

ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT

ACADEMIC YEAR 2017-2018



PROGRAM/DIVISION: Humanities

NAME OF ASSESSMENT LEAD: Professor: Barry Graham

BROAD INSTITUTIONAL GOALS SUPPORTED BY PLOS

(Check all that apply)

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | BIG 1 - Qualitative academic program |
| <input type="checkbox"/> | BIG 2 - Competent Faculty & Staff with opportunities for development |
| <input type="checkbox"/> | BIG 3 - Enhanced Enrollment Management |
| <input type="checkbox"/> | BIG 4 - Expand and stabilize the financial resources of the college |
| <input type="checkbox"/> | BIG 5 - Fiscal Stability & Financial Management |
| <input type="checkbox"/> | BIG 6 - Physical Plant/Grounds – Ensure adequacy & quality |
| <input type="checkbox"/> | BIG 7 - Public service & Visibility |
| <input type="checkbox"/> | BIG 8 - Student Access via Financial Aid |
| <input type="checkbox"/> | BIG 9 - Academic support Services/Research |
| <input type="checkbox"/> | BIG 10 Governance |

INSTITUTIONAL STUDENT LEARNING OUTCOMES SUPPORTED BY PLOS

(Check all that apply)



- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | ILO- 1 Communication |
| <input checked="" type="checkbox"/> | ILO-2 Critical Thinking |
| <input type="checkbox"/> | ILO-3 Information & Technology Literacy |
| <input checked="" type="checkbox"/> | ILO-4 Global Awareness & Cultural |
| <input type="checkbox"/> | ILO-5 Quantitative Literacy |
| <input type="checkbox"/> | ILO-6 Scientific Literacy |
| <input type="checkbox"/> | ILO-7 Personal Responsibility & Development |
| <input type="checkbox"/> | ILO-8 Spiritual Insights & Values |

PROGRAM/DIVISION MISSION STATEMENT:

It is the mission of the Humanities Division to provide the student a foundation in liberal arts that will prepare them for further study in many disciplines. The various courses offered in the division examanines the breadth of human experience through the study, performance, analysis, and discussion of music, literature, visual art, world religion, foreign languages, and philosophy.

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PROGRAM LEVEL GOALS MAPPED TO STUDENT LEARNING OUTCOMES & CURRICULUM

| Program Level Student Learning Outcome (s)  Courses Within the Humanities Curriculum  | PLO 1 Grads/Completers will be able to explain the search for human meaning and values in one or Tmore times and cultures. | PLO 2 Grads/Completers will be able to discuss, evaluate, and perform major works of artistic expression. | PLO 3 The Associate of Arts Grads/Completers will read and write a foreign language at the basic level. <i>To Be Assessed in 2018-2019</i> | PLO 4 Grads/Completers will deliver speeches in accordance with principles of effective public speaking and oral presentations. | PLO 5 Grads/Completers will demonstrate the ability to write coherently using various organizational skills and rhetorical patterns. | PLO 6 Grads/Completers will be able to locate,eval uate, and use information from varous sources to take action or make a decision. |
|--|--|---|---|--|--|---|
| ENG 131, Composition & Rhetoric I | I | I | N/A | N/A | M | M |
| ENG 132, Composition & Rhetoric II | I | I | N/A | N/A | M | M |
| ENG 231, English Literature I | R | R | N/A | N/A | R | R |
| ENG 232, English Literature II | R | R | N/A | N/A | R | R |
| ENG 233, American Literature I | R | R | N/A | N/A | R | R |
| FRN 141, Beginning French | R | R | N/A | N/A | R | R |
| FRN 142, Beginning French | N/A | N/A | M | N/A | R | R |
| SPN 141, Beginning Spanish | N/A | N/A | M | N/A | R | R |
| MUS 111, 121 Chorus | N/A | N/A | M | N/A | R | R |
| MUS 112, 212 Chorus | N/A | M | M | N/A | R | R |

