Program Review

Graduate Humanities

College of Liberal Arts

November 2008

MARSHALL UNIVERSITY
Program Review
Marshall University

Date: October 1, 2008

Program: Graduate Humanities – M.A. in Humanities

Date of Last Review: AY 2003 – 2004

Recommendation
Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation Code (#):
1. Continuation of the program at the current level of activity; or
2. Continuation of the program with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or
3. Identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or
4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

Recommendation: Signature of person preparing the report: Date:

Recommendation: Signature of Program Chair: Date:

Recommendation: Signature of Academic Dean: Date:

Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) Date:

Recommendation: Signature of President, Faculty Senate/Chair, Graduate Council: Date:

Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs: Date:

Recommendation: Signature of the President: Date:

Recommendation: Signature of Chair, Board of Governors: Date:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:

Recommendation: #3 Identification of the program for resource development.

Rationale:
(If you recommend a program for further development identify all areas for specific development; if you recommend a program as a program of excellence address all criteria listed in HEPC Series 11)

The Graduate Humanities program has existed for 29 years with minimal institutional support. During that time, it has developed a comprehensive curriculum that serves the broad interests of students wishing to pursue their education by studying the intellectual domains that are the center of the liberal arts tradition. In its current form, the curriculum provides students with a coherent collection of interdisciplinary courses that draw from history, culture studies, literature, the humanities, and the arts and sciences. During the past five years, the program has enjoyed steady, albeit small, enrollments.

The program is cost effective to the extent that the cost of hosting the program is low relative to the benefit of producing graduates of the program. One needs also to factor in the good will generated by the current Director’s successes at bringing grant-funded projects (e.g., the Public Humanities Project, the Glenwood Project, and the Friends of the Humanities Initiative) to the University. These projects provide a statewide and high profile example of the good works of Marshall University.

The status of the program is at a choice point – whether to maintain the program at its current level or provide the program with modest resources to allow it to expand upon its successes. An answer to this question can be found by examining the opportunity costs experienced by not supporting the program’s development.

As the report indicates, the academic program depends upon one full-time professor and many adjunct instructors. Although the adjunct instructors are dedicated to the program, their primary attention is focused on other professional responsibilities. Consequently, the curriculum is perpetually in a tenuous state as its course offerings depend upon the availability and continued interest of the part-time instructors. In addition, part-time instructors cannot be expected to perform normal tasks of an academic program such as recruiting potential students, advising current students, participating in student outcome assessment, and pursuing grant opportunities. Moreover, the curriculum provided by the program is dictated by the skills and interests of the part time faculty. In more robust programs, the core faculty establish and teach the foundation courses of the program while part-time faculty may teach specialty courses that complement the core.

Another opportunity cost for not expanding the program are the lost opportunities to receive competitive grants and contracts. As noted in the report, the Director of the Graduate Humanities program receives repeated requests to respond to Requests for Proposals and other grant opportunities to conduct historical and ethnographic
The limited personnel resources of the program mean that the Director must forego these projects and allow other entities to receive the grant support.

In brief, the expansion of the Graduate Humanities program with an additional full-time member of the faculty is a low-cost, high-return investment. Indeed, expanding the program will provide the opportunity for other graduate programs in the college to grow. To be specific, there are four general benefits to the expansion of the graduate program.

First, having an additional full-time member of the department will afford the director more opportunities to recruit students, and attend to the tasks associated with student retention and program assessment.

Second, the program can develop a more robust academic program, which can be offered on-line and through other means (e.g., executive delivery) to a broader array of potential students. As an example, the Graduate Humanities program can provide programs of study that will help prepare students for careers in various non-profit and non-governmental organizations.

Third, having an additional faculty member, especially an ethnographer, will allow the program to compete for various funded research project. Finally, an expanded program will forum for an interdisciplinary program that represents the confluence of History and Sociology-Anthropology.

Regarding the latter point, the three programs have shared interest in developing applied programs of study for their respective departments. Each program is willing to work collaboratively to create curricula which will support their academic programs but remain sufficiently interdisciplinary to the other programs. This collaborative effort will also support much funded research as there will be a cohort of faculty and graduate students available to support sustained programs of research.

Increasing the size of the Graduate Humanities program will allow it to continue to provide high quality humanities education in the region. Indeed, with proper planning and the use of technology, the program can expand its reach beyond the South Charleston Campus. An expanded program will also afford the opportunity for the University to bid for competitive research grants and contracts. Finally, an expansion of the program will support the development of innovative graduate programs in other departments.

Signature of the Dean ______________________ Date ______________________
Program Review

Graduate Humanities Program
College of Liberal Arts

Marshall University

AY 2008 – 2009

Dr. Stephen J. Kopp, President
Dr. David Pittenger, Dean
Dr. Luke Eric Lassiter, Program Director
# Program Review
Graduate Humanities Program

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Program: Graduate Humanities

College: College of Liberal Arts

Date of Last Review: AY 2003 – 2004

Section I: Program Description

The Master of Arts in Humanities adapts the advanced study of the humanities to the personal interests of a broad spectrum of adult students. The program provides students with varied undergraduate backgrounds in humanities the opportunity to continue their studies at the graduate level with an integrated and interdisciplinary perspective on human inquiry. The courses enhance the student's ability to deal critically and flexibly with intellectual, social, political, historical, literary, or artistic issues with a broad humanistic perspective.

The Master of Arts in Humanities differs from traditional humanities programs. Although conventional in that disciplinary studies are an integral part of the program, its interdisciplinary approach offers new perspectives on a variety of fields. A common core provides intellectual coherence in a degree with significant flexibility. Working closely with an advisor, a student develops an individual Plan of Study that may bring together two or more fields within the humanities. The Program has four tracks of study (below) and thus uses five alpha designators:

- HUMN: Humanities
- A&S: Arts and Society
- CULS: Cultural Studies
- HIST: Historical Studies
- LITS: Literary Studies

The Graduate Humanities Program also accommodates professional development students and lifelong learners. Non-degree courses have been developed to provide professional development for teachers. Since 2003, the Program has offered a graduate certificate in Appalachian Studies. The interdisciplinary thrust of this certificate allows graduate students and professionals from a variety of fields to develop their knowledge of the Appalachian region.

The Graduate Humanities Program is a full member of the Association of Graduate Liberal Studies Programs, based at Duke University.

Section III: Program Statement

A. ADEQUACY

1. Curriculum

All degree students are required to complete 36 or 39 semester hours of coursework, including a required core, an area of interest, electives, and a final research product (thesis
or project) (see Appendix I). Individual plans of study require a prescribed humanities "core" of four courses (12 hours), designed to acquaint the student with the methodology, materials, and problems of interdisciplinary study and research within the context of humanistic study. One of these courses, Humanities 604, Expository Writing for Research, develops graduate writing skills.

Each student selects one of the following areas of interest or develops a narrowed emphasis which combines two or more of these areas: Arts and Society (A&S), Cultural Studies (CULS), Historical Studies (HIST), or Literary Studies (LITS). A minimum of 15 hours is required in the concentration. A specific core course is required for each area of interest. Within each area, a student may select courses to develop personal interests.

Students also have an opportunity for humanities electives (3-12 hours). Many choose additional courses to add depth to their primary interest; others use the electives to develop a second area of interest.

2. Faculty

At its inception in 1979, the Graduate Humanities Program was designed to employ adjunct faculty from other colleges and universities for course delivery. It reflected the initial mission of the Graduate College to cooperate with the four-year institutions in providing quality graduate education in the southern sixteen counties of West Virginia.

Since 1979, the Program faculty has included at least one full-time faculty member (the Program Director), joint appointments, and adjunct faculty. From 1993 to 1997, the Program had a second full-time faculty member, but now only has one full time faculty appointment (the Program Director) and one joint faculty appointment with the Graduate School of Education and Professional Development (this faculty member teaches one course per semester for the Program).

The part-time faculty have provided critical flexibility in course offerings in the Program. To ensure continuity, "permanent" adjunct faculty have been identified. They teach courses regularly, including the core classes; they also serve on examining committees, direct theses, and mentor research projects. Some are members of the Graduate Humanities Advisory Committee, which addresses policy issues, program changes, and quality concerns.

All full-time and joint appointment faculty hold doctorates; the majority of classes are taught by faculty with doctorates and/or terminal degrees (e.g., MFA). Most part-time faculty who do not have doctorates usually teach courses in such specialized areas as film and creative writing or are team teaching with a Ph.D. (Please see faculty data in Appendix II.)

3. Students

a. Entrance standards: Criteria for admission as a degree student in Humanities include:

- a score at or above the 40th percentile on the verbal section of the Graduate Record Examinations Aptitude Test, or a score at or above the 40th percentile on the Miller Analogies Test;
• either an undergraduate major in the humanities or a score at or above the 40th percentile in one of the following areas of the Graduate Record Examinations Advanced Tests: French, German, History, Literature in English, Music, Philosophy, or Spanish; and
• an overall undergraduate grade point average of 3.0 (A=4.0) or a 3.5 graduate average.

Applicants who do not meet these criteria are denied full admission, but they may be offered provisional enrollment with conditions to be met for program admission (grades of "A" or "B" in the first twelve hours of courses, which must include Humanities 604 and one other core course).

b. Entrance abilities: Students entering the Graduate Humanities Program are among the most capable in the Marshall University Graduate College. The undergraduate GPA mean for those admitted during the five-year review period (Summer 2003 – Spring 2008) was 3.396. The GRE verbal score (mean) for Program degree students during this same five-year period was 453; the MAT mean was 46 (before October 2004 when the MAT changed its system of scoring) and 415 (after October 2004). During the review period, 40 students were admitted into the program (either as fully admitted students or provisionally admitted students) and 6 students were admitted for the new Appalachian Studies Certificate.

c. Exit abilities: By the end of their program, Graduate Humanities students have completed a coherent Plan of Study emphasizing a concentration in one of the areas of the humanities (A&S, CULS, HIST, or LITS). After a minimum of twenty-four credit hours but before beginning the independent research project, students must pass a comprehensive examination evaluated by three professors. Students who complete the M.A. in Humanities have demonstrated skills in oral and written expression and the ability to deal critically with a wide range of issues within an interdisciplinary perspective. The final research project demonstrates the student's ability to organize and complete independent study and articulate the findings in acceptable form. The graduate cumulative grade point average for the review period (ranging from 3.33 to 4.00) suggests that Humanities degree students, whatever their undergraduate experiences, have matured and have met the demands of the course of study.

