

**PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION**  
**Academic Program Review Summary Form**  
**Board Of Governors Policy 1986-04-A**  
**Master of Liberal Arts**  
**(Academic Year Academic Year(s))**

Please indicate:  
**Annual Report**   
 Five-Year Review

University Lock Haven University Degrees Offered Masters  
 Division/Unit Graduate Studies Program Master of Liberal Arts  
 Date of Last Major Review 2003 Completion Date of Current Review 6 - 30 - 2010

**I. Composition of Review Team** (five-year program reviews only)

Chair:	Dr. Charles Jenkins
Director::	Dr. Ellen P. O'Hara
Campus Review Team Members:	MLA Advisory Board

**II. Program Data**

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

	Insert Appropriate Academic Years Below				
	2005-06	2006-07	2007-08	2008-09	2009-10 (est.)
Student Enrollment (Annualized FTE)	12	14	17	12	15 <span style="color: red;">[18.25]</span>
<i>The MLA uses courses from a variety of departments, and these numbers do not reflect these enrollments. These are cross-listed courses, and the enrollments add no additional faculty cost, lowering the overall program costs. See attached documentation!</i>					
Program Budget / Cost (personnel, operating, equipment)	\$2,161	\$5,338	\$307,042	\$313,501	\$264,914
<i>The program would like to see a breakdown of costs on this item.</i>					
Program Cost / Student FTE	\$184	\$375	\$18,609	\$25,333	\$17,809
Faculty FTE	1.8	1.8	2.7	1.3	2.4
Majors Enrolled (Fall Headcount)	24	26	29	32	24 <span style="color: red;">[49]</span>
Program Graduates	10	8	8	8	9

A discussion of the criteria used to aggregate data for the MLA program needs to take place since the budgetary numbers provided by Institutional Research do not reflect the data of all courses offered for the program..  
 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 suggestion is to implement an interactive web site where all data can be reviewed by each department to ensure accuracy and appropriateness of assessment.

It was a strategic decision to move the MLA program to a fully funded and staffed program at the graduate level a number of years ago, and the program appears to be moving in the right direction. Growth numbers have shown that the MLA can be a cost-effective program that will inevitably grow with additional marketing.

Accreditation Status (if any): 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 presently the only venue for International students to participate in Graduate programming at Lock Haven University, and the program has taken the strategic position to carefully address the Homeland Security issues for these students by offering face-to-face classroom experiences, while 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's course of 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 an increasingly off-campus constituency. There is a steady growth in the online student participation, attracting a diverse, older, nontraditional 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 to provide the necessary human capital through online graduate programming. The University has many opportunities to grow and change overall since plans include steady enrollment growth over the next several years and the expansion of online undergraduate and graduate 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 individual students to build a program of study around their personal interests. 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 who 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 data inaccurately, making it difficult to calculate the program’s revenue and expenses (see indicated corrections). 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 utilizing 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 the state. A NING network will be established this academic year to encourage students to interact and share experiences.

**MLA Marketing Brief Description**

Effort has been put into developing better marketing materials this year in collaboration with the Graduate recruiter. The following page is what has been suggested:

**Master of Liberal Arts**

**Tag line: Unleash Your Creativity and Curiosity**

*To be creative you have to leave the city of your comfort and go into the wilderness of your intuition. What you'll discover will be wonderful. What you'll discover is yourself. Alan Alda*

*You Can Dream It and Do It! ... Online at The Haven*

**Program Description**

Whatever your goal a way to get ahead in your career, energize your professional aspirations, chart your own course, or discover more about yourself, you can do it through the Masters of Liberal Arts.

Choose your intellectual theme and design an individualized course of study within the arts and sciences. Whether you attend full- or part-time, online or face-to-face you’ll learn multiple approaches to exploring an area of interest. You’ll also develop skills and knowledge that let you appreciate issues from multiple perspectives.

Students enrolled in the liberal studies program are as diverse as the course offerings themselves. They may be the life-long learner itching to get back into a classroom environment; the experienced employee who wants to get ahead with an advanced degree but has a variety of interests; the professional in nursing, engineering or technology who would like to take courses in the humanities; or the retiree who wants to keep learning and challenging his mind.