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|--|-----|-----|-----|-----|-----|---|
| MUS 113, 213 Vocal Ensemble | N/A | M | I | R | R | R |
| MUS 114, 214 Vocal Ensemble | N/A | M | I | R | R | R |
| MUS 133, Foundations of Music | I | M | I | N/A | R | R |
| MUS 132, Survey of Music Business | I | N/A | I | N/A | R | R |
| MUS 131, Audio Engineering | N/A | R | N/A | N/A | R | R |
| MUS 134, Music & Sound Production with computers | N/A | R | N/A | N/A | R | R |
| MUS 138 Commercial Recording Techniques | N/A | R | N/A | N/A | R | R |
| MUS 143, Audio Engineering II | N/A | R | N/A | N/A | N/A | R |
| HUM 231, Introduction to Humanities | M | R | R | R | R | R |
| HUM 232, Introduction to Humanities | M | R | R | R | R | R |
| SPC 131, introduction to Speech | I | R | N/A | M | R | R |
| SPC 135, Argumentation & Debate | I | R | N/A | M | R | R |

(I=Introduced; R=Reinforced; M=Mastery)

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Program Level Student Learning Outcomes Mapped to Assessment Measures, Criteria for success, Findings, Use of Results (Action Plan)

| Program Level Learning Outcome | Methodology of Assessment | Criteria for Success | Assessment Results | Use of Results to Improve Outcomes (Action Plan) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---|--|---------|-----|--------------|---|-----|-----|-----|---|-----|-----|-----|---|-----|-----|-----|---|-----|-----|-----|---|-----|-----|-----|---|-----|-----|-----|---------|-----|---------|---------|---------|-----|-----|-----|---------|-----|--|--|---------|-----|--|--|--|---------|--|--|--|-----|--|--|---|
| <p>PLO 1 Graduates/Completers will be able to explain the search for human meaning and values in one or more times and cultures</p> | <p>1. Direct Measure Comprehensive Exam - Hum 231 S2018 Locally Prepared (40 questions, multiple choice/short answer)</p> | <p>80% of examinees will demonstrate an 80% mastery level to linked assessments. Examinees will be expected to compare and evaluate the artistic and intellectual contributions of historical periods, movements, and civilization; including the Renaissance, Reformation, Baroque, Romantic, Rococo, Indian, African and Modern.</p> | <p>N = Target Met. 81% Overall Average Score</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>SLO</th> <th>Correct</th> <th>M/C</th> <th>Short Answer</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>98%</td> <td>95%</td> <td>50%</td> </tr> <tr> <td>2</td> <td>92%</td> <td>90%</td> <td>93%</td> </tr> <tr> <td>3</td> <td>97%</td> <td>90%</td> <td>95%</td> </tr> <tr> <td>4</td> <td>95%</td> <td>82%</td> <td>93%</td> </tr> <tr> <td>5</td> <td>87%</td> <td>92%</td> <td>62%</td> </tr> <tr> <td>6</td> <td>81%</td> <td>92%</td> <td>93%</td> </tr> <tr> <td>Logic 2</td> <td>67%</td> <td>Average</td> <td>Average</td> </tr> <tr> <td>Logic 5</td> <td>67%</td> <td>90%</td> <td>81%</td> </tr> <tr> <td>Logic 6</td> <td>67%</td> <td></td> <td></td> </tr> <tr> <td>Logic 9</td> <td>54%</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Average</td> <td></td> <td></td> </tr> <tr> <td></td> <td>81%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Examinees successfully classified and recognized key contributions of significant civilizations and individuals on questions linked to these outcomes. Strengths: Program Completers had excellent recall on course content as demonstrated by 90% average on m/c questions. Weaknesses: Many students have challenges with key concepts of the principles of logic while expressing</p> | SLO | Correct | M/C | Short Answer | 1 | 98% | 95% | 50% | 2 | 92% | 90% | 93% | 3 | 97% | 90% | 95% | 4 | 95% | 82% | 93% | 5 | 87% | 92% | 62% | 6 | 81% | 92% | 93% | Logic 2 | 67% | Average | Average | Logic 5 | 67% | 90% | 81% | Logic 6 | 67% | | | Logic 9 | 54% | | | | Average | | | | 81% | | | <p>Based upon Assessment Results More attention has been given to providing more varied learning opportunities for student to engage in critical thinking.</p> |
| SLO | Correct | M/C | Short Answer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 98% | 95% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 92% | 90% | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 97% | 90% | 95% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 95% | 82% | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 87% | 92% | 62% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 81% | 92% | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Logic 2 | 67% | Average | Average | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Logic 5 | 67% | 90% | 81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Logic 6 | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Logic 9 | 54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Average | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | | themselves in writing as indicated by substandard logic scores. | |
| <p>PLO 2 Graduate/Completers will be able to discuss, evaluate, and perform major works of artistic expression.</p> | <p>1. Direct Measure Vocal Performance MUS212 S2017 Examinees were placed in small groups of 4 - (quartets SATB) and observed using a rubric with 4 primary traits: Pitch Accuracy, Energy, Lyrical accuracy, and Dynamics</p> <p>2. Direct Measure MUS 211 MUS 212</p> | <p>80% of chorus will perform on at least a proficient level on a 5 level proficiency rubric Advanced Proficient Marginally Proficient Developing Emerging</p> <p>Completers will demonstrate a proficiency level of 15</p> | <p>Target Met? = Yes N = 30 Advanced = 8 Proficient =16 Marginal Proficiency = 1 Not Proficient = 0 As supported by the assessment rubric, most students were not as strong in the areas of pitch accuracy, dynamics and energy. All students, however, performed strongest in tempo. Most students displayed strong lyrical accuracy. .</p> <p>The choir and small vocal ensembles successfully performed at many public venues at the level required by</p> | <p>Based upon Assessment Results, The program will</p> <ol style="list-style-type: none"> 1) Modify the Course design to provide additional opportunities for individual vocal coaching, concentrating on ear training. 2) Purchase additional recording devices to aid in listening and response exercises. 3) Reopen practice rooms with existing pianos and encourage their use with small groups and section leaders. 4) Modify rubric to include diction <p>Based upon assessment findings:</p> <ol style="list-style-type: none"> 1. The Choral Director and chorus have received |

