



## Planning and Evaluation Tracking

College Year: **2009-2010**

Division of: **Language, Comm. & Fine Arts**

Person Responsible: **Robert Boyd**

Department of: **Humanities**

Person Responsible: **Joan Urban**

### Purpose Statement:

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. Ensure students learn basic connections between social, political, and religious traditions and the creative works in art and music coming from those traditions.	1. Upon completion of HUMA 1315, 70% of students will score 10/18 on an exit exam that is brief but comprehensive in scope, covering the art and architecture taught in the course.	1. 64% of students achieved the target.  <b>BREAKDOWN OF RESULTS:</b> Breakdown of results shows two major trends: (a) that students scored higher on the first half of the exam, covering ancient Egypt through Renaissance than on questions related to more modern art and (b) that students scored higher on questions related to knowledge base than to critical thinking questions.  Average score for Egypt to Renaissance = 68% Average score for Baroque to Modern = 45% Average score for knowledge-base questions = 71% Average score for critical-thinking questions = 38%	1. ANALYSIS: We fell short of the overall goal by 6%. The exit exam assumes that HUMA 1315 classes will cover the arts of the late-19th and early 20th century. Based on a breakdown of the exit test scores, it is clear that not all classes are making it to the 19th or 20th centuries.  <b>ACTION PLAN:</b> <ul style="list-style-type: none"> <li>• These results will be distributed to all HUMA 1315 instructors. The program coordinator will use the results as a springboard for discussion among the faculty about course expectations. Especially important will be this question, "Should we develop a checklist of essential items that must be covered in HUMA 1315?"</li> </ul>

2.Ensure community members have opportunities to enhance quality of life by participation in a lecture series devoted to a wide range of multicultural issues and taught by visiting experts.

2. Upon completion of the Creative Mind Lecture Series, 70% of community members in attendance will confirm the value of the experience based on qualitative data (satisfaction survey).

2. 94% of attendees who filled out the questionnaire confirmed the value of the experience. No negative comments were made though two attendees left the "value to community" question blank.  
(N=32/34)

- The program coordinator and faculty will also exchange ideas about ways to engage the students in critical thinking about the course content. A list of critical thinking activities will be generated by the faculty to enhance the teaching of HUMA 1315.
- The program coordinator and faculty will also discuss the assessment instrument itself and whether it generates valid data.

2. ANALYSIS:  
Suggestions for improvement include reminding people to turn off cell phones, having an outline of the lecture, and having PowerPoint presentations to supplement each lecture.  
PLAN OF ACTION:  
Continue to do sound checks before the program.  
Begin each lecture with an announcement to turn off cell phones.  
Encourage speakers to provide an outline of their lecture.  
Encourage speakers to bring PowerPoint supplements if they have them.

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revised 8/1/05