Participate in stimulating seminars taught by a diverse faculty. Take advantage of the academic resources, including online library, state-of-the-art learning management system and a rich array of student services.

Theme areas American Studies: Culture and Society Community Leadership and Non-Profit Management Human Health and Psychology International Studies: Culture History and Society Language and Literature Public Policy: Ethics and Politics Religion in Public Life Science, Technology and Society Women’s Studies
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**Recruiting Strategy**

The graduate admissions recruiting strategy utilizes a multipoint marketing approach designed to increase program awareness and student inquiries. This marketing incorporates radio advertisement, website information, online search engines, direct mail solicitation, exhibiting at conferences and graduate school fairs, student and alumni marketing, student referrals, information meetings, and distribution of press releases.

To convert inquiries into applications and new admits, the graduate admissions staff provides prompt, multiple follow-up contacts including emails, letters, and personal phone calls. Additionally, the graduate admissions staff serves as primary point of contact for all candidates in process and provides them continuous updates as to the status of their application.

**III. Progress Since Last Review**

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

**Student Learning Outcomes**

Action Item	Steps Taken/Progress Reported	Date
Capstone Proposals	Assessment instruments have been created and used to collect and document whether the student meets the standards of the program. Significant improvement has been seen in this area.	
Capstone 1 & Capstone 2	Assessment instruments have been created and used to collect and document whether the student meets the standards of the program.	
Capstone Presentations	Capstone presentations are captured in video for review and assessment by Advisor, Director, and participants in the LART 600 course. Assessment instruments have been created and used to collect and document whether the student meets the standards of the program.	

**Other Program Outcomes**

Action Item	Steps Taken/Progress Reported	Date
Accreditation	Portfolio system was used in the Fall to collect data. Change in technologies led to the development of a data repository instead.	

Growth	Growth in the program is steady, as evidenced by appended documentation.	
Course conversion	Unexpectedly, there was a requirement that all course material be transferred to a new learning management system. This course conversion is underway, and the archiving of data for previous course offerings is taking place.	

**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 students graduating from the program are enthusiastic about their experience and have been word of mouth recruiters for the program.

Individualized Capstone Projects afford the MLA students the opportunity to creatively explore a topic of personal interest in depth.

**Program Areas**

Steady growth in the program has continued, largely due to increased online offerings utilizing Internet-based technologies. It is expected that blogging, social networking, and wiki's will allow the MLA program's to building learning communities. A NING network will be established this academic year to encourage students to interact and share experiences.

**VI. Areas in Need of Improvement**

**Student Learning**

Refinements continue to be made to the procedures for matriculation, degree completion, and final approval of the Capstone project documentation. The students are often late completing all of the documentation for their project and obtaining all of the signatures required for final approval.

**Program Areas**

While student enrollments have continue to increase, the number of courses offered online for fall 10 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.

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

**VII. Action Plan**

**Student Learning Outcomes**

<b>Goals</b>	<b>Action Plan</b>	<b>Steps To Be Taken</b>	<b>Date</b>
Capstone Proposals	LART 600 Self assessment LART 600 Faculty assessment	Utilize the developed Rubric	Semester offered
Capstone 1	Capstone Advisor Assessment	Utilize rubric when accessing the Preliminary capstone proposal and the final capstone proposal.	Semester taken
Capstone 2	Capstone Advisor Assessment	Utilize rubric when submitting the capstone project by capstone advisor and readers on the capstone committee.	Semester taken
Capstone Presentation	Capstone Advisor Assessment	Utilize rubric when assessing the capstone presentation by the capstone advisor, Director and the participants.	Semester taken

**Other Program Outcomes**

<b>Goals</b>	<b>Action Plan</b>	<b>Steps To Be Taken</b>	<b>Date</b>
Accreditation	Establish Standards  Align course objectives to standards	LART 600 aligned to standards LART 699 aligned to standards LART 698 courses	FA 2009 FA 2010 FA2011
Data Collection	Repository created Data populated Reports created	Repository created Data populated New students Retrospective student population	SP 2010 FA 2010 FA 2011
Growth	15 admissions each semester FA, SP & SU	Marketing plan Recruiting	FA2010 SU 2010
Course Conversion	Archive existing courses  Transfer developed courses Develop new courses Review structure quality Develop best practices	Create pdf of course materials and student interactions Transfer in process Obtain approvals Create rubric Establish criteria	Dec 2010  Dec 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.