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| | <p>S2018 Public Performance</p> <p>3. Direct Measure HUM 231 F2016 HUM 232 S2017 Embedded Assignment Essay Completers will identify and recognize a particular genre of music in public performances.</p> | <p>or above at performances at public events of a variety of vocal works according to the rubric.</p> <p>80% of completers will score at minimum proficiency on the rubric.</p> | <p>the “individual dress rehearsal/performance Assessment” rubric.</p> <p>Target Met? = Yes Humanities students attended at least one public performance. 85% submitted written evidence indicating a level of understanding required by the rubric.</p> | <p>commendation for their performances for the 2017-18 Academic Year.</p> <p>2. The chorus will continue to expand the variety of vocal works performed.</p> <p>Based upon Assessment Findings, The program will</p> <p>1. Increase opportunities for students to increase multi-cultural understanding through the arts.</p> <p>2. Take advantage of the opportunities available through the City of Terrell Performing Arts Theatre (E’ Terrell Programs) to provide greater exposure to the arts on all levels.</p> |
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| <p>PLO 4 Graduates/Completers Deliver speeches in accordance with principles of effective public speaking and oral presentations.</p> | <p>1. Direct Measure SPC 131 Speech Presentation Before live audience and scored with 10 Primary Trait rubric</p> | <p>75% of students will deliver speeches at marginal proficient to proficient levels.</p> | <p>Target Met = Yes N = 20 Proficient = 8 Marginally Proficient = 7 Developing = 5 Strengths: Development of the body of the speech. Weaknesses: Introduction, eye contact, and conclusion.</p> | <p>Based upon the Assessment Findings, Faculty teaching Speech courses will:</p> <ol style="list-style-type: none"> 1. Give more time and attention to clarifying the Primary traits of the Oral Presentation rubric. 2. Modify course design to provide class time to practice speaking before small group of peers who will assess. 3. Incentivize attending the local campus Toastmaster's regular meetings to hear good and developing speech making. 4. Make audio/visual recordings of students speaking and require them to critique their own speeches using the same scoring rubric. |
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| <p>PLO 5 Grads/Completers will demonstrate the ability to write coherently using various organizational skills and rhetorical patterns.</p> | <p>1. Direct Measure Embedded Essay Assignment ENG 132</p> | <p>85% of completers will achieve a minimum score of 3 on a 5 point scale of writing rubric. Students will compose a three page compare/contrast essay.</p> | <p>Target Not Met (Approaching) 80% of the students met minimum requirements.</p> | <p>Based upon assessment findings, Program faculty will</p> <ol style="list-style-type: none"> 1. Continue to work toward the criteria for success at 85%. 2. Introduce teaching strategy, “workshop essays” in which the class critiques well written essays by identifying elements that make them exemplary and critique poorly written essays as well, in which errors and deficiencies are pointed out. |
| | <p>2.</p> | | | |

