

# **Humanities General Education Annual Assessment Report 2008-09**

## **I. Introduction**

The Humanities General Education Program serves all OIT degree students, who are each required to take nine credits in this general education area. The program offers courses in art, literature, humanities, music, philosophy, languages, and intercultural communication. The program also offers a number of online courses to serve degree completion students as well as on-campus students.

## **II. Program Purpose, Objectives and Student Learning Outcomes**

The Humanities faculty reviewed the program purpose, objectives, and learning outcomes during the fall faculty meeting in September 2008. The faculty reaffirmed the statements below:

### **Humanities General Education Program Purpose**

The Humanities General Education Program provides for the study of literature, fine arts, film, language, and philosophy which allows students the opportunity to learn specific methods for critically evaluating human values and conduct within historical and cultural contexts.

### **Program Educational Objectives**

1. Foster intellectual curiosity, global knowledge, critical thinking, personal responsibility, and ethical and cultural awareness.
2. Prepare students to use language effectively.
3. Establish a framework for students to develop an aesthetic appreciation for fine arts.
4. Prepare students to be responsible citizens, lifelong learners, and world-ready leaders in their chosen fields.

### **Expected Program Learning Outcomes**

Graduates from this program will be able to:

1. Articulate significant social, literary, and political perspectives found in humanities in such areas as class, ethnicity, gender, sex, and cultural orientation.
2. Produce a significant amount of interpretive and analytical writing, using appropriate organization, argument, support, vocabulary, documentation and grammar.
3. Read and discuss humanistic works critically with significant reference to structure, metaphor, symbolism and subtext.
4. Develop creative individual expression with fine arts, music or writing.
5. Explain how historical and social contexts influence various types of artistic expression.
6. Identify and analyze universal themes reflected in the humanities.

### III. Three-Year Cycle for Assessment of Student Learning Outcomes

The faculty also confirmed the assessment cycle planned last year, as listed in Table 1 below.

Learning Outcomes	'07-08	'08-09	'09-10	'10-11	'11-12	'12-13
1. Articulate significant social, literary, and political perspectives found in humanities in such areas as class, ethnicity, gender, sex, and cultural orientation.	X			X		
2. Produce a significant amount of interpretive and analytical writing using appropriate organization, argument, support, vocabulary, documentation and grammar.	X			X		
3. Read and discuss humanistic works critically with significant reference to structure, metaphor, symbolism and subtext.			X			X
4. Develop creative individual expression with fine arts, music or writing.			X			X
5. Explain how historical and social contexts influence various types of artistic expression.		X			X	
6. Identify and analyze universal themes reflected in the humanities.		X			X	

Table 1. Humanities General Education Assessment Cycle

### IV. Summary of 2008-09 Assessment Activities

The Humanities faculty conducted formal assessment of two student learning outcomes during 2008-09.

#### **Student Learning Outcome #5: Explain how historical and social contexts influence various types of artistic expression.**

##### Direct Assessment #1

The faculty assessed this outcome in ENG 235, Multicultural Literature, fall, 2008, using term papers. There were 20 students enrolled in the class. The faculty rated the proficiency of students using the performance criteria described in Table 2 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Identifies ethnic context	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	84.2%
Explains ethnic influence on artistic expression	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	84.2%
Identifies social context	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	89.5%
Explains social influence on artistic expression	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	78.9%

Table 2 Assessment Results for SLO #5 in ENG 235, fall 2008

The students met all performance criteria standards for this assessment. No further action is required at this time.

