**Processon**

**Program Review** is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or operational outcomes which occurs on at least a quadrennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.  
  
**Resources**

Program Review detailed instructions

[Report Documentation](https://mylakerlink.socc.edu/ICS/Portlets/ICS/Handoutportlet/viewhandler.ashx?handout_id=e4f92819-5a94-4421-bd1f-4fc9d44fd563) – myLakerLink on the Resource Center tab

***Reports – must be on campus or access network to process reports***

[Course Completion Report](https://mylakerlink.socc.edu/ICS/Portlets/ICS/bookmarkportlet/viewhandler.ashx?id=91cd76e8-307a-4a8a-9d52-6bb00e39c489)

[Course Completion by Course Report](https://mylakerlink.socc.edu/ICS/Portlets/ICS/bookmarkportlet/viewhandler.ashx?id=01b6febb-fbeb-4992-b868-2c651233b52d)

[Course Completion by Degree Report](https://mylakerlink.socc.edu/ICS/Portlets/ICS/bookmarkportlet/viewhandler.ashx?id=4d290de2-ecc3-416a-85e8-72ab235d1eee)

[Course Enrollments Report](https://mylakerlink.socc.edu/ICS/Portlets/ICS/bookmarkportlet/viewhandler.ashx?id=1ee1c37c-b534-4376-9402-ba33db456a9a)

[GL Unit Costs by Fund by Unit Report](http://jenzblue01/ReportServer?%2fCustom+EX+Reports%2fBO%2fGL_Unit_Costs_byFund_byUnit&rs:Command=Render)

[Graduates by Major Report](https://mylakerlink.socc.edu/ICS/Portlets/ICS/bookmarkportlet/viewhandler.ashx?id=5aaf29c2-3f4f-4a2d-b24e-b54957397606)

[OLMIS](http://www.qualityinfo.org/olmisj/OlmisZine) – Employment Opportunities

Persistence Report – being developed

[Student Enrollment Report](https://mylakerlink.socc.edu/ICS/Portlets/ICS/bookmarkportlet/viewhandler.ashx?id=72d4eb72-059d-4053-8748-4fbcac453dfd) – Enrollments, FTE, Billing Credits

Transfer Reports – being developed

Program review consists of the following elements:

1. [Program Description and Philosophy](#PartA_ProgramDesc)
2. [Program Overview](#PartB_ProgramOverview)
   * + [Annual Program Checklist](#ProgramChecklist)
     + [Program Structure](#ProgramStructure)
     + [Program Curriculum](#ProgramCurriculum)
     + [Students in Program](#ProgramStudents)
     + [Facilities and Budget of Program](#ProgramFacilities_Budget)
3. [Program Review of Student Learning Outcomes](#PartC_SLOs) Assessment
   * + [Program Outcomes Assessment Report Forms and Rubrics](#PSLOs)
     + [Course Outcomes Assessment Report Forms and Rubrics](#PSLOsToGSLOs)
     + [GSLOs Outcomes Assessment Report Forms and Rubrics](#CourseSLOsToPSLOs)
     + [Outcome Resources and Support Document List](#OutcomeMapFormSupportDocs)
4. [Program Analysis Reflections](#PartD_AnalysisReflections)
   * + [Annual Program Viability Report](#ProgramViability)
     + [Annual Program Relevance Report](#ProgramRelevance)
     + [Annual Program Graduates Report](#ProgramGraduates)
5. [Program Planning and Budget Requests](#PartE_Planning)
   * [Executive Summary for Planning and Future Year Budgeting](#ProgramExecutiveSummary)
   * [Annual Projects and Timelines with Updates since Prior Review](#ProjectsAndTimelines)
   * [Annual Future Budget Requested Amounts](#FutureBudget)

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

**PART A: Program Description and Philosophy**

## **Description and Philosophy of the Program**:

The Humanities, Literature, and Philosophy program supports the ideals of transformative leadership through critical thinking. By providing students a non-“vocational” alternative, this program fosters thinking at its highest and broadest level, encouraging students to look beyond obvious and immediate employment gratification and transcend to a lifelong passion of learning and leadership. This program also provides students the opportunity to evaluate and synthesize the human condition through various applications of human expression. Overall, a Liberal Arts program creates strong leaders who understand human values as they relate to local and global communities and consciousness.

**PART B: Program Overview**

This section describes the program structure, curriculum, and demographics.