4. Resources

a. Financial: The projected budget for FY 2008-09 is $134,845 (salaries, benefits, graduate assistance, operating budget, and projected summer school for June 2009). All state funds allocated to the Graduate Humanities Program are used to support the degree program. Additional activities are supported by third-party contracts and grants. For example, the Glenwood Project—a three phase multi-year university-community partnership initiative—has generated $30,680 from the West Virginia Humanities for program activities (with in-kind and cash contributions equaling an additional $49,642) (see http://www.marshall.edu/humn for more information).

As per the question in the Program Review template concerning what resource changes would occur if the program were terminated as a major, (i.e., “If this program were terminated as a major, what resource changes would occur?”), the only resource changes would involve salaries and operating expenses. Most courses taught require no special facilities. With this in mind, only the current office spaces and the classrooms
used would be available. Because the only full-time faculty member, the Program Director, holds a doctorate in anthropology and is tenured, it is not likely that significant savings from salary would be realized.

As per the question in the Program Review template concerning how such a termination might affect the university (i.e. “If this program were reduced or terminated, what changes would occur and how would it affect the university?”), four overarching consequences come to mind. First and foremost, the Graduate Humanities Program provides one of the university’s few options for graduate students to study in a wide ranging interdisciplinary program, one that currently spans across the liberal arts, including the humanities as well as the social sciences. This option exists in over one hundred institutions in the United States, ranging from small liberal arts colleges to major universities. Every year the number of interdisciplinary programs increases. It would be unfortunate indeed if Marshall University withdrew this option. Second, the Graduate Humanities Program provides one of the few opportunities for adults and working professionals—particularly those residing in southern West Virginia—to receive interdisciplinary graduate education in the content fields of history, literature, art history, and cultural studies. Many of these adults and working professionals, for example, are secondary teachers who elect to get an advanced degree in a content area within the Humanities degree (especially in historical / cultural studies and literary studies). Third, the Graduate Humanities Program hosts the university’s and region’s only Certificate in Appalachian Studies, which is an integral part of the university’s commitment to Appalachian Studies in particular and to the Appalachian region more generally. Finally, the Graduate Humanities program currently offers neutral space for faculty from different disciplines to work together, to generate interdisciplinary opportunities for students, and to grow university-community partnerships and projects (see, e.g., those mentioned below in the section “improving program quality”).

b. Facilities: Most of the courses in the Graduate Humanities Program use standard classrooms and available audio-visual equipment (computer and digital projector, CD player, DVD/VCR and monitor, etc.). As with all programs at the University, it is important that the teaching facilities be appropriate for adult students. Because the Graduate Humanities Program is located on the South Charleston campus, well-equipped classrooms are available for the classes. Several Graduate Humanities faculty are now using WebCT/Blackboard for course delivery. In this same vein, the Graduate Humanities Program benefits from expanded course delivery in sites such as Summersville (where one humanities course is generally taught each semester), which allows for effective outreach to sites outside Kanawha County.

Especially important to the Program is the on-campus library facility. Indeed, the Graduate Humanities Program’s faculty, staff, and students rely heavily on the services provided by library staff at the Graduate College Library, who field research requests, facilitate interlibrary loans, and locate books, articles, and other resources on and off site for the Program. Having this access to library resources (both in person and on-line) is especially important for the graduate students in southern West Virginia and for working adults across the service area. In addition to these services, the Graduate College library staff (particularly Associate Dean Celene Seymour and Graduate College Librarian Lynne Edington) and the Program are currently working together to chart several new collaborative and interdisciplinary initiatives that bring the Program’s outreach mission and that of the library’s into the same stream. For example, we have recently established an ethnographic lab in a dedicated space in the Graduate College.
library where faculty and students can transcribe and store oral history and ethnographic interviews emergent from individual seminar projects as well as that from larger Program projects and grants.

5. Assessment Information

a. Summary information: Students enrolled in the Graduate Humanities Program are assessed according to outcomes described below. The responsibility for assessment falls on the Program Director. In an interdisciplinary program with individual plans of study, the outcomes that can be assessed are perhaps more general or global than in other programs.

- student learning outcomes
  - Providing students with an integrated and interdisciplinary perspective on human inquiry, the program should enhance the graduate's ability to deal critically and flexibly with intellectual, social, political, historical, literary, or artistic issues through a broad humanistic and interdisciplinary perspective. By the time a student graduates from the Graduate Humanities Program, then, faculty expect students to exhibit high-order critical thinking skills, a sensitivity and articulation of interdisciplinary knowledge and concepts, an understanding of the wide range of study made possible by the humanities, an appreciation for how the humanities informs larger concepts of human diversity and multiculturalism, and finally, an apprehension of the broader applications of humanities-based knowledge. (See Chart I.)

- assessment tools / measures
  - The program now collects data for assessing student learning outcomes at five different points: (1) Admission into Program (preliminary data collection); (2) Plan of Study meetings (interviews); (3) Comprehensive Exams (knowledge and skill assessment); (4) Thesis and/or Project (Independent Research Symposium) and (5) Exit Surveys. (See Chart I.)

- standards/benchmarks
  - The Graduate Humanities Program standards/benchmarks are tied to the student learning outcomes and assessment tools / measures [see Chart I], and include the following expectations: (1) All graduates are expected to complete coursework, pass comprehensive exams, and complete the final thesis/project within 7 years. (2) Comprehensive exams should exhibit the ability to analyze texts and images from more than one particular perspective, knowledge of research methods/critical issues in two core areas, knowledge of major figures/issues in area of emphasis, written proficiency, and technological competence. (3) The final project/thesis must reach a standard of production of an appropriate piece of research, one that begins with formulating an interdisciplinary research question; written and oral proficiency (product and presentation of research in symposium or thesis defense); and technological competence in carrying out research and producing the document. (4) All students
should have the option to develop study in public/applied humanities. (See Chart I.)

- **results/analysis**
  - Analysis of the relationships between student outcomes, assessment tools/measures, and standards/benchmarks since the last Program Review suggests that while Admission into the Program (assessment data collection tool #1) and initial Plan of Study meetings (assessment data collection tool #2) articulate trajectories for (and assessment of) the maintenance of individual student achievement; ongoing Plan of Study meetings (assessment data collection tool #2), the comprehensive exam (assessment data collection tool #3), the final project/thesis (assessment data collection tool #4), and exit surveys (assessment data collection tool #5) articulate trajectories for improving and/or growing the program. Analysis of comprehensive exams, for example, suggests that while most students are often well-prepared for this assessment, in a few cases, students must re-take their exams (see Chart I for actual figures, embedded in the narrative text). The percentage of students having to take the exam more than once has remained about the same since the last Program Review, suggesting that individualized instruction on the articulation of interdisciplinary knowledge and concepts should be addressed more carefully before students take the exam either in the classroom or via independent faculty-student meetings. Along similar lines, analysis of the final project/thesis suggests that the majority of students who complete their coursework in a timely manner also complete the final thesis or research project (see Chart I for actual figures). Importantly, however, exit surveys and interviews conducting during Plan of Study meetings suggest that many students shift from the thesis to the project option (see Chart I for actual figures), or choose the project option outright because the Program does not have enough full-time faculty (there is only one FT faculty, the Program Director) to serve as advisors for all thesis topics (only FT faculty can serve as thesis advisors; MU policy does not allow the many PT faculty who serve in the Program to serve in this role). While the Program has no doubt that the Research Project offers students the opportunity to engage in high-order critical thinking skills—among other student outcomes—the more limited opportunity of the thesis option clearly presents an obstacle for some students to achieve the fullest articulation of this end. As a final note, exit surveys and interviews conducting during Plan of Study meetings indicate that students continue to be extremely satisfied with the Program and are achieving the Program goals and most if not all the learning outcomes. Many students, however, continue to express interest in developing more applied curriculum and more instruction on apprehension of the broader applications of humanities-based knowledge. (See Chart I.)

- **action taken**
  - Since the last Program Review, program faculty have been discussing and implementing more focused preparations for student achievement across all measures. For example, the Program continues to:
varied and creative options for student work to be carried out for the project option (given the limitations for the thesis option); seek monies externally to provide students with a wider array of options for humanities-based study; and solicit opportunities within COLA (e.g., the new Program Director has requested a new position every year since arriving in 2005) and across colleges (such as in GSEPD) to secure the participation of more FT faculty willing to direct theses. In this same vein, the Program continues to develop several university-community partnership initiatives meant to develop and augment new opportunities for public and applied humanities (see “improving program quality below”). (See also Chart I.)

b. Improving program quality: Ongoing assessment of the Graduate Humanities Program has generated several initiatives and projects meant to enhance the Program’s effectiveness, especially in the area of developing and growing public and applied humanities. Some examples of this work include:

- **Public Humanities Project**—a long-term initiative to augment, strengthen, and grow a curriculum in public and applied humanities, one meant to directly benefit both our students and the communities and organizations surrounding the Marshall University Graduate College. See http://www.marshall.edu/humn/public_humanities_project.htm for more information. A program-specific articulation of Marshall University’s new strategic plan, the project has several components, including:
  
  o **Public/Applied Humanities Course Initiative**, which includes the design and implementation of graduate seminars meant to connect students and faculty to public engagement activities;
  
  o **West Virginia Project Archaeology Partnership**, which includes work with the Council for West Virginia Archaeology to involve Humanities students with helping to engage children and youth in the state’s cultural heritage;
  
  o **GSEPD Partnership**, which includes several collaborative outreach projects between Humanities and GSEPD faculty and students, including those such as professional development for K-12 teachers; and the
  
  o **Oral History Program Initiative**, which includes a variety of individual and seminar projects involving students and faculty in the collaborative study and public dissemination of local history. (An important component of this work is the involvement of University Libraries, which has worked with the Program to digitize the current Appalachian Oral History collection and facilitate the Program’s ongoing work in oral history: e.g., as mentioned above, the Program and Graduate College Library staff have recently established an ethnographic lab in a dedicated space in the Graduate College library where faculty and students can transcribe and store oral history and ethnographic interviews emergent from individual seminar projects as well as that from larger Program projects and grants.)

- **The Glenwood Project**—funded by the West Virginia Humanities Council, the project engages students, faculty, and community members in the history of Charleston and the Kanawha Valley through the interdisciplinary study of the Glenwood Estate on Charleston’s West Side. Graduate Humanities faculty and students have organized several symposia and graduate seminars for the project. Students and faculty are now working through Phase II of the Project,
building a traveling exhibit to go on display at sites across Charleston beginning in Spring 2009 (which involve two graduate seminars in the building and production of the exhibit). See http://www.marshall.edu/gsepd/humn/Glenwood Project/ for more information.

