Dedman Embrey Human Rights BA

Completed

Mission

The mission of the Embrey Human Rights Program at Southern Methodist University is to educate students to understand, promote, and defend human rights as responsible citizens of the world.

Outcomes/Objectives	Measure	Target	Findings
1 GOAL Meet and/or Surpass Outcomes			
1.1 Demonstrate understanding of foundations	**1.1.1** Demonstrate understanding of foundations	**1.1.1.1** Exceeded Demonstrate understanding of foundations	85.37% scored at 80% or above PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT?

Outcomes/Objectives	Measure	Target	Findings
Students will be able to demonstrate an understanding of foundational human rights principles. Supported Initiatives (3) STRATEGIC INITIATIVES • To enhance the academic quality and stature of the university. • To improve teaching and learning. • Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced technologies.	We will measure this SLO by using question 1 from the final exam for HRTS 3301. HRTS 3301 is a core course for the human rights degree that all majors must take. This question specifically requires students to demonstrate an understanding of human rights foundations through historical development within the context of the United States.	80% will score 80% or above	HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?) We will next consider whether the Target should be raised again, either in the percentage of students, the grade threshold, or both. This Measure - Demonstrate understanding of foundations - remains a vital part of the human rights curriculum and as such, will not be changed. Likewise, the Evidence used here - question 1 from the final exam for HRTS 3301 - remains the single best and most comprehensive way that we have to perform this assessment. The question is something that every person in working in the field of human rights must be able to answer. This year we increased the rigor of the Target from "80% will score grade C or above" to "80% will score 80% or above." This change increased the grade threshold in the Target by 5%. The new Target was exceeded by 5.37%. The total percentage of students meeting the Target was slightly smaller than last year.

Outcomes/Objectives	Measure	Target	Findings
			However, that Finding is to be in line with, and acceptable in light of, the more rigorous threshold that we established this year. Considering the Evidence being used for this Measure, this Finding is positive and shows the process is working as intended.
1.2 Analyze from an interdisciplinary perspective	1.2.1 Analyze from an interdisciplinary perspective	1.2.1.1 **Not Met** Analyze from an interdisciplinary perspective	65.85% scored at 80% or above PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT?

Outcomes/Objectives	Measure	Target	Findings
Students will be able to analyze human rights issues from an interdisciplinary perspective. Supported Initiatives (3) STRATEGIC INITIATIVES • To enhance the academic quality and stature of the university. • Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced technologies. • To improve teaching and learning.	We will measure this SLO by using question 2 from the final exam for HRTS 3301. HRTS 3301 is a core course for the human rights degree that all majors must take. The assignment specifically requires students to analyze a major historical human rights issue (the Holocaust) from an interdisciplinary perspective.	80% will score at 80% or above	HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?) This year we increased the rigor of the Target from "80% will score grade C or above" to "80% will score 80% or above." This change increased the grade threshold in the Target by 5%. However, only 65.85% of students met the Target. This Finding was a surprise, especially considering that 92% of students met last year's (slightly lower) Target. Looking at the data, it seems that a number of students fell into the 5% margin between last year's and this year's grade threshold. That accounted for some of the change. However, this Finding may also simply be an aberration. During the next year we will watch this measure closely to determine if, in fact, it represents a trend and not a one-year blip. At the same time, we will also be implementing new instructional techniques in HRTS 3301 to ensure the portion that focuses on the Holocaust is meeting students at an appropriate level. We plan to

Outcomes/Objectives	Measure	Target	Findings
			keep the increased Target for the time being as we want to ensure rigor. This Measure - Analyze from an interdisciplinary perspective - remains a vital part of the human rights curriculum and as such, will not be changed. Likewise, the Evidence used here - question 2 from the final exam for HRTS 3301 - remains the single best and most comprehensive way that we have to perform this assessment. The question is something that every person in working in the field of human rights must be able to answer.
1.3 Describe cultural differences	1.3.1 Describe cultural differences	1.3.1.1 **Exceeded** Describe cultural differences	84.61% scored at 80% or above PLANS FOR IMPROVEMENT

Outcomes/Objectives	Measure	Target	Findings
Students will be able to describe cultural differences relevant to human rights discussions and activities. Supported Initiatives (3) STRATEGIC INITIATIVES • Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced technologies. • To improve teaching and learning. • To enhance the academic quality and stature of the university.	We will measure this SLO by using a reading response from HRTS 4343. HRTS 4343 is a core course for the human rights degree that all majors must take. This reading responses focuses on Gustavo Esteva and Madhu Suri Prakash's text, Grassroots Postmodernism: Remaking the Soil of Cultures, which specifically explores cultural differences related to human rights.	80% will score at 80% or above	(WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?) We will next consider whether the Target should be raised again, either in the percentage of students, the grade threshold, or both. This Measure - Describe cultural differences - remains a vital part of the human rights curriculum and as such, will not be changed. Likewise, the Evidence used here - a reading response for HRTS 4343 - remains the single best and most comprehensive way to perform this assessment. That said, we did change the Evidence this year by focusing on a different text from last year. The previous text, Appiah's Cosmopolitanism was generally disliked by students and had started to show a lack of relevance with regard to course and curriculum evolutions. The new text, Esteva and Prakash's Grassroots Postmodernism, takes a different and more directly applicable approach to the issue of describing cultural difference. This

