

5-Year Plan for Assessment of Program Learning Outcomes

AA/AS Degree

I. Program Information

Division:

Arts, English, and Humanities

Name of Program:

Humanities

Certificates Embedded in Program:

None

Assessment Plan for Following Five Years:

FY 2020 – FY 2024 (July 1, 2019 – June 30, 2024)

Faculty Who Prepared Plan:

Program Chair: Pamela Stout
Faculty: Michael Franco, Jeff Provine, Linda Robinett

Date Submitted by Faculty:

November 16, 2018 – first version submitted for Academic Outcomes Assessment Committee
April 19, 2019 – revised version submitted to division dean for review

Division Dean:

Dr. Thomas Harrison

Date Submitted by Dean:

May 3, 2019

II. Institutional Mission or End Statement Reference:

Institutional Mission:

OCCC provides broad access to learning that empowers students to complete a certificate or degree and that enriches the lives of everyone in our community.

ENDS

- Access: Our community has broad access to valuable certificate and degree programs, and non-credit educational opportunities and events.
- Student Success: Our students successfully complete their academic courses, persist in college and earn certificates or degrees at OCCC or another institution.
- Workforce Development: Our graduates earn higher-level degrees or are successful in technical and professional careers.
- Community Development: Our community's quality of life is enriched through our educational, artistic and recreational programs and events.

III. Program Learning Outcomes:

List all program learning outcomes for the program designated above. There should be 5-10 program learning outcomes total.

Under each outcome, list the measures. There should be at least 1 measure per outcome, but there can be up to 3 measures per outcome.

Indicate which outcome(s) will be assessed in each year of this plan. Only 1-3 outcome(s) should be assessed in a particular year.

All learning outcomes for this program will be assessed over the five-year cycle of this plan. Annual reports will evaluate only the outcome(s) designated for that year. The program review (or accreditation process for programs with external accreditation) will report on all program learning outcomes.

Outcome 1 (required):

Students will be able to compose coherent essays with correct MLA formatting.

<p>Measure 1 (required):</p> <p>Course-embedded assignments, such as essays, discussion forums, exams, and other written projects, will be assessed using a rubric designed for measuring this specific outcome.</p>	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect (required)	<p>Anticipated Target (required):</p> <p>The goal is for 80% of students or more to earn a passing score according to the rubric.</p>
<p>Measure 2:</p>	<input type="checkbox"/> Direct <input type="checkbox"/> Indirect	<p>Anticipated Target:</p>

Year Outcome 1 will be assessed (required):

FY2020

Outcome 2 (required):

Students will be able to integrate information from a variety of sources within major course assignments.

<p>Measure 1 (required):</p> <p>Course-embedded assignments, such as essays, discussion forums, exams, and other written projects, will be assessed using a rubric designed for measuring this specific outcome.</p>	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect (required)	<p>Anticipated Target (required):</p> <p>The goal is for 80% of students or more to earn a passing score according to the rubric.</p>
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Measure 2:	<input type="checkbox"/> Direct <input type="checkbox"/> Indirect	Anticipated Target:
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Year Outcome 2 will be assessed (required):

FY2021

Outcome 3 (required):

Students will be able to interpret the cultural significance of humanities artifacts, such as literature, art, and philosophy.

Measure 1 (required): Course-embedded assignments, such as essays, discussion forums, exams, and other written projects, will be assessed using a rubric designed for measuring this specific outcome.	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect (required)	Anticipated Target (required): The goal is for 80% of students or more to earn a passing score according to the rubric.
Measure 2:	<input type="checkbox"/> Direct <input type="checkbox"/> Indirect	Anticipated Target:

Year Outcome 3 will be assessed (required):

FY 2022

Outcome 4 (required):

Students will be able to think critically to support reasoned conclusions.

Measure 1 (required): Course-embedded assignments, such as essays, discussion forums, exams, and other written projects, will be assessed using a rubric designed for measuring this specific outcome.	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect (required)	Anticipated Target (required): The goal is for 80% of students or more to earn a passing score according to the rubric.
Measure 2:	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect	Anticipated Target: The goal is for 80% of students or more to earn a passing score according to the General Education Learning Outcomes Assessment rubric for Critical Thinking (non-science).

Year Outcome 4 will be assessed (required):

FY 2023

Outcome 5 (required):

Students will be able to apply foundational concepts and discipline-specific vocabulary to the analysis of selected artifacts, such as literature, art, and philosophy.

Measure 1 (required): Course-embedded assignments, such as essays, discussion forums, exams, and other written projects, will be assessed using a rubric	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect (required)	Anticipated Target (required): The goal is for 80% of students or more to earn a passing score according to the rubric.
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designed for measuring this specific outcome.		
Measure 2:	<input type="checkbox"/> Direct <input type="checkbox"/> Indirect	Anticipated Target:

Year Outcome 5 will be assessed (required):

FY 2024

IV. Program Learning Outcomes and Courses

Please check the program learning outcome associated with the courses in the program.

All core courses must address at least 1 program learning outcome.

Support courses should address outcomes. Some support courses are required by a university for transfer. Please list and check any support courses applicable to the outcome.