INITIATIVES FOR NEXT CYCLE WITH BUDGETARY IMPLICATIONS

Estimated Budget Increase for Humanities Division \$3,700.00

1-1-04-5009 – Supplies \$1,700.00

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1-1-04-5016 Student Instructional Program \$12,500.

PLO 2 – Recording Equipment for MUS 221,

PLO 2 One (1) College Sponsored Fine Arts Event HUM

PLO 4 - Audio/Visual Recording Equipment, SPC

PLO 5 Criterion Writing Evaluation System (ETS)

FOLLOWUP REPORT ON PREVIOUS CYCLE ACTION PLAN

| Prior Period Learning Outcomes | Select Actions taken based on Prior Year Results (Select all that apply) | | | | Describe Actions Taken Based upon Prior Year Results |
|---|---|--|--|--|---|
| <p>PLOs 1-6 (all) were impacted by the adoption of a Student Management System (Populi) and a Learning Management System (Schoology) Populi tracks the student thru all aspects of campus life and makes pertinent information available to all parties responsible for providing a healthy living/learning environment for the student.</p> <p>Schoology “brings in” instructional content as supplemental instruction to the student and provides a pipeline for the student to “go out,” thru internet tools, and explore the world as a province of knowledge. It empowers a limited number of professors to offer instruction to an infinite number of students in varied teaching styles to match varied learning styles.</p> | <p>Curriculum Change <input type="checkbox"/></p> <p>Course Revision <input checked="" type="checkbox"/></p> <p>Pedagogical Change <input checked="" type="checkbox"/></p> <p>Stakeholders Feedback <input type="checkbox"/></p> <p>Co-curricular Opportunities <input type="checkbox"/></p> <p>Academic Support/Advising <input checked="" type="checkbox"/></p> | <p>Assessment Methods <input checked="" type="checkbox"/></p> <p>Financial Resources <input checked="" type="checkbox"/></p> <p>Services Change <input type="checkbox"/></p> <p>General Resources <input type="checkbox"/></p> <p>Human Resources <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p> | <ol style="list-style-type: none"> 1) Adopt new Syllabi format to provide greater transparency. (Include Outline, Assignments, etc.) 2) Adopt uniform course design for Schoology & begin setting up classes. 3) Referred Student to the Center for student Success for assistance with writing skills. Participated in Professional Training Seminars on Using Assessment Tools & Instructional Strategies to motivate students to engage in the learning process. | | |

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STUDENT SATISFACTION SURVEY

Program Operational Outcome: 75% of Graduates/Completers will express satisfaction with the faculty, classes, instruction, program and services of the Social Science Division.

All students in all Humanities Division classes were asked the following question at the end of each class:

1. Student learning activities in this class were clearly aligned with expected student learning outcomes listed in the class syllabus that you received at the beginning of the class.
2. Course exams or other assessment activities covered the subject matter content covered in assigned reading, class lectures, or other teaching/learning activities.
3. This class has prepared me for upper level classes in this discipline or with transferable knowledge, skills, or behaviors for the world of work.

They were instructed to answer:_1) Strongly Agree 2) Agree 3)Strongly Dis Agree 4) Dis Agree 5) No Opinion

Findings: 84% of all respondents responded **strongly agree or agree**