

Assessment table showing one SLO for Humanities program

For narrative, please see attachment that follows.

Student Learning Outcome

Strategy or method of measurement

Observations gathered from data

Actions recommended based on observations

Plan and timetable for taking action

Overall evaluation of progress on objective

“Students will distinguish basic forms and strategies of philosophy, literature, and at least one of the arts and

Pretest (a final used in 2009) compared to exit test (the final used in 2011).

Student gains ranged from 486% to 2,467%

There are weekly variations, and so it is recommended that the instructor constantly compare weekly quizzes other course offerings within the program.

Plan: To develop pre-tests for core courses in spring 2012

Implement during 2012-2013 AY

This SLO is still central to program mission.

Attachment:

Program Assessment

Humanities

2011

As an assessment of the Humanities program, the 2011 summer offering of HUMN 290, “Arts & Ideas,” is used in the program. This course has a curriculum that integrates all the major areas of the humanities, i.e., art, music, philosophy (as well as history), and therefore reflects the program as a whole.

This assessment will address the first student learning objective listed for the program – i.e., “Students will demonstrate knowledge and strategies of philosophy, literature, and at least one of the arts and of the social sciences.”

Several assessment tools are used routinely in HUMN 290—i.e., quizzes, one in-class paper, discussion reports, and out-of-class papers for each student. This assessment report focuses on the quizzes and specifically on the summer session.

material from all quizzes and is administered as the course final. While discussion/writing topics focus on critical focus on a range of major concepts and modes of expression found in the art, literature, and philosophy of Renaissance attention to influences from other cultures.

For all quizzes except the summary quiz, students are allowed to use notes but not texts. The scoring of quiz is simply the number of errors (usually 25 possible). The worst quiz, except for the summary quiz, is thrown out of exigencies. At the end of the quarter, quiz scores, including the summary quiz, are simply added up, and a comparison to other sections of this class previously taught.

As the course progresses, students are expected to gain in their knowledge of the intellectual, cultural, and historical (comprehension and retention of readings/lectures), as well as in their analytical skills. The summary quiz has weekly quizzes but covers all readings/lectures, not just of one week. To measure the gain in their knowledge of material in the summer of 2011, students were given, as a diagnostic, the summary quiz (final) that had been given in 2009 (same texts) on the first day of the quarter. These scores are then compared to scores achieved on the summary quiz as the course final in 2011.

The PRETEST was the final used in 2009. Two students were absent on the first day of class. Thus 28 of 30 students took the PRETEST and the similar FINAL. Total points possible on the PRETEST was 84. On the FINAL it was 92. An EXCEL spreadsheet is attached that shows percentages.

FINALPRETEST

72 6

76 7

76	9
85	7
33	4
88	15
81	10
87	8
74	3
68	11
89	9
87	6
42	13
57	6
66	13
77	6
76	12
83	8
58	8
90	10

79	6
89	12
83	8
84	5
29	2
72	9
34	7
<u>87</u>	<u>14</u>
92	84

In administering the diagnostic, students were asked to do their best as a part of general program assessment, offered. They all appeared to make a serious effort. 25 minutes were set aside, and all students finished with stopped.

It needs to be emphasized that all the students in this class were enrolled to fulfill a GECR and that at least a their effort on the final to assure a grade of 2.0. Nonetheless, as can be seen from a casual view of the raw scores in terms of the course goals and objectives to a statistically significant degree – even the four students who scored the final. Thus, the consistency of these scores illustrates the reliability of the quizzes in measuring possible scores the course objectives.

Furthermore, the learning gains reflected here and in the attached spreadsheet suggest that the quizzes are a means of assessing student comprehension and retention and are useful guides for judging the effectiveness of curriculum. They show that the learning efficiency was good overall, that all students gained significantly in the primary need is to inspire motivation.

Recommendations for addressing identified needs:

Clearly, motivation is the most important factor in academic success in any course or program. For this and it is impossible to maximize the learning efficiency of all students in any particular course. However, the quizzes are useful in calibrating how much "knowledge of key ideas" the most motivated students can absorb effectively without significant learning gains by the few students who are less well motivated. All students gained significantly in this particular class. There may also be weekly variation, and so it is recommended that the instructor constantly compare weekly quiz results with other course offerings within the program.

Respectfully submitted by

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