**Annual Program Checklist**

This rubric is completed by all departments and programs of campus *each year* that provides a “list” of items that are important to review including ***mandatory*** ***reporting requirements*** (accreditation, IPEDS, HEOA if applicable), policies and procedures in place and followed, etc.). Click on the blank checklist link below to access the document. If this is the first year that the checklist is being completed or you need help, please meet with support staff to complete the checklist.

**Academic and Operational Unit Program Review:**

**Institutional Assessment Rubric for**

**Humanities, Literature, Philosophy 2016**

1. Complete each section by marking an “X” in the appropriate column to indicate the level of development for each item in the rubric:
   1. Green
   2. Yellow
   3. Red
   4. Indicate **NA** for an item that is not applicable to the program or service.
2. This is from your perspective of how well the process, procedure, or item in the checklist has been developed

Detailed instructions located on the last page

# Mandatory Reporting and Compliance Requirements Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Compliance and mandatory reporting plan developed linked to HEOA, Equity & Inclusions, FERPA, Accreditation, and the Core Themes, Objectives, Success Indicators** | C:\Users\rbunnell\Documents\My Tableau Repository\Shapes\KPI\Green flag.jpg  Highly Developed | **C:\Users\rbunnell\Documents\My Tableau Repository\Shapes\KPI\Yellow flag.jpg**Emerging / Partially Developed | C:\Users\rbunnell\Documents\My Tableau Repository\Shapes\KPI\Red flags.jpgNeeds Developed |
| Comply with ADA, Equal Opportunities Act, and Section 405 of the Rehabilitation Act ([Equity & Inclusion webpage](http://www.socc.edu/notice-of-non-discrimination); OCR requirement**); short statement on all documents** for public/posted (2 pages or less); **long statement** on all other documents. ***Short:*** *Southwestern Oregon Community College is an Equal Opportunity Educator and Employer;* ***Long:*** *See last page of this document* |  | √ |  |
| FERPA Training completed for all staff within the unit – how do you know? New employees throughout the year? | √ |  |  |
| HEOA required disclosures and reporting completed (link to list available in future – [webpage list](http://www.socc.edu/studentlife/student-consumer-info)) |  | √ |  |
| Outcomes and indicators linked to Core Themes, Objectives, Success Indicators; all reports completed on time (Institutional Success Indicator reports if the lead; yearly outcome review and data analysis) | √ |  |  |
| Accreditation [standard 2 requirements](http://nwccu.org/Standards%20and%20Policies/Standard%202/Standard%20Two.htm) |  | √ |  |
| Accreditation [other requirements](http://nwccu.org/Standards%20and%20Policies/Accreditation%20Standards/Accreditation%20Standards.htm) |  | √ |  |
| Other required reporting or compliance requirements completed – add here (OSHA, Health Inspections, etc.): |  |  |  |
| ***Reflect on what has been accomplished, what is being developed and the documentation of processes:*** | | | |

# Policies, Procedures, Process Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Appropriate policies and procedures for programs and services are established.** Policies and procedures assure access to eligible persons, manage resources effectively, assure compliance with applicable regulations, are consistent with accepted standards of professional practice and support the mission and goals of the College. | C:\Users\rbunnell\Documents\My Tableau Repository\Shapes\KPI\Green flag.jpg  Highly Developed | **C:\Users\rbunnell\Documents\My Tableau Repository\Shapes\KPI\Yellow flag.jpg**Emerging / Partially Developed | C:\Users\rbunnell\Documents\My Tableau Repository\Shapes\KPI\Red flags.jpgNeeds Developed |
| Policies and procedures apply equally and are enforced equally to all persons | √ |  |  |
| Policies and procedures are established and followed for fiscal management. | √ |  |  |
| Policies and procedures are established and followed for personnel management | √ |  |  |
| Policies and procedures are established and followed for the management of consumable supplies, fixed assets and capital facilities. |  | √ |  |
| Policies and procedures are established and followed that assure compliance with applicable regulations. | √ |  |  |
| Unit handbook, process documentation, manual created, updated yearly, reviewed yearly, followed | √ |  |  |
| Policy review schedule updated; all policies listed on schedule | √ |  |  |
| ***Reflect on what has been accomplished, what is being developed and the documentation of processes*** | | | |