• **Friends of the Humanities Initiative**—a new project (spearheaded by a partnership of alumni and current students) to form a group of MUGC faculty/staff/students and local community members interested in expanding project options for students and augmenting public and applied outreach and engagement.

c. **Graduate and employer satisfaction:** As the Graduate Humanities Program does not prepare graduates for particular professions, follow-up studies with employers have not been undertaken. As noted above, however, exit surveys of recent graduates are conducted each year, and in addition to accessing the satisfaction with and impact of core courses, the effectiveness of faculty, the comprehensive exams, and the final research project/thesis (which the Program compiles for annual assessment data), the exit survey also solicits suggestions for growing and improving the Program (such as assessing new areas for Program offerings). Since the last program review, 10 of the 22 total Humanities graduates (46%) have answered the exit survey. Responses are varied and diverse; however, students generally report a high satisfaction with core courses (they seem to especially appreciate HUMN 604: Expository Writing for Research and the various Special Topics courses the Program has offers); the effectiveness of faculty; the comprehensive exam experience and the flexibility with the project/thesis. Suggestions for growing and improving the Program include expanding the range of options for course offerings, expanding on-line courses, increasing the number of faculty (and thus research project/thesis options), and augmenting and growing the new public/applied humanities initiatives.

d. **Previous five years of evaluations of annual assessment reports:** See Attachment I.

6. **Previous Reviews**

In 2004 Marshall University’s internal program review committee supported retention of the Graduate Humanities Program “at the current level of activity.” The committee noted that the “MA in Humanities is an essential program of the Graduate College and the College of Liberal Arts at Marshall University.”

7. **Strengths/Weaknesses**

**Strengths:**

- The teaching faculty, both full-time and part-time, are academically well-prepared and engaged in research and other professional activities. Although the Program employs many part-time faculty, several have been part of the Program for many years and feel real ownership in it. These “senior” adjuncts—many of them senior faculty at colleges and universities—teach regularly, serve as comprehensive examiners, and supervise research projects. Part-time faculty are valued for their commitment to the Program. Several are members of the Advisory Committee.
The quality of students enrolled in Graduate Humanities courses continues to reflect well on the Program and the Graduate College. They also represent a diversity of background not found in other graduate programs in South Charleston.

Graduate Humanities classes are available to other graduate programs, such as Elementary and Secondary Education and Counseling in GSEPD. Nursing students also take our courses to meet their humanities electives. In the last five years we have cross-listed courses, for example, with Elementary and Secondary Education (GSEPD), History (COLA), and the School of Journalism.

Graduate Humanities courses and workshops are appropriate for lifelong learners. As an interdisciplinary program, Graduate Humanities provides a natural environment for faculty from several disciplines to work together in providing educational experiences for different audiences.

The Program continues to attract students, and graduates express high satisfaction with their education. Although the numbers remain small in the Program, the applications are steady, and since the last Program Review, the new graduate certificate in Appalachian Studies has increased the Program’s visibility. Graduate students elect the M.A. in Humanities as a program that meets personal educational goals.

The flexibility in the program, with individual plans of study, and with opportunities to focus in a particular area of study (A&S, CULS, HIST, or LITS) allows the Program to meet the professional development needs of teachers and other professionals via traditional course offerings as well as through third-party contracts that the Program provides as professional development for teachers.

The Program is a full member of the Association for Liberal Studies Program, an organization, based at Duke University, for networking and program assessment.

The Program’s ongoing collaborations with other colleges and programs, such as the Graduate School of Education and Professional Development, augments an interdisciplinary exploration of the arts, culture, literature, and history within an open, exploratory, and experimental graduate-level educational environment.

The Program has a long history of engaging in local and regional outreach initiatives, community-university partnerships and programs; and has great potential to expand these programs and initiatives (see, e.g., 5b above).

Weaknesses:

By far the greatest weakness of the Program is having only one full-time faculty member, the Program Director, to which all student advising, achievement and success is tied. Having at least one additional full-time faculty would bring more stability and continuity to the Program, increasing its visibility and impact, not to mention increasing course delivery, assisting with advising, and supervising independent research—all of which could potentially have a dramatic impact on promotion, recruitment, and retention.
• A related issue is the Program’s ability to provide a broader range of opportunities for students seeking the thesis option. A good many students must opt for a research project instead of a thesis as the number of full-time MU faculty who teach in the Program—and thus the range of related academic interests—is limited (e.g., to the specialties of the Program Director).

• As the Program seeks to augment its public/applied curriculum and grow its outreach and university-community partnership opportunities, the ability to capitalize on those opportunities is severely limited to the Program Director’s individual capacity to accept and manage these projects independently as per the absence of other full-time humanities faculty. While the Program has engaged in several outreach and university-community research initiatives (e.g., the Glenwood Project: see, e.g., 5b above), the Program receives multiple requests to conduct historic, ethnographic, and humanities-based research beyond its capacity to entertain—i.e., research the Program has had to decline due to a lack of available full-time personnel with expertise in humanities-based research and dissemination. Many of these requests stem from major project requests with great potential to involve large numbers of students and even generate capital for the Program and University. In the past year alone, for example, the Program Director has turned away or deferred specific and individualized humanities-based research requests from the National Park Service, West Virginia Center on Budget and Policy, and the West Virginia Humanities Council. Having another full-time faculty member would no doubt grow the Program’s potential to field and accept requests, organize student involvement in graduate-level research, and potentially, generate revenue for the program.

B. VIABILITY

1. Articulation Agreements

Prior to the COGS–MU merger, cooperative agreements with Marshall University allowed students working toward an M.A. in Humanities to complete coursework at either Marshall or the Graduate College. With the merger, the Graduate Humanities Program became a graduate degree in the College of Liberal Arts at Marshall University, but it remains headquartered in South Charleston. At this time, the Graduate Humanities Program has no formal articulation agreements with other institutions.

2. Off-Campus/Distance Delivery Courses

Courses have been offered in southern West Virginia by scheduling full-time and part-time faculty. The Program is developing more online courses to meet the needs of students outside Kanawha County. (See Appendix III.)

3. Service Courses

Because of the nature of graduate education, there are no departmental courses from Graduate Humanities currently required for students in degree programs in departments in the College of Liberal Arts in Huntington or in other colleges and programs such as the Graduate School of Education and Professional Development (GSEPD) in South
Charleston. The Program does, however, provide professional development courses for K-12 teachers in cooperation with GSEPD. (See Appendix IV.)

4. Program Course Enrollment

Required Program area core courses (HUMN 600, 601, 602, 603, 604, 605, 680 and 681) are scheduled on a rotation. All degree students take these courses, but most are also open to any graduate student. Only HUMN 680 and 681 (independent research project / thesis) are restricted to degree students in Humanities who have passed the comprehensive examination and/or students who are competing their Appalachian Studies Certificate (in the case of HUMN 680). Electives are selected to satisfy the area of interest in the Plan of Study. These electives are also open to any graduate student. When classes fail to achieve sufficient enrollment, they are canceled or reassigned as “arranged” courses (with an adjustment in compensation for the part-time instructor). (See Appendix V for core courses and electives.)

5. Program Enrollment

Program revisions that went into effect in 1994 identified four areas of interest or concentrations (A&S, CULS, HIST, and LITS), but these are intended only to guide the student and provide a means of evaluating Program needs and resources. The M.A. in Humanities remains a single, interdisciplinary degree. New students admitted into the Program each remains generally the same, averaging 8 new admissions per year. Graduation rates from the Program also remain steady, averaging a little over 4 graduates per year (see Appendix VI for data on enrollments and graduates).

6. Enrollment Projections

If one judges by the number of new students admitted to the program over the past three years, then it appears that enrollments are improving slightly. The addition of the graduate certificate in Appalachian Studies since the last Program review has also increased in the past several years. Limited resources and positions curtail promotion and outreach, but the Program is projecting modest increases in enrollments over the next five years.

C. NECESSITY

1. Advisory Committee

The Graduate Humanities Program Advisory Committee is currently composed of full-time and part-time faculty. It was originally established in 1991 and reflects the commitment of part-time faculty to the Program. Their experiences at different institutions are valuable as we address issues in a non-traditional program. Since the last Program Review, the Advisory Committee worked at the subcommittee level to develop the graduate certificate in Appalachian Studies and worked on changing and updating the course content taught in the Humanities core curriculum.

The Graduate Humanities Program is now a full member of the Association of Graduate Liberal Studies Programs, an organization based at Duke University, concerned with interdisciplinary, liberal arts education for adults and working professionals. Membership
affords this program the opportunity to network with similar programs and seek guidance in implementing changes to the Program curriculum.

2. Graduates

Since the last Program Review, 22 students have graduated from the Humanities Program with an M.A. in Humanities. The majority of the graduates are employed. Their places of employment are as varied as the degree opportunities; many come to our Program as working adults and continue in similar employment tracks after graduation. Because of the variety in employment, it is impossible to generalize about salary. Of the 22 graduates since the last Program Review, over half—twelve—of the graduates are employed either full or part time in education (secondary and higher education; teaching and staff); two are in public sector jobs (tourism and public relations), and two work in State government. One graduate owns her own consulting firm; one is a realtor; and two are engineers. Another graduate is independently wealthy and a lifelong learner; and at least one other graduate is continuing pursuit of further graduate education.

3. Job Placement

The M.A. in Humanities is not promoted as a job placement degree (although the Program’s growing focus on public and applied humanities may eventually augment job placement in this area, such as in humanities-based nonprofits). While some of the Program’s graduates secure employment as a result of securing the degree, many others are already fully employed. Some are retired when they enter the program; a good many of our students take Program courses and seminars as non-degree students for purposes of enrichment (which appears to be an artifact of the growing interest in the humanities more generally in the Kanawha Valley). The Graduate Humanities Program thus provides only informal advice on employment and recommendations when requested. Because of networks developed by program faculty, we are often able to direct students to openings or can provide names to potential employers.

C. CONSISTENCY WITH UNIVERSITY MISSION

The Graduate Humanities Program supports the mission of Marshall University Graduate College by providing a degree option for adults and working professionals who do not wish to pursue degrees in Education, Business, or Engineering. It is, at present, the only option for adults in southern West Virginia who are interested in local/regional history and culture, creative writing, and literature. All of these areas provide valuable education for employed adults and/or lifelong learners. Through our degree courses and our professional development efforts, we participate in the statewide outreach of the College’s mission. Program commitment to multiculturalism and global studies also supports the mission. Courses in literature, history, and the arts provide insights into other cultures and historical periods. The graduate certificate in Appalachian Studies contributes to Marshall University’s commitment to this region.