### **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.

There are also financial needs of the department for operating costs:

- AGLSP affiliation fees (paid by foundations funds due to insufficient budget)
- Travel to annual meeting (requirement of affiliation agreement)
- Supplies (software, pens, paper, toner, etc.)
- Shared resources (maintenance and supplies) printers and copier
- Telecommunication and mailing costs
- Caspio bridge (charges for data repository)

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**

Comments by Dean and/or Provost

**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

## Learning Outcomes Assessment Worksheet

Master of Liberal Arts for 09-10 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 Preliminary Proposal	LART600 Core Introductory Seminar creates the learning environment for the development of the Preliminary Capstone Proposal.	See attached rubric.	How many students FA 2009 11 met 2 incomplete 13 TOTAL SP 2010 11 met 1 incomplete 12 TOTAL	Capstone Preliminary Proposal is assessed by the Instructor of LART 600 using the attached rubric.	Objective satisfied  Follow-up strategy: Instructor and Advisor work with student until they meet the expectation	None required  Annually data collected and review
Capstone 1 Proposal	LART 699 Ind. Study Capstone Committee which consists of the Capstone advisor and a minimum of two readers reviews and edits the capstone proposal.	See attached rubric.	How many students FA 2009 4 met 1 incomplete 5 TOTAL SP 2010 2 met incomplete 2 TOTAL	Capstone Proposal is assessed by 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 2 Project Report	LART 699 Ind. Study Capstone Committee which consists of the Capstone advisor and a minimum of two readers reviews and edits the project report.	See attached rubric.	How many students FA 2009 met 3 incomplete 3 TOTAL SP 2010 5 met incomplete 5 TOTAL	Capstone Project Report is assessed by the Capstone Committee and the Director of the MLA program 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 2 Project Presentation	LART 699 Ind. Study Capstone Forum is the venue for the presentation of completed capstone projects. The Capstone Forum is held on the Wednesday of Finals week.	See attached rubric.	How many students FA 2009 3 met incomplete 3 TOTAL F SP 2010 5 met Incomplete 5 TOTAL	Capstone Presentation is captured on video and assessed by the Capstone Committee and the Director of the MLA program 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

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 data repository using Caspio Bridge.

**Learning Outcomes Worksheet**  
Master of Liberal Arts (2009-10)  
Lock Haven University of Pennsylvania

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

**Statement of Goal**

Students in the MLA are required as a part of the graduation requirement for the Master of Liberal Arts to complete a Capstone Project. The Capstone Project entails the creation of a capstone proposal, implementation of the proposal, documentation of the project, and presentation of what was learned at the Capstone Forum. The Capstone Projects proposed by the student are 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 preliminary capstone proposal (written proposal, description of research methods and required IRB application). The Capstone Project is conducted as an independent study under the supervision of the Capstone Advisor and two other committee members. It is recommended that the student's project be broken down into a two semester sequence, culminating in a presentation at the Capstone Forum and submission of a written document that is approved by the Capstone Committee, Director of the MLA program, and the Vice President of Academic Affairs of the University.

The Capstone Project procedurally is a complicated process from an educational perspective. It requires the student to navigate the many forms and approval processes required by the university. It was the perception of the faculty that the students' inability to complete the capstone project significantly affected the MLA program's completion rates.

To assess 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 quality and completions of Capstone Projects.

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

**LART 600** Core Introductory Seminar: Research Methods and Interdisciplinary Thought

Development of a Preliminary Capstone Proposal – Rubric Attached

**LART 699** Capstone 1

Development of finalized Capstone Proposal includes the following: completion of Literature Review, Design a Plan of Action, Develop Survey Instruments and Obtain Institutional Review Board approval (if applicable) – Rubric Attached

**LART 699** Capstone 2

Complete Capstone Project, development of written Capstone Project Report (Rubric Attached) and presentation of Capstone Project – Capstone Forum (Rubric Attached)

### **Expectation for Satisfactory Performance**

See attached Rubrics.

### **How Results Were Analyzed (When and By Whom?)**

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

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

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

### **Results / Evaluation**

See attached Learning Outcomes Worksheet.

