated to the topic or otherwise lack substance. The argument is illogical or unconvincing.
<input type="checkbox"/>	5	The questions are incomplete or lack direction. The argument is missing or incoherent.
	Resources and Preliminary Review of Literature	
<input type="checkbox"/>	1	The literature review is well developed and comprehensive, including at least 10-15 major resources. There view demonstrates that the project is researchable, yet original.
<input type="checkbox"/>	2	The review is somewhat comprehensive, including at least 8-10 significant resources, demonstrating that the topic is researchable, yet original.
<input type="checkbox"/>	3	The review is only minimally comprehensive, fewer than 8 works, but the topic appears to be researchable and original.
<input type="checkbox"/>	4	The review needs further development, with more annotated sources. The project may need to be revised.
<input type="checkbox"/>	5	The review is not annotated or includes very few or no resources. The research topic is not demonstrably original or researchable.
	Research Methods	
<input type="checkbox"/>	1	Data collection techniques are fully described. Samples of questionnaires, surveys, observation forms, or other tools are provided. If needed, an IRB proposal is included, depending on the topic.
<input type="checkbox"/>	2	Data collection techniques are adequately described. Sample questionnaires, surveys, observation forms, or other tools are described. If needed, an IRB proposal is included, depending on the topic.
<input type="checkbox"/>	3	Research or data collection methods are minimally described. Samples are undeveloped or otherwise incomplete.
<input type="checkbox"/>	4	Research or data Collection methods are unclear or inadequately described. Little evidence that data collection methods have been developed.
<input type="checkbox"/>	5	Research methods are missing or otherwise poorly developed.

Anticipated Conclusions		
<input type="checkbox"/>	1	Conclusions or anticipated results reveal excellent critical thought. Research results logically follow from project's thesis or methods.
<input type="checkbox"/>	2	Conclusions or anticipated results reveal moderately effective critical thought. Research results follow from project's thesis or methods.
<input type="checkbox"/>	3	Conclusions or anticipated results are vague or only partially follow from project's thesis or methods.
<input type="checkbox"/>	4	Conclusions or anticipated results do not logically follow from project's thesis or methods.
<input type="checkbox"/>	5	Conclusions are missing or fail to coincide with research methods.
Bibliography / References		
<input type="checkbox"/>	1	The resources list is comprehensive, conforming to correct standard formats.
<input type="checkbox"/>	2	The resources list is fairly complete, but formats are not completely correct.
<input type="checkbox"/>	3	The resources list is minimal, and formats are not always correct.
<input type="checkbox"/>	4	The resources list is incomplete, and formatting is incorrect.
<input type="checkbox"/>	5	The resources list is missing, and/or mixed, or formatting is non-standard.

Student:

Evaluator:

Chair Reader Student

Master of Liberal Arts

Capstone Project - Evaluation Rubric

Capstone Proposal – “Public Intellectual” – Evaluation Rubric

Proposal Topic / Title	
<input type="checkbox"/>	1 The topic is clear, and the title constitutes a concise statement of purpose.
<input type="checkbox"/>	2 The topic is only moderately clear, and the title inadequately conveys the purpose.
<input type="checkbox"/>	3 The topic/title is vague or fails to convey a statement of purpose
<input type="checkbox"/>	4 The topic/title is unclear or misleading.
<input type="checkbox"/>	5 The topic/title is missing or lacks coherence.
Purpose Question / Argument	
<input type="checkbox"/>	1 The questions are relevant and substantive. The argument is clearly detailed and original.
<input type="checkbox"/>	2 The questions are relevant, yet lacking in substance. The argument is original but needs more development.
<input type="checkbox"/>	3 The questions lack relevance or substance. The argument is moderately flawed or questionable.
<input type="checkbox"/>	4 The questions are unrelated to the topic or otherwise lack substance. The argument is illogical or unconvincing.
<input type="checkbox"/>	5 The questions are incomplete or lack direction. The argument is missing or incoherent.
Research Methods	
<input type="checkbox"/>	1 Data collection techniques are fully described. Samples of questionnaires, surveys, observation forms, or other tools are provided. If needed, an IRB proposal is included, depending on the topic.
<input type="checkbox"/>	2 Data collection techniques are adequately described. Sample questionnaires, surveys, observation forms, or other tools are described. If needed, an IRB proposal is included, depending on the topic.
<input type="checkbox"/>	3 Research or data collection methods are minimally described. Samples are undeveloped or otherwise incomplete.
<input type="checkbox"/>	4 Research or data Collection methods are unclear or inadequately described. Little evidence that data collection methods have been developed.
<input type="checkbox"/>	5 Research methods are missing or otherwise poorly developed.
Anticipated Conclusions	
<input type="checkbox"/>	1 Conclusions reveal excellent critical thought. Research results logically follow from project’s thesis or methods.
<input type="checkbox"/>	2 Conclusions reveal moderately effective critical thought. Research results follow from project’s thesis or methods.
<input type="checkbox"/>	3 Conclusions are vague or only partially follow from project’s thesis or methods.
<input type="checkbox"/>	4 Conclusions do not logically follow from project’s thesis or methods.
<input type="checkbox"/>	5 Conclusions are missing or fail to coincide with research methods.
Bibliography / References	
<input type="checkbox"/>	1 The bibliography is well developed, annotated, and comprehensive, including at least 10-15 major resources. They demonstrates that the project is researchable, yet original.
<input type="checkbox"/>	2 The bibliography is annotated, somewhat comprehensive, including at least 8-10 significant resources, demonstrating that the topic is researchable, yet original.
<input type="checkbox"/>	3 The bibliography is only minimally comprehensive, fewer than 8 works, but the topic appears to be researchable and original.
<input type="checkbox"/>	4 The bibliography needs further development, with more annotated sources. The project may need to be revised.
<input type="checkbox"/>	5 The bibliography is not annotated or includes very few or no resources. The research topic is not demonstrably original or researchable.