As an interdisciplinary program, the Graduate Humanities Program networks with other programs and institutions to meet the educational needs of students. By drawing faculty from other educational institutions in the State, the Graduate Humanities Program maintains contacts with humanities faculty from around West Virginia. Scholarly research by faculty and students and other professional activities contribute to the cultural life of all West Virginians.
Section IV: Request for Resource Development

Program Mission Statement

The Graduate Humanities Program is an interdisciplinary program that brings together faculty and students from a variety of backgrounds to collaboratively explore the intersection of the arts, culture, literature, and history within an open, exploratory, and experimental graduate-level educational environment. The Program provides students with varied undergraduate backgrounds in humanities the opportunity to continue their studies at the graduate level with an integrated and interdisciplinary perspective on human inquiry. As a Full Member of the Association of Graduate Liberal Studies Programs (based at Duke University), the Program is charged with serving students at the highest level in graduate liberal studies. The program is thus charged with enhancing students’ abilities to deal critically and flexibly with intellectual, social, political, historical, literary, or artistic issues through a broad humanistic perspective. In this capacity, the Program is designed to serve three groups of students: (a) students working toward an M.A. in the Humanities; (b) students seeking professional development (such as in Appalachian Studies, per the Program’s certificate program), and (c) lifelong learners. Students in all three groups are to be engaged in critical thinking, directed inquiry, and independent study.

Program Vision Statement: Toward Applied and Public Humanities

The Graduate Humanities remains a strong and viable Marshall University Program. But like many U.S. graduate humanities programs, ours faces a changing set of challenges in the 21st Century Academy (see Kellogg Commission 2001, but esp. 1999 and 2000): in addition to the obvious economic challenges, graduate programs like ours are now challenged with defining ourselves anew to shifting constituencies, casting our curriculum within an ever-changing academic environments, extending our training beyond the classroom, and—perhaps most importantly—more effectively incorporating our students into local and regional community engagements and initiatives (see, e.g., Ehrlich 2000; Stanton and Wagner 2006; Veninga and McAfee 1997).

Several interdisciplinary humanities programs across the country have navigated these changes by emphasizing applied and public humanities curriculum, collaboratively engaging local communities and organizations in humanities-based initiatives and programs (for a comparative sample, see Ohio State University’s Institute for Collaborative Research and Public Humanities [http://icrph.osu.edu/], Brown University’s John Nicholas Brown Center for Public Humanities and Cultural Heritage [http://www.brown.edu/Research/JNBC/], and UC-Santa Barbara’s Public Humanities Initiative [http://www.english.ucsb.edu/initiatives/public-humanities]). In the main, applied and public humanities emphasize how the humanities can facilitate a larger project of public scholarship, teaching, and learning—a project built on collaboration, community involvement, and public interest. This developing trajectory calls for a reorientation of both student training and community engagement—a program of inquiry and action that is squarely situated within larger streams of collaborative and community-engaged initiatives across the sciences and humanities (see, e.g., Barker 2006; Benson et al. 2005; Bloomfield 2005; Kezar et al. 2005; Lassiter 2005a, 2005b). Importantly, multi-disciplinary research on these collaborative, publicly-based partnerships and projects suggests that students develop a deeper sense of responsibility to local communities in particular and to their larger roles as American citizens in general (see, e.g., Boyte 2008; Campus Compact 2007; Gelmon et al. 2001; Lassiter et al. 2004; Moses 2004; Zlotkowski et al. 2006). Local communities, in turn, directly benefit from the
resources provided by the universities and colleges based in their communities (see, e.g., Adler-Kassner et al. 1997; Sullivan and Kelley 2001; Wali 2006). Indeed, local communities become much more invested in academic programs that foster more immediately relevant programs, initiatives, and projects (see, e.g., Anyon and Fernandez 2007; Champagne 2002; Flower and Heath 2004). This research also suggests that these partnerships strengthen markedly the relevance of individual units to the larger academic institution: academic programs that include an aggressive, publicly-focused outreach curriculum are more likely to grow and prosper in today’s challenging academic environment (see, e.g., American Council of Learned Societies 1990; Battistoni et al. 2003; LaLone 2005).

In sum, the evidence clearly suggests that among the most viable areas of expansion for interdisciplinary graduate humanities programs is the development of applied and public humanities (cf. the Association of Graduate Liberal Studies Programs 2005), a still-emergent development that was anticipated by the American Council of Learned Societies (1990) over a decade and a half ago. While previous and current leadership of the Graduate Humanities Program have taken note of these developments--indeed, the Graduate Humanities Program has a long history of engaging in local and regional outreach initiatives, community-university partnerships and projects--the lack of resources (particularly the challenges related to having only one full-time faculty member) have inhibited the Graduate Humanities from expanding more aggressively into the realms of applied and public humanities.

Given these challenges, however, in January 2006 the Advisory Board of the Graduate Humanities Program approved the development of a modest, long-term strategic plan for expanding our vision for applied and public humanities along the lines stated above, a strategic plan titled the “Public Humanities Project.”

Program Strategic Plan: The Public Humanities Project

The Public Humanities Project is a long-term plan to augment, strengthen, and grow a curriculum in public humanities, one that will directly benefit both our students and the communities and organizations surrounding the Marshall University Graduate College. Our Public Humanities Project will complement our already solid and rigorous graduate level humanities training in the interdisciplinary study of the arts, cultural, historical, literary studies. Specifically, it will emphasize and organize projects and initiatives of our diverse, interdisciplinary faculty and students along public lines--the base from which we will grow new projects and initiatives meant to augment our mission and strengthen our emphasis on outreach.

Our Public Humanities Project directly builds on Marshall University’s new Strategic Vision, “Our Bold Constellation for the Future,” particularly that which targets the plans “Intellectual Capital,” “Community and Service,” and “Discovery and Innovation.” In each of these areas, the Public Humanities Project seeks to: enlarge the intellectual capital of our students by designing public humanities curriculum that emphasizes work in the public sphere (see the Public Humanities Course Initiative, below); promote a public scholarship centered on community and service and built on collaboration, community involvement, and public interest (see the West Virginia Project Archeology Partnership and the GSEPD Partnership below); and amplify discovery and innovation through a humanities-based approach to integrative thinking and learning (see the Oral History Program Initiative, below).
Current Initiatives and Programs

Public Humanities Course Initiatives: A new program designed (1) to introduce the problems and issues central to a public humanities scholarship, and (2) to offer skills (for example, in organizational communication, historical preservation, development, and nonprofit public relations) for thinking and working in humanities-based public settings in and out of academia. This initiative focuses on building a successful public humanities course curriculum that can lead to new certificate programs in the public humanities.

Activity to Date: To gauge and develop student interest in applied and public humanities, faculty and students have designed several experimental seminars as Special Topics Courses, including Exhibits for/in Local Communities (Fall 2008), Seminar in Public Humanities (Summer 2008), Museum Studies and Exhibit Design (Fall 2007), Grant Writing in the Humanities (Spring 2007), and Public Relations for Nonprofits (Fall 2006).

West Virginia Project Archaeology Partnership: The Marshall University Graduate College is a full partner of West Virginia Project Archaeology, a program of the Council for West Virginia Archaeology whose mission is "to promote cultural awareness, appreciation, and stewardship of the state's cultural heritage" and "to educate children and youth . . . so that are equipped to make wise decisions concerning the use of and protection of archaeological sites and cultural material." The Graduate Humanities Program is closely involved with this initiative through graduate course offerings, teacher training, professional development, programs and workshops.

Activity to Date: Experimental Special Topics Courses include The Glenwood Estate (Summer 2007), West Virginia Archaeology for K-12 Classroom Use (S / F 2006) (Professional Development Series), Archaeology of Appalachia (Fall 2006). Current Projects include The Glenwood Project (Phase I & II), and Project Archaeology Facilitator Training and State Handbook Project (a statewide curriculum project funded by the West Virginia Humanities Council)

GSEPD Partnership: The Marshall University Graduate School of Education and Professional Development (GSEPD) is "actively involved in addressing regional and state level educational, mental health, and social issues." As a part of the School's mission to use "innovative approaches to address educational and community needs," the Graduate Humanities Program is closely involved with several of the School's programs and initiatives, including outreach and university-community partnerships (e.g., Graduate Humanities recently partnered with the Social Studies Curriculum division of the Kanawha County Schools to facilitate teachers' training and student learning in the areas of West Virginia history and oral history methodology).

Activity to Date: Experiments in Joint Curriculum have included (Spring 2007) EDF 626: Advanced Qualitative Research in Education & CULS 600: Advanced Qualitative Research Methods; (Fall 2006) EDF 625: Qualitative Research in Education & LITS 600: Writing Culture, Writing Ethnography. Experiments in Professional Development Courses for Teachers: West Virginia Archaeology for K-12 Classroom Use (Summer & Fall 2006); and Appalachia in the Classroom (Spring & Summer 2006).

Oral History Program Initiative: The Oral History of Appalachia Program is an important part of the Graduate Humanities Program's Appalachian Studies Certificate. This collection of well over 500 interviews "documents the history of Appalachia and specifically, West Virginia, through the spoken memories of those who participated in that history." Partnering with other organizations,
programs and initiatives based at Marshall University -- including the Center for the Study of Ethnicity and Gender in Appalachia, the Appalachian Studies Association, and Marshall University Libraries -- the Graduate Humanities Program is currently involved in university-wide discussions to expand this collection, boost its role in the university and community, and actualize new curriculum in graduate humanities.

Activity to Date: Faculty and students have developed experimental Special Topics courses involving oral history and ethnography, including Social Memory and Oral History (Fall 2008); Folklore (Fall 2007); Reading and Creating Appalachia (Spring 2007); Writing Culture, Writing Ethnography (Fall 2006); Appalachian Folklore (Summer 2006); Appalachian Studies: Themes and Voices (Spring 2006); Social Memory and Oral History (Spring 2006). Current Projects include: Digital Content Management Project (a university-wide digitization initiative based in MU Marshall Libraries); and the creation of the new Center for Ethnographic and Oral History Research (forthcoming in Spring 2009).

Specification of Resources Needed and Projected Outcomes

As noted by Dean Pittenger in his letter which prefaces the Program Review, “the status of the program is at a choice point – whether to maintain the program at its current level or provide the program with modest resources to allow it to expand upon its successes.” Indeed, the Graduate Humanities Program has reached a plateau: while the Program has continued to (and will) maintain its interdisciplinary study of the arts, cultural, historical, literary studies; and while the Public Humanities Project has been able to generate experimental courses (such as the Public Humanities seminar) and periodic projects (such as the Glenwood Project), which it will also continue to do; the full expansion of this vision requires at least one additional staff member to help realize the vision for moving the Public Humanities Project beyond its current level of experimentation and into a more sustained realization of humanities-based engagement.