### **Analysis (of Data on Performance) and Explanation**

The past data shows that 40% of students tended to be off-track in the submission of their projects. The new procedure has improved completion of the Capstone Project.

### **Action(s) to Maintain or Improve Level of Achievement**

*Data collected will indicate not only rates of completion, but also the quality of products.*

## Program Outcomes Assessment Worksheet

Program Name (2009-10)

Lock Haven University of Pennsylvania

Program-Initiated Goal or Objective	Where, When, and How Monitored	Expectation for Satisfactory Performance	Data on Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
Accreditation of MLA	Readiness	Under review	Annual report	Dept. meeting date: Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date) _____
	Data Collection	Under review	Data Repository	Dept. meeting date: Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date) _____
	Archive	Under review	Data Repository Upload of retrospective data	Dept. meeting date: Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date) _____
Program Growth	Admission's report	Analysis underway	Admission report and Inquiry analysis	Dept. meeting date: Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date) _____
Course Conversion and Data Archive	Graduate Catalog	Under development	Review of UCC data and archive	Dept. meeting date: Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date) _____

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

1. Accreditation is a goal that adds credibility to a program. Currently we have an affiliation but it is our desire to explore an avenue of accreditation.
2. Academic Technology has not clearly articulated to programs how the LMS will be managed and courses archived.

**Program Outcomes Worksheet**  
Master of Liberal Arts (2009-10)  
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 preparing for accreditation 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 program data are being aggregated.

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

Progress will be assessed at each MLA advisory board meetings.

**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, as well as the Course catalog, Faculty data, along with data contained in the Annual Reports.

**Analysis (of Data on Performance) and Explanation**

Data will be compared with the expectations of the accrediting body.

**Action(s) to Maintain or Improve Level of Achievement**

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

## **Program Outcome #2      Program Growth**

### **Statement of Goal**

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.

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

Working with the Graduate Recruiter, "New" marketing materials have been developed. Targeted tracks for the program have been conceptualized and approved and development of courses for the concentrations are underway.

### **Expectation for Satisfactory Performance**

The program would like to begin by targeting 15 student admission target for each semester FA, SP and SU.

### **How Results Were Analyzed (When and By Whom?)**

The Admission report will be provide the data for tracking progress in this area.

### **Results / Evaluation**

This year we have increased admissions to the program by more than 50% as documented in by the 13 "New students to the program in Spring 2010.

### **Analysis (of Data on Performance) and Explanation**

Forthcoming as the data for the Academic year is tabulated.

### **Action(s) to Maintain or Improve Level of Achievement**

Increased recruitment to 15 students per semester FA, SP and SU.

### **Program Outcome #3 Course Conversion and Data Archiving**

#### **Statement of Goal**

The Master of Liberal Arts is a hybrid program having both on-campus and on-line courses. The courses that were developed on-line through eCollege need to be transferred to the new learning management system Desire-2-Learn and the data needed for a five year review archived.

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

The courses offered online for the program currently reside on the eCollege system. The University has chosen to change learning management systems and has selected Desire-2-Learn. The course conversion process began Summer 2010 and should be complete by the end of the Fall 2010 term. In addition the student responses and papers will be archived for the courses that were taught in the past for use in a five year review. An inventory has been created and the conversion and archiving processes are underway by the faculty.

#### **Expectation for Satisfactory Performance**

Completion of the process by the end of the Fall 2010 term.

#### **How Results Were Analyzed (When and By Whom?)**

Faculty will review the courses on D2L and determine if the courses have been satisfactorily converted and archived.

#### **Results / Evaluation**

Once the courses are converted, the faculty will establish quality indicators for the development of course materials on the new platform and construct a checklist and rubric for evaluation of the course elements and development.

#### **Analysis (of Data on Performance) and Explanation**

The program will use a rubric to review the courses and establish a level of quality for online development and delivery.

#### **Action(s) to Maintain or Improve Level of Achievement**

The office of Academic Technology should establish a node structure as was present on the previous learning management system in order for the program to manage, review and collaborate.

