

Arts and Humanities Division Meeting
12:30 p.m., 1C3, November 7, 2006

Randy Anderson
Doug Blake
Michael Boyle
Patricia Brooks
Dianne Broyles
Rachel Butler
David Charlson
Ruth Charnay
Julie Corff
Mindie Dieu
Gwin Faulconer-Lippert (recovering)
Abbie Figueroa
Michael Franco
Carlotta Hill
Sue Hinton
Jon Inglett (meeting with other
Divisions)
Kim Jameson (not present)
Marybeth McCauley
Greg Mellott
Mary Ann Moore (not present)

Stephen Morrow
Warren Neal
Brent Noel
Mary Punches
Michael Punches
Clay Randolph
Linda Robinett
Dr. Ginnett Rollins
Richard Rouillard
Mark Schneberger
Nina Smith
Dr. Cheryl Stanford
Ron Staton
Pamela Stout
Mary Turner
Chris Verschage
Bertha Wise

Cc: Dr. Brenda Harrison

1. **Above and Beyond** – Susan handed out Above and Beyond Awards to the following faculty:
Jon Inglett - Writing Competency Assessment Ambassador
Mark Schneberger - Creation of the Student Showcase
Kim Jameson - Creation of the Student Showcase.
2. **Assessment FY06 Reports by Program**
Graphic Communications—Randy

Humanities—Mary Punches reported the following:

General Humanities/Literature/Philosophy:

In all three areas, the **Student Learning Outcome** we measured was students' abilities to think and write critically and analytically. Using a rubric, we evaluated course-embedded essays (two readers per essay) of our majors. In Literature, we achieved our goal, with 84% competency. In Humanities and Philosophy, had only four essays in each area, and we deemed this number statistically insufficient to identify any trends; however, the competency rates were 100% and 50%, respectively. Also, in all three areas, we used the Exit Survey and Interview to evaluate our **Program Outputs**. Our marks were extremely high in all areas except the Global Education component, which itself was passing. Considering the results of our assessment, we make the following recommendations: 1)

Emphasize global competencies and clearly mark lessons in syllabi that address same, 2) Review our programs and decide whether a non-western course in each area should be required, and 3) Evaluate our critical thinking/writing rubric, which we believe may have unreasonable expectations for a top score.

Journalism/Broadcasting—Sue Hinton reported Journalism and Broadcasting assessed the portfolios of 22 graduates in journalism, broadcasting, public relations and speech. For the most part, the review indicated the students had achieved the expected baseline skills. Further, a review of graduate survey results showed a high level of satisfaction with the JB program, both by transfer students and students working in the field.

Learning Skills—Mark Schneberger reported that this year the Learning Skills area assessed Writing and Reading. Specifically we assessed how our College Writing II students were doing in relation to completing the objectives of the course and how the Reading II student were doing in relation to successfully completing a course which is heavy on reading--History 1493 and History 1483.

Our results were strong when looking at Writing II completers. About 90 percent of all students who completed the course mastered the competencies as measured with a grading rubric. Our goal was 70 percent.

Looking at Reading II, our results were also noteworthy. However, our goal of 70 percent of all students who take CRII passing History 1483 or 1493 was not met. The faculty have recommended looking at the reading level of History--the course textbook may be at a 14 grade reading level; whereas, the CRII objectives prepare students for a reading level which is slightly lower. Also, the reading faculty may look at adding more information and practice in reading textbooks and taking notes.

Modern Languages—Dianne

Multi-Divisional Studies—Bertha Wise reported the following: Summary of Outcomes Assessment in Multi-Divisional Programs (reported by Bertha Wise on November 7, 2006)

- *Pre-Education*
 - Students were supposed to be contacted and administered the Academic Profiles Test, but there were no results from the APT.
 - The outcome for FY 07 and beyond has been restated: Pre-Education students will show that they have met the learning competencies in general education, including communication skills, writing, critical thinking, problem solving and civic responsibility. To measure the competencies, the CAAP exam (Collegiate Assessment of Academic Proficiency) will be administered during

Assessment Week in the spring semester. The goal is to have 70% score at or above the national norms established.