As the Program seeks to augment its applied and public curriculum and grow its outreach and university-community partnership opportunities, in particular, the ability to capitalize on those opportunities is severely limited to the Program Director’s individual capacity to accept and manage these projects independently as per the absence of any other full-time humanities faculty. While the Program has engaged in several outreach and university-community research initiatives (like the Glenwood Project), the Program receives multiple requests to conduct historic, ethnographic, and humanities-based research beyond its capacity to entertain—i.e., research the Program has had to decline due to a lack of available full-time personnel with expertise in humanities-based research and dissemination. Many of these requests stem from major project requests with great potential to involve large numbers of students and even generate capital for the Program and University. In the past year alone, for example, the Program Director has turned away or deferred specific and individualized humanities-based research requests form the National Park Service, West Virginia Center on Budget and Policy, and the West Virginia Humanities Council. Having another full-time faculty member would no doubt grow the Program’s potential to field and accept requests, organize student involvement in graduate-level research, and potentially, generate revenue for the program.

Much more importantly--and directly related to the overall maintenance of the program, not just the Public Humanities Project--the Program as a whole is severely weakened by having all student advising, achievement and success tied to only one full-time faculty member. Having at least one additional full-time faculty would bring more stability and continuity to the Program as
a whole, increasing its visibility and impact, not to mention increasing course delivery, assisting with advising, and supervising independent research—all of which could potentially have a dramatic impact on promotion, recruitment, and retention.

In sum, the specification of resources needed and projected outcomes is spelled out in Dean Pittenger’s letter that prefaces the Program Review:

In brief, the expansion of the Graduate Humanities program with an additional full-time member of the faculty is a low-cost, high-return investment. Indeed, expanding the program will provide the opportunity for other graduate programs in the college to grow. To be specific, there are four general benefits to the expansion of the graduate program.

First, having an additional full-time member of the department will afford the director more opportunities to recruit students, and attend to the tasks associated with student retention and program assessment.

Second, the program can develop a more robust academic program, which can be offered on-line and through other means (e.g., executive delivery) to a broader array of potential students. As an example, the Graduate Humanities program can provide programs of study that will help prepare students for careers in various non-profit and non-governmental organizations.

Third, having an additional faculty member, especially an ethnographer, will allow the program to compete for various funded research project. Finally, an expanded program will forum for an interdisciplinary program that represents the confluence of History and Sociology-Anthropology.

Regarding the latter point, the three programs have shared interest in developing applied programs of study for their respective departments. Each program is willing to work collaboratively to create curricula which will support their academic programs but remain sufficiently interdisciplinary to the other programs. This collaborative effort will also support much funded research as there will be a cohort of faculty and graduate students available to support sustained programs of research.

Increasing the size of the Graduate Humanities program will allow it to continue to provide high quality humanities education in the region. Indeed, with proper planning and the use of technology, the program can expand its reach beyond the South Charleston Campus. An expanded program will also afford the opportunity for the University to bid for competitive research grants and contracts. Finally, an expansion of the program will support the development of innovative graduate programs in other departments.

References


Zlotkowski, Edward, Nicholas V. Longo, and James R. Williams, eds. 2006. *Students as Colleagues: Expanding the Circle of Service-Learning Leadership*. Boston, MA: Campus Compact.
## Appendix I
### Required/Elective Course Work in the Program

Degree Program: **M.A. in Humanities**

Person responsible for the report: **Luke Eric Lassiter, Program Director**

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
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<tr>
<td>HUMN 600 - Introduction to Study in the Humanities</td>
<td>15 - 18</td>
<td>Area of Concentration – A&amp;S, HIST, CULS, or LITS (see pp. 212-214 in the 2006-2008 Graduate Catalog for the course numbers and titles from which students choose)</td>
<td>15</td>
<td></td>
<td>36 - 39</td>
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<tr>
<td>HUMN 604 - Expository Writing for Research</td>
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<td>+</td>
<td></td>
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<tr>
<td>2 of following:</td>
<td></td>
<td>HUMN 601 - Literary Theory and Criticism</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HUMN 602 - Historical Studies</td>
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<td>or</td>
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<tr>
<td></td>
<td></td>
<td>HUMN 603 - History and Theory of the Arts</td>
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<td>or</td>
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<tr>
<td></td>
<td></td>
<td>HUMN 605 – Western Traditions and Contemporary Cultures</td>
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<td>Humanities 680 - Independent Research Symposium</td>
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<td></td>
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<td>Humanities 681 - (for thesis option)</td>
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Professional society that may have influenced the program offering and/or requirements: **Association of Graduate Liberal Studies Programs**
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Luke Eric Lassiter          Rank: Professor

Status (Check one): Full-time  x  Part-time  Adjunct
Current MU Faculty: Yes  x  No

Highest Degree Earned: PhD
Date Degree Received: 1995

Conferred by: University of North Carolina at Chapel Hill

Area of Specialization: Anthropology

Professional Registration/Licensure: N/A
Agency: N/A

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<tr>
<td>2006 / Fall</td>
<td>EDF 625</td>
<td>Qualitative Research in Education</td>
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<td>2006 / Fall</td>
<td>HUMN 680</td>
<td>Independent Research Symposium</td>
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<tr>
<td>2006 / Fall</td>
<td>LITS 600</td>
<td>SelTp: Writing Culture, Writing Ethnography</td>
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<tr>
<td>2007 / Spring</td>
<td>CULS 600</td>
<td>SelTp: Advanced Qualitative Methods</td>
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<tr>
<td>2007 / Spring</td>
<td>EDF 626</td>
<td>Advanced Qualitative Methods</td>
<td>5</td>
</tr>
<tr>
<td>2007 / Spring</td>
<td>HUMN 680</td>
<td>Independent Research Symposium (2 sections)</td>
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<td>2007 / Summer</td>
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<td>Introduction to Study in the Humanities</td>
<td>4</td>
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<td>2007 / Summer</td>
<td>HUMN 650</td>
<td>SelTp: Pedagogy in the Humanities</td>
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<tr>
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<td>HUMN 680</td>
<td>Independent Research Symposium</td>
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<td>2007 / Fall</td>
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<td>SelTp: Folklore</td>
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<td>SelTp: Collaborative Anthropologies</td>
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<td>2008 / Summer</td>
<td>HUMN 650</td>
<td>SelTp: Seminar in Public Humanities</td>
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</tbody>
</table>

3) Discipline-related books/papers published (provide a full citation).

- In the last five years, I have published 6 books and 23 essays, articles and reviews. The following is a partial selection from the past three years:
Papers presented at state, regional, national, or international conferences.

- In the last five years, I have presented 19 papers at state, regional, national or international conferences. The following is a partial selection from the past three years:

Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

- I am a member of the following organizations, and within the past five years have served in the following capacities:
  - AltaMira Press, Editorial Board.
  - Scholarly Review: I have served as a reviewer of manuscripts (books, proposals, and articles) for the following Presses and/or journals in the past five years: Duke University Press; Oxford University Press; University of Chicago Press; University of Nebraska Press; University of Oklahoma Press; McGraw-Hill Publishers; Berg Publishers; Wiley-Blackwell; Rowman & Littlefield; Wenner-Gren Foundation; *Science, Technology, and Human Values*; *Human Organization*; *Journal of American History, Current Anthropology; American Indian Culture and Research Journal; and Area: Journal of the Royal Geographic Society*
  - American Anthropological Association (Executive Board of the General Anthropology Division [GAD], GAD Communications Director, GAD Section Editor of *Anthropology News*, GAD Program Chair for the 2006 & 2007 annual AAA meetings; and organizer/chair of 4 AAA meeting sessions, including an Invited Presidential Session in 2007)
  - Society for Applied Anthropology, Fellow
  - Phi Kappa Phi
  - Association for Graduate Liberal Studies Program

Externally funded research grants and contracts you received.

- In the last five years, I have received 12 grants and/or contracts, including most recently (since coming to MU):

Awards/honors (including invitations to speak in your area of expertise) or special recognition.

- In the last five years, I have received 8 major awards and honors, including most recently:
  - The Margaret Mead Award, jointly awarded by the American Anthropological Association and the Society for Applied Anthropology, 2005.

Community service as defined in the *Greenbook*.

- In the last five years, I have served in a number of community service capacities, including most recently:
  - Advisory Board, “Project TEACH II,” Regional Education Service Agency III, Dunbar, WV, 2006-present.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Fran Simone

Rank: Professor

Status (Check one): Full-time ___ (GSEP D) Part-time ___ (COLA) Adjunct ___ Current MU Faculty: Yes ___ No ___ (Joint faculty appointment in the Graduate Humanities Program)

Highest Degree Earned: Ph.D Date Degree Received: 1974

Conferred by: Duke University

Area of Specialization: English Education

Professional Registration/Licensure Agency:

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
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<th>Enrollment</th>
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<tr>
<td>2008 / Spring</td>
<td>LITS 520</td>
<td>Creative Writing and Practical Criticism</td>
<td>8</td>
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</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

Opportunities to develop and teach a variety of new courses in the program. These include the following: Literature 522 – The Reading/Writing Connection; Literature 600 – Reading and Writing Autobiography and Memoir; Literature 520 – Creative Writing and Practical Criticism. In the creative writing course my students and I produced an anthology, “Nine Windows,” of their exemplary stories.
3) Discipline-related books/papers published (provide a full citation).


4) Papers presented at state, regional, national, or international conferences.

“Crafting a Memoir,” a concurrent session at the West Virginia Book Festival, October, 2005.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

National Council of Teachers of English
National Writing Project
International Reading Association
West Virginia Writers

6) Externally funded research grants and contracts you received.

I am a former director of the Central West Virginia Writing Project which is an affiliate of the NWP. NWP matching grants were awarded on a yearly basis.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

The first chapter of my manuscript, A Thousand Joys and Sorrows, was selected 2nd place for a book length non-fiction in the 2007 West Virginia Writers annual writing contest. The chapter entitled, “Chestnuts,” was published in the West Virginia Writers anthology.
Marshall University Distinguished Faculty Award, spring, 2006.
West Virginia Writer’s JUG (Just Uncommonly Good) Award, spring, 2006.

8) Community service as defined in the Greenbook.