Program Learning Outcomes:	O 1 Writing Essays	O 2 Integrating Sources	O 3 Interpreting Culture	O 4 Thinking Critically	O 5 Using Vocabulary
Core Courses:					
HUM 2213 General Humanities I	X	X	X	X	X
HUM 2223 General Humanities II	X	X	X	X	X
PHIL 1123 Critical Thinking	X	X	X	X	X
+ an additional 14 Credit Hours from ENGL 2123 and above, 2000-level HUM, and PHIL classes					
ENGL 2123 Intro. to Literature	X	X	X	X	X
ENGL 2423 World Literature I	X	X	X	X	X
ENGL 2433 World Literature II	X	X	X	X	X
ENGL 2543 English Literature I	X	X	X	X	X
ENGL 2653 English Literature II	X	X	X	X	X
ENGL 2773 American Literature I	X	X	X	X	X
ENGL 2773 American Literature I	X	X	X	X	X
HUM 2143 Mythology	X	X	X	X	X
HUM/PHIL 2133 Comparative Religions	X	X	X	X	X
PHIL 1013 Intro. to Philosophy	X	X	X	X	X
PHIL 1213 Intro. to Ethics	X	X	X	X	X
PHIL 1603 Intro. to Logic	X	X	X	X	X

Humanities Program Outcomes & Rubrics

The following outcomes reflect the essential skills and practices for our Humanities Program Degree. The skills are deemed appropriate to further a student's success either in a four-year college degree or in a work situation obtained with an Associate Degree. The outcomes will be used to support course design, to monitor course evaluation, and to support further discussion on the effectiveness and breadth of the Humanities Program.

Course-embedded assignments, such as essays, discussion forums, exams, and other written projects, will be assessed using a rubric designed for measuring each specific outcome. One outcome will be assessed each year using the criteria listed below.

Evaluators will rate each subcomponent separately. To earn a passing score on each outcome, a student must be proficient in all three of its subcomponents.

The goal is for 80% of students or more to earn a passing score (3 out of 3).

Humanities Program Outcomes:

1. Students will be able to compose coherent essays with correct MLA formatting.

Specifically, they will:

- a. Communicate using academic language and conventions of Standard American English. Spelling, punctuation, grammar, and/or usage do not obscure the writer's meaning or distract the reader. Word choice and diction establish authority and a professional tone.
- b. Present information in a unified and coherent manner: Introduction contains a claim, body paragraphs support the claim and synthesize information, and the conclusion reinforces the claim.
- c. Use current MLA style for citations and format. Provide in-text citations in the body of the essay if outside sources are used. Include a works cited page if required.

2. Students will be able to integrate information from a variety of sources within major course assignments. Specifically, they will:

- a. Locate and use appropriately credible sources that are acceptable for use in a college-level essay.
- b. Introduce and connect relevant sources to claims and sub-claims.
- c. Offer original insight when evaluating the sources.

3. **Students will be able to interpret the cultural significance of humanities artifacts, such as literature, art, and philosophy.** Specifically, they will:
 - a. Identify the origins of selected artifacts.
 - b. Explain the relevance of selected artifacts to their original, intended audiences.
 - c. Connect selected artifacts to modern audiences.

4. **Students will be able to think critically to support reasoned conclusions.** Specifically, they will:
 - a. Analyze the elemental parts of an argument or rhetorical situation.
 - b. Express logical conclusions based on relevant criteria.
 - c. Provide evidence for the conclusions. Evidence may include observations, examples, testimonials, statistics, and facts.

5. **Students will be able to apply foundational concepts and discipline-specific vocabulary to the analysis of selected artifacts, such as literature, art, and philosophy.** Specifically, they will:
 - a. Identify and/or define terminology commonly used with the selected subject matter.
 - b. Correctly use terms and concepts to critique selected texts.
 - c. Illustrate major concepts with specific, relevant examples from selected texts.

Sample Rubric and Tally Sheet

Outcome 1: Students will be able to compose coherent essays with correct MLA formatting.

Specifically, they will:

- a. Communicate using academic language and conventions of Standard American English. Spelling, punctuation, grammar, and/or usage do not obscure the writer’s meaning or distract the reader. Word choice and diction establish authority and a professional tone.
- b. Present information in a unified and coherent manner: Introduction contains a claim, body paragraphs support the claim and synthesize information, and the conclusion reinforces the claim.
- c. Use current MLA style for citations and format. Provide in-text citations in the body of the essay if outside sources are used. Include a works cited page if required.

Artifact Number	Course Prefix/Number	Artifact Type	Sub. A	Sub. B	Sub. C	Total Score	Comments	Pass Y/N
<i>Examples below</i>								
1	ENGL 2123	Essay	1	1	1	3	OK	Yes
2	HUM 2143	Essay Exam	1	0	0-1	1.5	Disorganized, confusing, bad MLA	No
3	HUM 2143	Research Paper	1	1	1	3	OK	Yes
4	PHIL 1213	Exam	1	1	1	3	Excellent	Yes
5	PHIL 2133	Essay	1	0-1	1	2.5	Iffy writing, needs another opinion	Maybe yes
6	HUM 2213	Discussion post	1	1	0	2	Sources not cited, maybe plagiarized?	No
7	PHIL 2133	Essay	1	1	1	3		Yes
8	ENGL 2123	Essay	1	1	1	3		Yes
9	HUM 2143	Research paper	1	1	1	3	Good	Yes
10	HUM 2213	Term paper	1	1	1	3	Some errors but not too bad	Yes