**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 16, 2009**

1. Dislocation of Meaning in 21st Century Photojournalistic Internet Images  
Kelly Smeltzer (Advisor Joan Whitman Hoff)
2. An Investigation into the Psychological Factors of Home Field Advantage in Pennsylvania State Athletic Conference Soccer Athletes  
Christopher Spinks (Advisor Jeff Walsh)
3. Confucius Institutes in the United States  
Min Feng (Advisor Paddy O'Hara)

**Capstone Forum, May 5, 2010**

4. The Gendering of American Adolescent Magazines and its Effect on Adolescent Females  
Amanda Byelich, (Advisor Dr. Sharon Stringer)
5. "Welcome to the Haven" Freshmen Student Mentoring Program  
Nicole Jacobs, (Advisor Dr. Ellen O'Hara)
6. Honor Thy Fathers  
Gary Ishler, (Advisor Dr. Charles Jenkins)
7. An Urgent National Need: Why Cold War Civil Defense Worked and Why its Revival is Necessary for the 21st Century.  
Mike Lyle, (Advisor Dr. Tom Farley)
8. Intentional Community and Success: Ahimsa Village  
Robert Flatley, (Advisor Dr. Tim Baylor)

**Graduate Assistantships**

1. Smelter, Martha, Haven Achievers
2. Feng, Min, Institute for International Studies
3. Wanner, Rochelle, HOPE center
4. Jacobs, Nicole worked on developing new LHU web site and assisted with the Honor's program activities.
5. Birch, Kori, Graduate Studies and Teacher Education office
6. Liversedge, Phiip, Men's Soccer - coaches, recruits and supervises the conditioning and weight training of athletes in the program.
7. Hoff, Madeline, Mountain Serve Office

## **B. Additional Evidence of Faculty Distinction**

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

Dr. Charles Jenkins' sabbatical leave project for the 08-09 Academic Year, was to develop an extensive orientation program for new faculty on the eCollege content management system platform with plans to allow new faculty to participate during the 09-10 year. However, budget cuts and hiring freezes led to few new faculty members. Therefore, he decided to open up the fully developed site to all interested faculty.

As a result, he first introduced the new Teaching Learning Center Professional Development site to a group of nine new and continuing faculty members at the fall University Days workshop, and as a cohort they planned to go through the pages and engage with one another collaboratively. While a number of faculty continued to participate, the numbers dropped considerably over time.

The eCollege site has since been converted to D2L and will be on the agenda for the upcoming conference being sponsored by the TLC in July, which will include representatives from all of the State System universities. Dr. Jenkins plans to "enroll" the participants in the site in order to allow them to experience the orientation firsthand.

The overall unit topics in the site include the following:

- Finding a Vision
- Getting Started
- Teaching Strategies and Techniques
- Creative Instruction
- Technology Strategies
- Tech Tools
- Promotion Strategies
- Service Strategies
- Mentoring Strategies

Included in each of these units are numerous bulleted sub-headings that provide resources and links to other web pages, as well as threaded discussions, assessments, videos, and Powerpoint presentations that expose faculty to innovative and creative professional development strategies, as well as the tools they need to achieve their goals

Dr. Ellen P. O'Hara received a sabbatical leave for the academic year and will be working on assessment touch-points in Learning Management Systems.

### **Presentations, Performances, or Exhibits on Campus**

Dr. Charles Jenkins "TLC professional Development Site," Fall 2009 University Days

Dr. Ellen O'Hara "Online Collaborative Learning," Fall 2009 University Days

Dr. Ellen O'Hara "Instructor's Online Toolbox," Spring 2010 University Days

### **Academic or Professional Honors, Awards, or Other Recognitions**

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

### **Faculty Service to the Profession (Outside the University)**

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

Dr. O'Hara served on a Think-tank for the Development of a "New" LMS for Foliotek.

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

### **Faculty Service to the University**

Dr. Jenkins serves as the Chair of the Graduate Studies Department.

Dr. Jenkins serves as an ex-officio member of Graduate Council.

Dr. Jenkins serves on the Dean's Council of Chairs for Arts and Science.

Dr. Jenkins serves as the MLA and Department of Graduate Studies representative to the UCC.

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

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

Dr. O'Hara served on the Celebration of Scholarship committee and facilitated a web-based data collection of COS activities.

Dr. O'Hara coordinates the Graduate Assistantships for the campus community.

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

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

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

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

Dr. O'Hara chaired the search committee for Institutional Data Manager.

### **Faculty Service to the Community**

Dr. Jenkins has served as Pastor for the New Song church in Lock Haven.