Outcomes/Objectives	Measure	Target	Findings
			year we increased the rigor of the Target from "80% will score grade C or above" to "80% will score 80% or above." This change increased the grade threshold in the Target by 5%. The new Target was exceeded by 4.61%. The total percentage of students meeting the Target was slightly smaller than last year. However, that Finding is to be in line with, and acceptable in light of, the more rigorous threshold that we established this year. Considering the Evidence being used for this Measure, this Finding is positive and shows the process is working as intended. Since a new text was used this year, we will likely keep the process the same next year in order to explore a true year-to-year comparison.
1.4 Identify abuses and explain responses	1.4.1 Identify abuses and explain responses	1.4.1.1 **Exceeded** Identify abuses and explain responses	82.35% scored at 80% or above PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT?

Outcomes/Objectives	Measure	Target	Findings
Students will be able to identify human rights abuses and explain potential responses. Supported Initiatives (3) STRATEGIC INITIATIVES • To enhance the academic quality and stature of the university. • Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced technologies. • To improve teaching and learning.	We will measure this SLO by using the final applied project from HRTS 4343. HRTS 4343 is a core course for the human rights degree that all majors must take. The project specifically requires students to identify a human rights abuse and to explain a detailed response to it.	80% will score at 80% or above	HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?) We will next consider whether the Target should be raised again, either in the percentage of students, the grade threshold, or both. This Measure - Identify abuses and explain responses - remains a vital part of the human rights curriculum and as such, will not be changed. Likewise, the Evidence used here - the final applied project for HRTS 4343 - remains the single best and most comprehensive way to perform this assessment. One change that was instituted in 2018-2019 as compared to previous years is that students were required to present their applied projects in a public setting and more robust fashion. This year we increased the rigor of the Target from "80% will score grade C or above" to "80% will score 80% or above." This change increased the grade threshold in the Target by 5%. The new Target was exceeded by 2.35%. The total percentage of students meeting

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			the Target was smaller than last year. However, that Finding is to be in line with, and acceptable in light of, the more rigorous threshold that we established this year. Considering the Evidence being used for this Measure, this Finding is positive and shows the process is working as intended - although the year-to-year dip was larger than expected. We will note this Target for special monitoring in the year ahead.
1.5	1.5.1	1.5.1.1 Exceeded	The program maintained a

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Maintain student numbers The program will maintain numbers of human rights students. Supported Initiatives (2) STRATEGIC INITIATIVES • Increase the number of students transferring to SMU by improving the effectiveness of the recruitment, admission, and enrollment processes, as well as removing any unnecessary barriers to transferring academic credits. • Enhance the University's ability to recruit, retain, and graduate academically and creatively gifted undergraduate and graduate students from diverse backgrounds.	**Maintain student recruitment** We will measure this program outcome by counting the number of human rights majors, minors, and pre-majors per year.	**Maintain student recruitment** The number of human rights majors, minors, and pre-majors will be maintained (or increase) year to year.	breakdown 105 majors and pre-majors and 45 minors as of May 2019. This compares to 75 majors and pre-majors and 35 minors as of May 2018; 54 majors and pre-majors and 21 minors as of May 2017; 65 majors and pre-majors and 22 minors as of May 2016; and 62 majors and pre-majors and 21 minors as of December 2015. PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?) Growing the number of human rights students remains a top priority for the program. Consequently, this measure will be kept for the next year. At the beginning of 2018-2019 we took several tangible steps to increase recruitment, including shifting staff responsibilities, setting up additional recruitment and awareness events, enhancing our high school outreach (including more investment in our annual Youth Summit), setting up regular undergraduate student

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			communications including a weekly newsletter, and exploring metrics of incoming SMU students from the past several years. We also hired two Postbaccalaureate Fellows, part of whose responsibilities were focused directly on recruitment and retention. This approach yielded the largest year-to-year increase (from 75 majors and pre-majors and 35 minors as of May 2018 to 105 majors and pre-majors and 45 minors as of May 2019) we have recorded to date. The challenge for 2019-2020 and beyond is that, with our program's ongoing fundraising campaign, the resources we can leverage for this purpose are becoming more limited. We plan to continue many of the same tactics that proved useful in the past year, but we will also be looking at new, more efficient options that will require smaller outlays of time and money. For example, our Cohort leadership training initiative, which has minimal cost, has been effective in retaining key students and developing student ambassadors for the program,

Outcomes/Objectives	Measure	Target	Findings
			particularly among first- and second-year students. We are already working on expanding that initiative.