Marshall University Magazine Editorial Advisory Board
Marshall University Graduate Program Review Committee
West Virginia Humanities Council Program Review Committee
Judge High School prose category, West Virginia Writers Annual Competition, spring, 2008.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: __Elizabeth Campbell_________________________ Rank: __Instructor_____________________

Status (Check one): Full-time______ Part-time______ Adjunct __x__ Current MU Faculty: Yes ___ No __x__

Highest Degree Earned: __M.A. (PhD ABD, IUP)_________ Date Degree Received: ___1998______

Conferred by: __University of North Carolina at Chapel Hill (MA)__________________________

Area of Specialization: __Folklore (MA); English Composition (Phd ABD)_____________________

Professional Registration/Licensure___________________________ Agency: __________________________

Year/Semester Alpha Des. & No. Title Enrollment
2007 / Fall HUMN 601 Literary Theory and Criticism 12

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Barbara E. Ladner

Rank: Prof. of English, WVSU

Status (Check one): Full-time _____ Part-time _____ Adjunct _x (MU)___
Current MU Faculty: Yes ___ No _x_

Highest Degree Earned: PhD Date Degree Received: 1987

Conferred by: Yale University

Area of Specialization: American Studies

Professional Registration/Licensure
Agency:

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall 18 (PT)

Years of employment in higher education 20

Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
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<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>2007 / Fall</td>
<td>LITS 600</td>
<td>SelTp: Fiction into Film</td>
<td>7</td>
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</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Robert F. Maslowski
____________________

Rank: Inst. (Army Corp of Eng., Ret.)

Status (Check one): Full-time_____ Part-time_____ Adjunct x Current MU Faculty: Yes ___ No ___

Highest Degree Earned: PhD _______________ Date Degree Received: 1978

Conferred by: University of Pittsburgh

Area of Specialization: Anthropology/Archaeology

Professional Registration/Licensure RPA Agency: Register of Prof. Archaeologists

Years non-teaching experience 35
Years of employment other than Marshall 30
Years of employment at Marshall 8 (PT)
Years of employment in higher education 15
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.

(Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 / Fall</td>
<td>CULS 610</td>
<td>Seminar in Appalachian Culture</td>
<td>4</td>
</tr>
<tr>
<td>2007 / Summer</td>
<td>CULS 600</td>
<td>SelTp: The Glenwood Estate</td>
<td>5</td>
</tr>
<tr>
<td>2008 / Spring</td>
<td>CULS 612</td>
<td>Time and Place in Appalachia</td>
<td>10</td>
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</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

3) Discipline-related books/papers published (provide a full citation).

4) Papers presented at state, regional, national, or international conferences.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name:  Mark Tobin Moore  
Rank:  Instructor

Status (Check one):  Full-time_____  Part-time_____  Adjunct  x  Current MU Faculty:  Yes __  
No  x

Highest Degree Earned: __ MFA __  Date Degree Received: ___ 2000 __

Conferred by: __ West Virginia University __

Area of Specialization:  Visual Arts

Professional Registration/Licensure__________________________  
Agency: ________________________________________________

Years non-teaching experience 20
Years of employment other than Marshall 25
Years of employment at Marshall 2 (PT)
Years of employment in higher education 13
Years in service at Marshall during this period of review 2

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.  
(Expand the table as necessary)

<table>
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<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 / Fall</td>
<td>A&amp;S 600</td>
<td>SelTp: Recycled: 20th Century Collage</td>
<td>6</td>
</tr>
<tr>
<td>2007 / Fall</td>
<td>A&amp;S 600</td>
<td>SelTp: Museum Studies and Exhibit Design</td>
<td>3</td>
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</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

3) Discipline-related books/papers published (provide a full citation).

4) Papers presented at state, regional, national, or international conferences.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Reidun Ovrebo

Rank: Professor of Art, WVSU

Status (Check one): Full-time____ Part-time____ Adjunct __ (MU) Current MU Faculty: Yes ___ No __

Highest Degree Earned: PhD __________________ Date Degree Received: 1993________

Conferred by: Ohio University

Area of Specialization: Comparative Arts

Professional Registration/Licensure____________________ Agency: __________________________

Years non-teaching experience 25
Years of employment other than Marshall 16
Years of employment at Marshall 11 (PT)
Years of employment in higher education 18
Years of employment at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 / Spring</td>
<td>HUMN 603</td>
<td>History and Theory of the Arts</td>
<td>4</td>
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</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___________________________ Rank: ___________________________

F. Tyler Sergent

Status (Check one): Full-time____ Part-time____ Adjunct x Current MU Faculty: Yes ___
No ___

Highest Degree Earned: __________ Date Degree Received: __________

MA (PhD ABD, Roskilde U) 1999

Conferred by: __________

Western Michigan University (MA)

Area of Specialization: __________

Medieval Studies (MA); Medieval History (PhD ABD)

Professional Registration/Licensure________________________  Agency: __________

Years non-teaching experience __________

Years of employment other than Marshall __________

Years of employment at Marshall 5+ (PT)

Years of employment in higher education 5+ (PT)

Years in service at Marshall during this period of review 1.5

List courses you taught during the final two years of this review. If you participated in a team-taught
course, indicate each of them and what percentage of the course you taught. For each course include
the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 / Fall</td>
<td>CULS 500</td>
<td>Studies in Thought and Culture</td>
<td>4</td>
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</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with
the most recent activities.)

2) Activities that have enhanced your teaching and or research.

3) Discipline-related books/papers published (provide a full citation).

4) Papers presented at state, regional, national, or international conferences.

5) Professional development activities, including professional organizations to which you belong and
state, regional, national, and international conferences attended. List any panels on which you
chaired or participated. List any offices you hold in professional organizations.

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.
## Appendix III
### Off-Campus Classes

Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus. Please include the courses offered in the past 2 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Courses Offered</th>
<th>Enrollment</th>
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<tr>
<td>2006 / Fall</td>
<td>Summersville</td>
<td>LITS 600: Studies in Chaucer</td>
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<td>2007 / Spring</td>
<td>Summersville</td>
<td>LITS 600: 19th Century British Novel (independent study)</td>
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<tr>
<td>2007 / Fall</td>
<td>Summersville</td>
<td>LITS 600: Victorian Poetry (independent study)</td>
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<tr>
<td>2008 / Spring</td>
<td>Summersville</td>
<td>LITS 600: Explorations of the Short Story</td>
<td>3</td>
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</tbody>
</table>
Note: The Humanities Program provides no required courses for other graduate programs in the University. The Program does provide non-degree professional development for teachers, as indicated in the table below.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Year 1 2003 - 2004</th>
<th>Year 2 2004 - 2005</th>
<th>Year 3 2005 - 2006</th>
<th>Year 4 2006 - 2007</th>
<th>Year 5 2007 - 2008</th>
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<tr>
<td></td>
<td></td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
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<tr>
<td>HUMN 560</td>
<td>Teaching U.S. Constitution</td>
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<td>HUMN 560</td>
<td>Character Education</td>
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<td>HUMN 560</td>
<td>Growing Up with WV Literature</td>
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<td>HUMN 560</td>
<td>Character Education at its Best</td>
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<td>HUMN 560</td>
<td>Teaching American History</td>
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<td>HUMN 561</td>
<td>Appalachia in the Classroom</td>
<td>54</td>
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<tr>
<td>HUMN 561</td>
<td>WV Arch. in K-12 Classroom</td>
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<td>HUMN 561</td>
<td>Project TEACH II</td>
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<td>HUMN 650</td>
<td>Historical Invest. for Teachers</td>
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## Appendix V
### Program Course Enrollment

<table>
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<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/ Elective/ Arranged</th>
<th>Year 1 2003 - 2004</th>
<th>Year 2 2004 - 2005</th>
<th>Year 3 2005 - 2006</th>
<th>Year 4 2006 - 2007</th>
<th>Year 5 2007 - 2008</th>
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</thead>
<tbody>
<tr>
<td>HUMN 600</td>
<td>Introduction to Study in Humanities</td>
<td>Required</td>
<td>Su 13</td>
<td>Fa 6</td>
<td>Sp 6</td>
<td>Su 7</td>
<td>Fa 5</td>
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<tr>
<td>HUMN 601</td>
<td>Literary Theory and Criticism</td>
<td>Required</td>
<td>7</td>
<td>1</td>
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<td>HUMN 602</td>
<td>Historical Studies</td>
<td>Required</td>
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<td>HUMN 603</td>
<td>History and Theory of the Arts</td>
<td>Required</td>
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<td>HUMN 604</td>
<td>Expository Writing for Research</td>
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<td>HUMN 605</td>
<td>Western Traditions &amp; Contemporary Culture</td>
<td>Required</td>
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<td>HUMN 680</td>
<td>Independent Research Symposium</td>
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<td>HUMN 681</td>
<td>Ind. Research Symposium: Thesis</td>
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<td>HUMN 650</td>
<td>Selected Topics in the Humanities*</td>
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<td>A&amp;S 600</td>
<td>Selected Topics in Arts &amp; Society*</td>
<td>Elective</td>
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<tr>
<td>CULS 500</td>
<td>Studies in Thought and Culture</td>
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<td>CULS 540</td>
<td>World Religions</td>
<td>Elective</td>
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<td>CULS 600</td>
<td>Selected Topics in Cultural Studies*</td>
<td>Elective</td>
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<td>CULS 610</td>
<td>Seminar in Appalachian Culture</td>
<td>Elective</td>
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<td>CULS 611</td>
<td>Appalachian Studies: Themes &amp; Voices</td>
<td>Elective for MA - Req. for App. Certificate</td>
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<tr>
<td>CULS 612</td>
<td>Time and Place in Appalachia</td>
<td>Elective – for MA - Req. for App. Certificate</td>
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<td>CULS 653</td>
<td>Media and the Political Process</td>
<td>Elective</td>
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<td>HIST 585</td>
<td>Coal Mine Life, Work &amp; Culture in WV†</td>
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<td>HIST 600</td>
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<td>HIST 601</td>
<td>Historic Preservation†</td>
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<td>LITS 520</td>
<td>Creative Writing and Practical Criticism</td>
<td>Elective</td>
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<td>LITS 522</td>
<td>Selected Topics in Writing</td>
<td>Elective</td>
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<td>LITS 540</td>
<td>Studies in Mythology/Folklore</td>
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<tr>
<td>LITS 600</td>
<td>Selected Topics in Literary Studies*</td>
<td>Elective</td>
<td>7 3 6 13 6 4 5 15 4 10 17 8 3</td>
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<td>LITS 625</td>
<td>Shakespeare: Text, Stage and Film</td>
<td>Elective</td>
<td>3</td>
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*Please note that HUMN 650, A&S 600, CULS 600, HIST 600, and LITS 600 are offered each semester, representing a wide range of selected topics courses arranged per student and faculty interests as well as grant projects, public outreach, and other Program initiatives. A full list of Selected Topics courses taught from Summer 2003 to Spring 2008 is available from the Program Director.