Dr. O'Hara participated in a Mission trip to Pass Creek Mission on the Pine Ridge Indian Reservation.

**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 and have been retrained on the Desire2Learn System.



## MLA Enrollments by Course

CRSPREFIX	LART		
Count of STUDSS	LSESSION		
Course	FA2009	SP2010	Grand Total
LART600-01	13	13	26
LART601-01		9	9
LART698-01		11	11
LART698-02	12	9	21
LART698-03	9	9	18
LART698-04	11	7	18
LART699-01	1	1	2
LART699-02	1	1	2
LART699-03	1	1	2
LART699-04	1	1	2
LART699-05	1	1	2
LART699-06	1	1	2
LART699-07	1		1
LART699-08	1		1
LART699-09	1		1
LART699-10	1		1
<b>Grand Total</b>	<b>55</b>	<b>64</b>	<b>119</b>

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CRSPREFIX	(Multiple Items)		
Count of STUDSS	LSESSION		
Course	FA2009	SP2010	Grand Total
ANTH622-01		2	2
BIOL628-01		1	1
ENGL628-01		1	1
ENGL628-02		2	2
HLTH670-01		1	1
LART600-01	13	13	26
LART601-01		9	9
LART698-01		11	11
LART698-02	12	9	21
LART698-03	9	9	18
LART698-04	11	7	18
LART699-01	1	1	2
LART699-02	1	1	2
LART699-03	1	1	2
LART699-04	1	1	2
LART699-05	1	1	2
LART699-06	1	1	2
LART699-07	1		1
LART699-08	1		1
LART699-09	1		1
LART699-10	1		1
MUSI628-01	1		1
PHIL615-01		2	2
PHIL625-01		5	5
THEA628-01		5	5
<b>Grand Total</b>	<b>56</b>	<b>83</b>	<b>139</b>

15.75

18.25

**Master of Liberal Arts Enrollments**

HEADCOUNT				IMPACT of MED ON MLA Enrollments					
CRSPREFIX	(All)			CRSPREFIX	(All)				
Count of STUDSS	major1			Count of STUDSS	major1				
STUDSS	Liberal Arts	Grand Total		STUDSS	Alternative Educ	Liberal Arts	Teaching ar	(blank)	Grand Total
1	000035521	4	4	000035521		4			4
2	000353339	2	2	000107197			1		1
3	000447756	4	4	000353339		2			2
4	000474844	4	4	000411927	1				1
5	000478857	2	2	000419988				1	1
6	000484160	3	3	000447756		4		1	5
7	000492908	3	3	000471096			1		1
8	000510884	6	6	000474844		3			3
9	000519444	1	1	000478857		2			2
10	000521189	6	6	000484160		3			3
11	000524590	3	3	000492908		3			3
12	000558569	3	3	000510884		6			6
13	000596873	4	4	000519444		1			1
14	000606720	6	6	000521189		6			6
15	000624500	7	7	000524590		3			3
16	000626690	2	2	000558569		3			3
17	000629249	4	4	000590408				3	3
18	000633074	2	2	000596873		4			4
19	000638294	2	2	000600222			1		1
20	000644599	2	2	000606720		6			6
21	000651035	4	4	000624500		3			3
22	000651462	4	4	000629249		4			4
23	000656651	3	3	000633074		2			2
24	000663757	2	2	000638294		2			2
25	000668932	4	4	000644599		2			2
26	000668996	3	3	000651035		4			4
27	000669717	3	3	000651462		4			4
28	000670215	2	2	000656651		3			3
29	000670771	1	1	000659113				2	2
30	000672850	2	2	000659325				3	3
31	000677594	6	6	000663757		2			2
32	000679652	4	4	000668932		4			4
33	000683077	6	6	000668996		3			3
34	000684487	6	6	000669717		2			2
35	000696388	3	3	000670215		2			2
36	000696560	2	2	000670771		1			1
37	000696864	3	3	000672850		2		1	3
38	000697682	2	2	000677594		2			2
39	000698867	2	2	000679652		4			4
40	000698972	2	2	000683077		6			6
41	<b>Grand Total</b>	<b>134</b>	<b>134</b>	000683109			1		1
42				000684487		6			6
43				000685022			1		1
44				000688851				2	2
45				000693802	1				1
46				000696388		3			3
47				000696560		2			2
48				000696864		3			3
49				000697682		2			2
50				000698867		2			2
51				000698972		2			2
52				(blank)					
				<b>Grand Total</b>	<b>2</b>	<b>122</b>	<b>5</b>	<b>13</b>	<b>142</b>