#### Indirect Assessment

To accompany the assessment above, the faculty indirectly assessed this outcome in ENG 235, Multicultural Literature in fall 2008, by asking students to rate themselves on the term paper, using the same rubric used by faculty to assess their performance. These results are summarized using the same performance criteria, shown in Table 3 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Identifies ethnic context	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	90.9%
Explains ethnic influence on artistic expression	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	90.9%
Identifies social context	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	81.8%
Explains social influence on artistic expression	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	90.9%

Table 3 Student Self-assessment for SLO #5 in ENG 235, fall 2008

Students had slightly elevated levels of confidence in their ability to identify and explain ethnic and social contexts and influences within American culture revealed by American Multi-cultural Literature. At the beginning of the term, the students' written responses and presentations revealed very little empathy for ethnic issues and nearly no understanding of the importance for specific social context or influence. By the end of the term students seem to feel, and often demonstrated, much higher levels of empathy an understanding for ethnic and social issues. The small sample may be due to the students apprehension for name identification on the survey.

Detailed records of this assessment can be found in the department assessment coordinator's notebook.

**Direct Assessment #2**

The faculty assessed this outcome in ENG 254, American Literature, II, in winter, 2009, using formal essays. There were 11 students assessed in the class. The faculty rated the proficiency of students using the performance criteria described in Table 4 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Identifies ethnic context	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	100%
Explains ethnic influence on artistic expression	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	90.9%
Identifies social context	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	90.9%
Explains social influence on artistic expression	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	90.9%

Table 4 Assessment results for SLO #5 in ENG 254, American Literature, II, winter 2009

The students met all performance standards for this assessment, and no further action is required at this time.

**Indirect Assessment**

To accompany the assessment above, the faculty indirectly assessed this outcome in ENG 254, American Literature II in winter 2009, by asking students to rate themselves on the term paper, using the same rubric used by faculty to assess their performance. These results are summarized using the same performance criteria, shown in Table 5 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Identifies ethnic context	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	80%
Explains ethnic influence on artistic expression	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	80%
Identifies social context	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	80%
Explains social influence on artistic expression	Student essay, rubric	1 - 4 scale, % at 3 or 4	80% at 3 or 4	80%

Table 5 Student self-assessment for SLO #5 in ENG 254, American Literature, II, winter 2009

Students rated themselves lower than the faculty member. The faculty member feels that students are not always able to judge the relevance and importance of what they have learned without more life experience.

**Student Learning Outcome #6: Identify and analyze universal themes reflected in the humanities.**

Direct Assessment #1

The faculty assessed this outcome in HUM 147, Introduction to the Humanities I, in fall, 2008, using formal essays. There were 94 students in the class. The minimum acceptable performance level was set at 70% due to this class being a large entry level class. These results are summarized using the performance criteria shown in Table 6 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Correctly identifies four universal themes	Student essay, rubric	1 - 4 scale, % at 3 or 4	70% at 3 or 4	74.7%
Analyzes how themes apply to human nature	Student essay, rubric	1 - 4 scale, % at 3 or 4	70% at 3 or 4	73.6%
Supports universal themes with evidence from text	Student essay, rubric	1 - 4 scale, % at 3 or 4	70% at 3 or 4	74.7%
Applies universal theme to own life	Student essay, rubric	1 - 4 scale, % at 3 or 4	70% at 3 or 4	69.8%

Table 6 Assessment Results for SLO #5 in HUM 147 fall 2008

The students met all performance criteria standards for this assessment. No further action is required at this time.

Indirect Assessment

As an accompanying assessment, the faculty indirectly assessed this outcome in HUM 147, Introduction to the Humanities I, fall 2008, by asking students to rate themselves on their formal essay, using the same rubric used by faculty to assess their performance. These results are summarized using the same performance criteria, as shown in Table 7 below.

<i>Performance Criteria</i>	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Correctly identifies four universal themes	Student essay, rubric	1 - 4 scale, % at 3 or 4	70% at 3 or 4	97%
Analyzes how themes apply to human nature	Student essay, rubric	1 - 4 scale, % at 3 or 4	70% at 3 or 4	89.5%
Supports universal themes with evidence from text	Student essay, rubric	1 - 4 scale, % at 3 or 4	70% at 3 or 4	86.5%
Applies universal theme to own life	Student essay, rubric	1 - 4 scale, % at 3 or 4	70% at 3 or 4	85%

Table 7 Student Self-assessment Results for SLO #5 in HUM 147, fall 2008

Students clearly had a much higher level of confidence in their ability to identify universal themes in the classical humanities than did the instructor. As these data indicate, they met all minimum acceptable performance standards (averaging 70%), but certainly overestimated their abilities in this area (averaging 85-97%).