†Please note that prior to Fall 2008, the Humanities designator HIST designator is incorrectly listed under the Department of History in the Course Enrollment Reports provided on www.marshall.edu/assessment/programreviewforms2.htm.
### Appendix VI
#### Program Enrollment

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>New Students Admitted (M.A.)</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>New Students Admitted (App. Studies Certificate)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Majors Enrolled Area of Emphasis 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Majors Enrolled Area of Emphasis 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Majors Enrolled Area of Emphasis 3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Majors Enrolled Area of Emphasis, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Majors Enrolled*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Majors Enrolled:**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Areas of Emphasis (i.e., education specialization majors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minors***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total of Students Enrolled in the Program</td>
<td>14 (F03)</td>
<td>18 (F04)</td>
<td>18 (F05)</td>
<td>18 (F06)</td>
<td>19 (F07)</td>
</tr>
<tr>
<td>Graduates of the program (M.A.)</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**On occasion you may have a student enrolled in your program who is declaring your program as a 3rd major.

***If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.
## Chart I: Assessment Summary

Marshall University

**Assessment of Student Outcomes: Component/Course/Program Level**

5 year summary

### Component Area/Program/Discipline: Graduate Humanities Program

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Persons Responsible</th>
<th>Assessment Tools</th>
<th>Standards/Benchmarks</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of the Humanities Program are expected to exhibit:</td>
<td>Graduate Humanities Program Director and Program Faculty</td>
<td>Admission into Program data collection; Plan of Study meetings (interviews); Comprehension Exams (knowledge and skill assessment); Thesis and/or Project (Independent Research Symposium) and Exit Surveys</td>
<td>All graduates are expected to pass complete coursework, pass comprehensive exams, and complete the final thesis/project within 7 years.</td>
<td>Analysis of comprehensive exams suggests that while most students are often well-prepared for this assessment, in a few cases, students must re-take their exams. During the five year review period, for example, 59% of students passed the comprehensive exams the first time; 41% had to re-write at least one section. The percentage of students having to take the exam more than once has remained about the same over the past few years, suggesting that individualized instruction on the articulation of interdisciplinary knowledge and concepts should be addressed more carefully before students take the exam either in the classroom or via independent faculty-student meetings.</td>
<td>Program faculty are now discussing ways to implement more focused preparations for student comprehensive exams and for the articulation of interdisciplinary knowledge and concepts via classroom instruction and independent faculty-student meetings prior to the exam.</td>
</tr>
<tr>
<td>high-order critical thinking skills; a sensitivity and articulation of interdisciplinary knowledge and concepts; an understanding of the wide range of study made possible by the humanities; an appreciation for how the humanities informs larger concepts of human diversity and multiculturalism; and finally,</td>
<td></td>
<td></td>
<td></td>
<td>The final project/thesis must reach a standard of production of an appropriate piece of research, one that begins with formulating an interdisciplinary research question; written and oral proficiency.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Analysis of the final project/thesis suggests that the majority of students who complete their coursework in a timely manner also complete the final thesis or research project. During the five year review period, 77% of these students have completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Program continues to provide students with varied and creative options for student work to be carried out for the project option; however, the Program also continues to seek monies.</td>
</tr>
<tr>
<td>an apprehension of the broader applications of humanities-based knowledge.</td>
<td>Graduate Humanities Program Director and Program Faculty</td>
<td>Exit Surveys and Plan of Study meetings (interviews)</td>
<td>All students should have the option to develop study in public/applied humanities.</td>
<td>research projects and 23% have completed theses, with an average of 3.4 years to complete the program. Exit surveys and interviews conducted during Plan of Study meetings suggest that many students shift from the thesis to the project option (since the last program review, 18% have done so), or choose the project option outright because the Program does not have enough full-time faculty (the Program Director is the only FT faculty) to serve as advisors for all thesis topics (only FT faculty can serve as thesis advisors; the many PT faculty who serve in the program cannot serve in this role). While the Program has no doubt that the Research Project offers students the opportunity to engage in high-order critical thinking skills, the more limited opportunity of the thesis option clearly presents an obstacle for some students to achieve the fullest articulation of this end. Exit surveys and interviews conducted during Plan of Study meetings indicate that students continue to be extremely satisfied with the Program and are achieving the program goals and most if not all the learning outcomes. Many students, however, continue to express interest in developing more applied curriculum and more instruction on apprehension of the broader applications of humanities-based knowledge.</td>
<td>externally, and seek other opportunities within COLA (e.g., the new Program Director has requested a new position every year since arriving in 2005) and between and among colleges to secure the participation of more FT faculty willing to direct theses. The Program continues to develop its Public Humanities Project, including developing new curriculum in applied humanities, obtaining monies to provide students with opportunities for applied work in humanities settings, and other programs and initiatives (e.g., the Glenwood Project).</td>
</tr>
</tbody>
</table>
Office of Program Review & Assessment

To: Dr. Joyce East, Program Director, Humanities
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: August 11, 2004

Subject: Yearly Assessment Report, MA, Humanities

1. Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2004-2005.

2. What follows is a brief critique of the report you submitted for the academic year 2002-2003.

<table>
<thead>
<tr>
<th>I. Principal Elements of the assessment plan</th>
<th>The elements were presented in the report.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student outcomes</td>
<td>The outcomes are listed. The student outcomes are not listed in terms of student academic achievement, but are listed in terms of levels of completion.</td>
</tr>
<tr>
<td>Assessment Tool or Approach/ Standards/Benchmark BOT Initiative #3</td>
<td>Multiple assessment tools are mentioned.</td>
</tr>
<tr>
<td>Results/Analysis:</td>
<td>No specific data. General conclusions presented.</td>
</tr>
<tr>
<td>Action Taken:</td>
<td>No action deemed necessary.</td>
</tr>
<tr>
<td>Information on how assessment data is used to improve program quality (3 examples)</td>
<td>Counseling of students. No specific information other than that given.</td>
</tr>
<tr>
<td>Chart</td>
<td>The Chart is present. However, there is little data to support the conclusions given.</td>
</tr>
</tbody>
</table>


This chart will help the program and the University Assessment Committee monitor a program’s patterns of evidence. Please remember that you do not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

The chart is present. The outcomes are listed; however they are painted with fairly broad strokes. The assessment tools don’t really reflect student competence in all areas; some merely reflect hurdles over which the student must jump, as opposed to demonstrating academic achievement. I am not sure how the program will resolve these issues. One problem is the lack of full-time faculty in the program. As well, the action taken/feedback loop is difficult to measure.

4. Efficacy of Assessment:

As Marshall approaches its ten year self—study by the North Central Association’s Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated in terms of the development of measurable learning outcomes; the use of viable assessment measures and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. Scores can range from 0-3 in each category. Overall total scores ranging from 1-3 indicate that the program is in the Beginning Stages of developing a viable assessment program. Overall scores ranging from 4-6 indicate that a program is making progress toward implementing a viable assessment program and overall scores ranging from 7-9 indicate that a program is in the maturing stages of continuous improvement. All programs should be in Level 2 (overall score 4-6) (Making progress toward...
Office of Program Review & Assessment

To: Eric Lassiter, Program Director, Humanities
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: August 10, 2005

Yearly Assessment Report for: MA Humanities

Thank you for submitting the Yearly Assessment Report for the program. Please use the information in
this report to guide your assessment activities during AY 2005-2006.

The Yearly Assessment Report for documenting AY 2004-2005 assessment activities is due by October 3,
2005. If the program is scheduled for a program review during the 2005-6 academic year, the Program
Review will suffice as the documentation of assessment activities and no separate report will be due.

Reviewer summary of yearly assessment report:
What follows is a brief critique of the report you submitted for the academic year 2003-2004. In most
cases the report has been reviewed by 3 members of the University Assessment Committee.

<table>
<thead>
<tr>
<th>Yearly Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. a. Program goals:</td>
</tr>
<tr>
<td>The program goals were clearly stated.</td>
</tr>
<tr>
<td>b. Learning outcomes and data collection:</td>
</tr>
<tr>
<td>The chart was present; however, it did not match the outcomes listed in the narrative. Data have been collected and analyzed.</td>
</tr>
<tr>
<td>c. Results:</td>
</tr>
<tr>
<td>Most objectives have been met.</td>
</tr>
<tr>
<td>II. BOT Initiative #3:</td>
</tr>
<tr>
<td>Not applicable to graduate programs.</td>
</tr>
<tr>
<td>III. Plans for current year:</td>
</tr>
<tr>
<td>Faculty will monitor the assessment plan already in place.</td>
</tr>
<tr>
<td>IV. Assistance needed:</td>
</tr>
<tr>
<td>None at this time.</td>
</tr>
<tr>
<td>V. Lessons learned:</td>
</tr>
<tr>
<td>Stated. However, the report indicates program completion rates, as opposed to how students meet the desired outcomes.</td>
</tr>
</tbody>
</table>

Review of the Assessment Summary Chart “Marshall University: Assessment of Student Outcomes.”

This chart will help the program and the University Assessment Committee monitor a program’s patterns of
evidence. Please remember that a program does not have to assess every outcome every year; however,
within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions
taken (feedback loop) documented.

The assessment summary chart was present. However, the outcomes listed in the narrative did not match up with the outcomes listed in the chart. The program needs to revisit the outcomes in the narrative and state them in discipline related terms and also make sure that they are measurable. There should probably be around 7 or 8 outcomes for the program. Specific measuring instruments need to be designated with appropriate benchmarks. The program should be more specific with action taken as new data become available.