**IMPACT STATEMENT OF MLA STUDENT ON MED PROGRAM**

CRSPREFIX (All)

Count of STUDSS Course	major1 Alternative	Education:	Liberal Arts	Teaching an (blank)	Grand Total
ALTE600-01	18	1		7	26
ALTE604-01	6			6	12
ALTE607-01				11	11
ALTE608-01	1				1
ALTE608-02				1	1
ALTE610-01	23			6	29
ALTE615-01	23			2	26
ALTE616-01	20			3	23
ALTE617-01				15	15
ALTE618-01	19			4	25
ALTE692-01	20			13	33
ALTE694-01	14			4	18
ALTE695-01	9			6	15
ALTE695-02	6			2	8
EDLD600-01				20	20
EDTL600-01				24	26
EDTL601-01	1	2	1	14	50
EDTL602-01	3	1	2	37	49
EDTL604-01				13	13
EDTL605-01	1		3	23	28
EDTL606-01			1	31	32
EDTL609-01				3	3
EDTL627-01				25	25
EDTL650-01			3	20	24
EDTL685-01	3		1	18	41
EDTL692-01				14	28
EDTL694-01	2			29	32
EDTL695-01				15	15
EDTL695-02	2			3	5
<b>Grand Total</b>	<b>171</b>	<b>4</b>	<b>11</b>	<b>298</b>	<b>634</b>

*Note: The data for summer terms does not have the major coded.*

## Master of Liberal Arts Grade Distribution Report

Count of CRSGRADE Course	CRSGRADE													Grand Total	
	A	A-	B	B-	B+	C	C-	C+	D	D+	E	IN	W		
ANTH622-01	1					1									2
BIOL628-01						1									1
ENGL628-01	1														1
ENGL628-02	1	1													2
HLTH670-01						1									1
LART600-01	11	6	2			3	1				2		1		26
LART601-01	6							1			1		1		9
LART698-01	6		2	1		1						1			11
LART698-02	16	2	1								1		1		21
LART698-03	7	7				1			1	1		1			18
LART698-04	11	1		2	1							1	1	1	18
LART699-01	1											1			2
LART699-02	2														2
LART699-03	2														2
LART699-04												2			2
LART699-05	2														2
LART699-06	2														2
LART699-07											1				1
LART699-08	1														1
LART699-09												1			1
LART699-10	1														1
MUSI628-01	1														1
PHIL615-01		1	1												2
PHIL625-01	1	1										2	1		5
THEA628-01	2	1				2									5
<b>Grand Total</b>	<b>75</b>	<b>20</b>	<b>6</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>8</b>	<b>5</b>		<b>139</b>

Student:

Evaluator:

Chair  Reader  Student

<b>Master of Liberal Arts</b>		
<b>Capstone Proposal - Evaluation Rubric</b>		
<b>Capstone Proposal – “Public Intellectual” – Evaluation Rubric</b>		
	<b>Proposal Topic / Title</b>	
<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.
	<b>Purpose Question / Argument</b>	
<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.
	<b>Resources and Preliminary Review of Literature</b>	
<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.
	<b>Research Methods</b>	
<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.

<b>Anticipated Conclusions</b>		
<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.
<b>Bibliography / References</b>		
<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

<b>Proposal Topic / Title</b>	
<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.
<b>Purpose Question / Argument</b>	
<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.
<b>Research Methods</b>	
<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.
<b>Anticipated Conclusions</b>	
<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.
<b>Bibliography / References</b>	
<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.

Student Name \_\_\_\_\_

Evaluator \_\_\_\_\_

Advisor

Reader

Self

Capstone Topic:

<b>Oral Presentation Rubric</b>	
<b>Capstone Presentation – Evaluation Rubric</b>	
<b>Presentation</b>	
<b>Performance</b>	
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.
<b>Organization/Critical Analysis of the Content</b>	
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.
<b>Presenter Response to Questions</b>	
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.