The instructor gave HUM 147 students a pre-test on the first day of class asking them to identify universal themes in the classical period of the humanities. Very few students could correctly identify universal themes at that time. However, by the end of the term they obviously felt very confident. Unfortunately students weren't able to demonstrate the level of proficiency regarding universal themes in their written essays.

Lack of attendance may have been a factor in the discrepancy between instructor assessment and student self-assessment. HUM 147 classes are first-term freshman classes, taught in the early morning (8am & 9am). In assessing the formal papers, it was clear to the instructor that a number of students were unable to correctly identify any of the universal themes discussed fall term, most likely because they did not attend the class regularly.

Detailed records of all assessment activities can be found in the department assessment coordinator's notebook.

## **V. Summary of Student Learning (completed after spring 2009 faculty meeting)**

### **Student Learning Outcome #5: Explain how historical and social contexts influence various types of artistic expression.**

Strengths: Students demonstrated acceptable performance on all performance criteria for this SLO, including identifying ethnic context, explaining ethnic influence on artistic expression, identifying social context, and explaining social influence on artistic expression.

Weaknesses: None at this time.

Actions: None required at this time.

**Student Learning Outcome #6: Identify and analyze universal themes reflected in the humanities.**

Strengths: Students demonstrated acceptable performance on all performance criteria for this SLO, including identifying universal themes, analyzing how themes apply to human nature, supporting universal themes with evidence from text, and applying universal themes to their own lives.

Weaknesses: Students demonstrated acceptable performance on all performance criteria for the SLO; however, these data also indicate that smaller classes would be more conducive to learning.

Actions: Reduce class sizes.

**Appendix A**  
**Student Learning Outcome-Course Matrices**

**Student Learning Outcome #5: Explain how historical and social contexts influence various types of artistic expression. Table A1 demonstrates the mapping of this outcome to humanities courses. (I = identify; E = emphasize; R = reinforce)**

<b>Humanities Course</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
ART 207 Watercolor			
ART 207 Graphic Design			
ART 207 Digital Photography			
ART 220			
ENG 104			
ENG 105			
ENG 106			
ENG 235	IE		
ENG 246			
ENG 253	IE		
ENG 254		IE	
ENG 255			IE
ENG 266			IE
ENG 367			
ENG 381	IE		
ENG 387			
ENG 407 Latin American Lit	IE		
HUM 125			
HUM 147	IE		
HUM 148		IE	
HUM 149			IE
HUM 225			IE
MUS 207			
PHIL 331			

**Table A1. Student Learning Outcome #5-Course Matrix**

**Student Learning Outcome #6: Identify and analyze universal themes reflected in the humanities. Table A2 demonstrates the mapping of this outcome to humanities courses. (I = identify; E = emphasize; R = reinforce)**

<b>Humanities Course</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
ART 207 Watercolor			
ART 207 Graphic Design			
ART 207 Digital Photography			
ART 220			
ENG 104	IE		
ENG 105		IE	
ENG 106			IE
ENG 235	IE		
ENG 246			
ENG 253	IE		
ENG 254		IE	
ENG 255			IE
ENG 266			IE
ENG 367			
ENG 381	IE		
ENG 387			
ENG 407 Latin American Lit	IE		
HUM 125			
HUM 147	IE		
HUM 148		IE	
HUM 149			IE
HUM 225			IE
MUS 207			
PHIL 331			

**Table A2. Student Learning Outcome #6-Course Matrix**

May 4, 2009