Efficacy of Assessment:
As Marshall approaches its ten year self-study by the North Central Association’s Higher Learning
Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.
### Scores:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total Overall Score:</td>
<td>6</td>
<td>4.3</td>
<td>7.3</td>
<td>8</td>
</tr>
<tr>
<td>Level of Implementation (efficacy of assessment)</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Score Ranges

<table>
<thead>
<tr>
<th>Score Ranges 0-3 in each of the three categories</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A score of 0 indicates minimum activity in the category</td>
<td></td>
</tr>
<tr>
<td>A score of 1 indicates that a program is in the beginning stages of assessment</td>
<td></td>
</tr>
<tr>
<td>A score of 2 indicates that a program is making progress toward implementing a viable assessment program</td>
<td></td>
</tr>
<tr>
<td>A score of 3 indicates that a program is in the maturing stages of its assessment program</td>
<td></td>
</tr>
</tbody>
</table>

### Levels of Implementation

<table>
<thead>
<tr>
<th>Efficacy of Assessment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: the program is in the beginning stages of its assessment of student academic achievement</td>
<td></td>
</tr>
<tr>
<td>Level 2: the program is making progress toward implementing a viable assessment program</td>
<td></td>
</tr>
<tr>
<td>Level 3: the program is in the maturing stages of continuous improvement of student academic achievement</td>
<td></td>
</tr>
</tbody>
</table>

**The goal is to have the majority of our programs in level 3 by May 2006.**

### Interpretation:

The assessment program for the MA Humanities has undergone steady improvement over the years. A measurable set of outcomes has been developed and appropriate measures have been developed to assess those student academic achievement outcomes. The program needs to firm up the feedback loop.

### Recommendations:

The program needs to continue to collect and analyze data. The program has collected initial data and has made some observations based on that data. Changes are indicated in the student shift away from the thesis option. While outcomes are being met, the program should continually strive for improved student academic achievement. The program should determine why students are shifting from the thesis option to the research project option.

### General Comments:

It is imperative that programs maintain a record of their assessment activities and have this information available for the NCA/HLC site committee if requested.

Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosures
To: Luke Eric Lassiter, Chair, Humanities
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: July 17, 2006

Yearly Assessment Report for: MA Humanities

Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2006-2007.

The Yearly Assessment Report for documenting AY 2005-2006 assessment activities is due by October 3, 2006. If the program is scheduled for a program review during the 2006-7 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due.

Reviewer summary of yearly assessment report:
What follows is a brief critique of the report you submitted for the academic year 2004-2005. In most cases the report has been reviewed by members of the University Assessment Committee.

<table>
<thead>
<tr>
<th>Yearly Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. a. Program goals: The program goals were outlined. The program is undergoing a thorough analysis with the addition of the new chair.</td>
</tr>
<tr>
<td>b. Learning outcomes and data collection: The program goals are outlined and have been measured. It seems the area of greatest concentration should be in terms of student academic achievement in the discipline. The first two outcomes tend to be number crunching and not as directly related to content competencies as the other outcomes are.</td>
</tr>
<tr>
<td>c. Results: The program appears to be meeting the standards as set forth in the plan.</td>
</tr>
<tr>
<td>II. BOT Initiative #3: This is not applicable to graduate programs.</td>
</tr>
<tr>
<td>III. Plans for current year: There are plans for the current year.</td>
</tr>
<tr>
<td>IV. Assistance needed: Assistance with surveys and the like. Please contact this office for help.</td>
</tr>
<tr>
<td>V. Lessons learned: The program has a new director and wants to explore new avenues between the program and the curriculum.</td>
</tr>
</tbody>
</table>

Review of the Assessment Summary Chart “Marshall University: Assessment of Student Outcomes.”

This chart will help the program and the University Assessment Committee monitor a program’s patterns of evidence. Please remember that a program does not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

The unit supplied charts to summarize the assessment activities. The program would do well to continue this activity. The correlation between the Comprehensive, Theses, Reports and coursework needs to be examined. The number of students opting for a thesis and later changing to a problem report needs to be investigated. While there are not a large number of changeovers, it is over 40%. Otherwise the charts present what appears to be an accurate picture of the program.
Efficacy of Assessment:

Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total Overall Score:</td>
<td>6</td>
<td>4.3</td>
<td>7.33</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Level of Implementation</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Score Ranges

Score Ranges 0-3 in each of the three categories

- A score of 0 indicates minimum activity in the category.
- A score of 1 indicates that a program is in the beginning stages of assessment.
- A score of 2 indicates that a program is making progress toward implementing a viable assessment program.
- A score of 3 indicates that a program is in the maturing stages of its assessment program.

Levels of Implementation

<table>
<thead>
<tr>
<th>Efficacy of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A total overall score</td>
</tr>
<tr>
<td>between 0 and 3 indicates</td>
</tr>
<tr>
<td>A total overall score</td>
</tr>
<tr>
<td>between 4 and 6 indicates</td>
</tr>
<tr>
<td>A total overall score</td>
</tr>
<tr>
<td>between 7 and 9 indicates</td>
</tr>
</tbody>
</table>

Interpretation:

It appears that the unit has a well functioning assessment program in place and that in the next few years the new director plans to tweak the system. As the new system gets in place, the program should begin to concentrate more on student academic achievement data and not concentrate on “plans of study” or “existence of multidisciplinary studies.” While these are important, the competencies of the students graduating from the program is as important.

Recommendations:

The program should continue its focus on student academic achievement as well as pursuing the idea of ‘applied humanities’ as a concentration. The problem of students changing from theses to reports needs to be examined. Nearly 42% of the students change from the thesis option to the report option. Should students receive counseling in this matter prior to selecting the particular option?
General Comments:

Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosure
August 20, 2007

Dr. Luke Eric Lassiter, Program Director
Humanities
COLA
South Charleston Campus

Dear Eric,

The Subcommittee on Assessment Reports completed its review of your annual assessment report for the MA in Humanities and I concur with their analysis.

The MA in Humanities is performing at Level 0 in the area of Learning Objectives because, although program goals were specified, student learning outcomes were not.

However, the MA in Humanities is performing at Level 1 in the area of Assessment Measures because assessment measures, i.e. comprehensive exam and thesis, were identified.

Finally, the MA in Humanities is performing at Level 2 in the area of the Feedback Loop because the report showed that the data you’re collecting are being used in departmental planning. However, it is not apparent how the faculty are using data to improve the quality of student learning.

It would be helpful for your faculty to write student learning outcomes that support program goals. Also, you might want to consider weaving outcome measures throughout the curriculum and using multiple measures, not just successful completion of comprehensive exams and the thesis.

The new Director of Assessment, Dr. Mary Beth Reynolds, would be happy to assist your program in improving its assessment efforts. She can be reached at 6-2987 or through email at reynoldsm@marshall.edu.

Sincerely,

Frances S. Hensley
Associate Vice President for Academic Affairs

C: Dr. Donna Spindel, Interim Dean, COLA
Office of Assessment & Program Review

April 1, 2008

Dr. Luke Eric Lassiter, Program Director
MA in Humanities
COLA

Dear Eric,

The Graduate Council and I have completed our evaluation of the annual program assessment report for the MA in Humanities. This letter will provide feedback in the following manner. First, I will comment generally on each section of your report. Second, I will rate the following areas of the report on a four point scale (0-3, with 3 being the highest rating): student learning outcomes, assessment measures, and the feedback loop. Although I considered feedback from committee members, I made the final decision on ratings for all reports submitted. Third, I will offer suggestions for your consideration as you plan your assessment for the 2008-2009 academic year. Fourth, I will include my evaluation using the Primary Traits Analysis rubric and will include reviewers' comments for your information.

General Comments

Your program goals are excellent! As appropriate, your student learning outcomes stress higher learning. As written, however, they are not all measurable. For example, you can't measure sensitivity, understanding, or appreciation. However, you can measure a student's ability to analyze, evaluate, compare, contrast, develop, plan, synthesize, explain, etc. I suggest that you write student learning outcomes using words similar to these. It's a good idea to write all outcomes beginning with the phrase, "Upon completion of the MA in Humanities, students will be able to" then list your outcomes. One example might be "analyze concepts from the perspectives of several disciplines within the humanities."

It is an excellent idea to have entrance standards for incoming graduate students, but these are not measures of student learning in your program. Rather, they are measures that allow you to predict students' potentials to be successful in your program. Comprehensive exams, theses and projects are appropriate direct measures of student learning and exit surveys and interviews with students are appropriate indirect measures. From reading your report, my understanding is that the comprehensive exam is given midway through the student's program and the thesis or project occurs at the end. This also gives you an opportunity to assess student learning outcomes at least a couple of times during the program. However, I think it would be even better if there was at least one additional measure before the comprehensive exam. Questions from course exams or other course projects might be appropriate for this purpose.

Since comprehensive exams and the thesis both measure multiple outcomes, it would be a good idea to use detailed scoring rubrics, representing each of the student learning outcomes, to evaluate each student's performance. For example, if theses are evaluated on a scale of 4-1, with 4 meaning
“outstanding,” 3 meaning “proficient,” 2 meaning “acceptable,” and 1 meaning “not acceptable,” you will be able to determine the mean class performance on each student learning outcome represented on the rubric. This will allow you to determine students’ strengths and weaknesses regarding these outcomes. After developing the rubrics, you need to set benchmarks for acceptable performance.

Your chart does show that you carefully analyzed results of students’ performance on comprehensive exams, theses, and projects, albeit in a holistic manner. From this analysis, however, you are making curricular changes that are informed by data regarding student learning.

Ratings for Student Learning Outcomes, Assessment Measures, and the Feedback Loop

Student Learning Outcomes = 3. This rating was given because your student learning outcomes are comprehensive and stress higher order learning. I would suggest, however, that they be written in measurable terms.

Assessment Measures = 3. This rating was given because you use both direct and indirect measures (while stressing direct measures) and your measures stress higher order learning. I strongly urge you to employ measures before the comprehensive exam, however, and to develop detailed scoring rubrics that will allow you to more precisely identify students’ strengths and weaknesses.

Feedback Loop = 3. This rating was given because your report showed that you are analyzing the results of your assessments of student learning and are using this information to inform curricular changes.

Suggestions to Consider as you plan your assessment strategies for the 2008-2009 academic year

I think your assessment program is a good one. My main suggestions are that you write your student learning outcomes in measurable terms, implement some assessment before the comprehensive exam, and develop detailed scoring rubrics. I also want to point out that it is perfectly acceptable and encouraged to assess only a portion of your student learning outcomes each year. So, you may choose to do an in-depth assessment of one/third of your outcomes during year 1. If this is done using several assessment measures with detailed rubrics, you will be able to collect detailed data regarding the outcomes. These data should allow you to identify specific strengths and weaknesses regarding student learning (and hence, your program). Changes to strengthen these areas of learning can be implemented the following year, while you assess two more outcomes. This will allow you to assess all outcomes on a three-four year rotation and will give you sufficient time to allow curricular modifications to have an effect before the next assessment.

I appreciate the work you are doing to make your assessment stronger. If it can be of additional help, please do not hesitate to contact me at 62987 or at reynoldm@marshall.edu.

Sincerely,

Mary E. Reynolds
Interim Director of Assessment

C: Dr. Donna Spindel, Interim Dean, COLA