- Outputs included graduation rates and transferability of the Pre-Education majors. According to data obtained, only 2 students graduated with a Pre-Education degree in FY 06. We had far many more majors than that, and the number of graduates should change in FY 07 due to a change in the required number of minimum credit hours in MATH that students must complete. The second output related to transferability received no data; however, efforts are being made to obtain more information from graduates through the assistance of the Institutional Effectiveness office.
- *Diversified Studies*
 - Diversified Studies students have individual plans (or contracts), so collecting data that can be generalized proves to be problematic. To help resolve some of the issues related to assessment, a revised outcome is as follows: Students will show that they have met the learning competencies in General Education by being recruited to sit for the CAAP during Assessment Week. A target of 70% will score at or above the median score compared to national norms.
 - Outputs for Diversified Studies have been revised to help show that graduates will be prepared to succeed at four year transfer institutions and/or will be prepared to meet their educational goals. A graduate survey will show that respondents indicate at least a 4 on a scale of 1-5 in rating their preparation at OCCC and attaining their goals. A focus group is being planned to gain additional feedback from Diversified Studies students.
- *Liberal Studies*
 - Like the Pre-Education and Diversified Studies programs, Liberal Studies focuses on general education to a large extent. There was insufficient data as to how well prepared LS students were in general education; however, as the outputs indicate, there were ten graduates in FY06. Also, seven out of seventeen LS graduates responded to the Graduate Survey (sent to graduates of FY05), and those seven averaged a 4.29 on a scale of 1-5 that they were prepared for further education.
 - Based on a lack of data to make any clear judgment, there are changes in the methods that will be used. Liberal Studies students will be recruited to sit for the CAAP during Assessment Week, and the target of 70% of those students will score at or above the median score compared to national norms. The Graduate Survey will have additional questions for those surveys sent to Liberal Studies students as well.

Theatre—Brent Noel reported that Theatre Department that they need more majors. Based on current exit surveys and exit interviews we seem to be preparing students for transfer or life in the profession.

Film and Video Production—No Report Due to Faculty Change

3. **Global Competency Assessment Report, FY06—Michael Panches** - Global Education Competency will take place during Assessment Week, April 2-6. Students will be asked to respond to an essay prompt written in the form of a

problem. Approximately 200 students will be assessed according to a rubric which is being developed now.

4. Assessment Update--Assessment Week—April 2-7, 2007

Suggestions:

- a. Add the Assessment statement in your syllabi for spring (like the Student Disability statement). The recommendation is attached.
- b. Add Assessment testing to the Assessment Week in your syllabus schedule for spring. (All faculty should be prepared to give up a 40 minutes or so slot in each of their classes during the Assessment Week in spring.)
- c. Label “Assessment Week” in course schedules for April 2-7, 2007. However, plan to have an assignment due or something to bring the students to class. This should not be a day or week off.

Plans for General Assessment (at this point):

Two assessments will probably be done in classes that week; all students in a class will do one or the other.

1. CAAP (replaces the Academic Profile Assessment), to be completed by sophomore students who have completed at least 30-45 CH and who did all or most of their general education courses at OCCC
2. CCSSE (Community College Survey of Student Engagement-- evaluates the community college experience) to be completed by students who are in the same class but do not meet the criteria for #1. It will also be completed by students in 1000 level courses.

Every faculty member should plan for 40-45 minutes of every 2000 level section that he/she teaches to be used during assessment week for completion of these assessments, and the same is most likely to be true for all 100 level sections.

5. Budget/Planning Request (Form Attached) Susan will email this form to faculty. Faculty will need to submit a both an email copy to Susan and a copy form to their Department Chair for their signature. The deadline is December 2.

Division meeting adjourned at 1:30 pm.

Next Division meeting is December 5th, 12:30 pm in 1C3-AH. Lunch will be served. It's AH Division Holiday Luncheon, so don't forget to sign up!