# Qualitative Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Appropriate qualitative assessments established.** | C:\Users\rbunnell\Documents\My Tableau Repository\Shapes\KPI\Green flag.jpg  Highly Developed | **C:\Users\rbunnell\Documents\My Tableau Repository\Shapes\KPI\Yellow flag.jpg**Emerging / Partially Developed | C:\Users\rbunnell\Documents\My Tableau Repository\Shapes\KPI\Red flags.jpgNeeds Developed |
| **Access to Program(s) and Services:** Programs and services are accessible to all eligible persons and additional assistance is provided, when necessary, for persons to be successfully served. Program provides promotional and/or informational material to current and prospective customers in multiple formats. Program provides services to meet the needs of diverse customers (students, staff, business, community). |  | √ |  |
| **Organization of Programs and Services:** The organization of programs and services promotes effective service delivery, adequate supervision and management and collaboration between administrative units. Customers are satisfied with services delivered. Services are delivered within allocated budget. Collaboration with other administrative units as needed. |  | N/A |  |
| **Programs and Services Provided:** The programs and services provided are adequate to meet the needs of students, staff and the community consistent with the mission and goals of the College. Link to Core Themes, Objectives, and Success Indicators. Indicators reviewed and updated as needed; suspended where appropriate; new indicators created as needed. Program reviews completed timely and annual review of data. |  | √ |  |
| **Effective Partnerships:** The program has connections in place with business, non-profit organizations, governmental units, professional associations and education to support effective service delivery. |  | √ |  |
| **Customer Service:** Customers are satisfied with the range of programs and services provided and the manner in which they are delivered. |  | √ |  |
| ***Reflect on what has been accomplished, what is being developed and the documentation of processes:*** | | | |

# Resource and Staffing Review Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Resource Allocation and Staffing assessment established.** | C:\Users\rbunnell\Documents\My Tableau Repository\Shapes\KPI\Green flag.jpg  Highly Developed | **C:\Users\rbunnell\Documents\My Tableau Repository\Shapes\KPI\Yellow flag.jpg**Emerging / Partially Developed | C:\Users\rbunnell\Documents\My Tableau Repository\Shapes\KPI\Red flags.jpgNeeds Developed |
| **Resource Allocation: Human, physical and financial resources for programs and services are allocated on the basis of identified needs and are adequate to support the services and programs offered.** | | | |
| Staff completes assigned work with acceptable quality within established timelines. | √ |  |  |
| Staff have access to sufficient physical resources to complete assigned work with acceptable quality within established timelines. |  | √ |  |
| Resources are allocated on the basis of identified needs, prioritized as part of the institutional budgeting process |  | √ |  |
| Financial resources are adequate to complete assigned work with acceptable quality within established timelines. |  |  | √ |
| ***Reflect on what has been accomplished, what is being developed and the documentation of processes:*** | | | |
| **Services and programs are staffed by qualified individuals whose academic preparation and/or experience are appropriate to their assignments. Assignments are clearly defined and published. The performance of personnel is regularly evaluated.** | | | |
| Staff has appropriate educational credentials and/or experience for their assignments. |  | √ |  |
| Assignments are clearly defined and published, job descriptions current reflecting staff assignments | √ |  |  |
| Staff appropriately applies policies and procedures and completes assigned work with acceptable quality within established timelines. |  | √ |  |
| Staff participates in appropriate continuing education. |  | √ |  |
| Each employee participates in professional development activities appropriate to services provided such as:  \* Conferences and workshops  \* Classes and training  \* Listservs  \* Print and electronic publications  \* Professional associations. |  | √ |  |
| Each employee has a professional development plan. |  |  |  |
| ***Reflect on what has been accomplished, what is being developed and the documentation of processes:*** | | | |

**Instructions:**

1. Complete each section by marking an “**X**” in the appropriate column to indicate the level of development for each item in the rubric:
   1. Green
   2. Yellow
   3. Red
   4. Indicate **NA** for an item that is not applicable to the program or service.
2. This is from your perspective of how well the process, procedure, or item in the checklist has been developed
   1. There is no right or wrong answer
   2. Ask other staff within your department for their perspective
3. The level of development reflects the overall institutional view – not just an individual program or service.
   1. Example: Staff complete assigned work within timelines. If working with other departments and staff within those departments continually miss deadlines that are critical to providing a positive learning environment or services for students and staff a yellow or even red level of development may be indicated.
   2. This is not an evaluation of an individual or employee performance
4. For items or projects identified for enhancement or improvement:
   1. Include these in the annually updated project timeline of the program review document.
   2. Does the project or item needed require new budget funds? If yes, be sure to include in the annually updated budget request table of the program review document.
   3. Identify lead staff responsible for the item or project.

**Program Structure**

## **Faculty / Staffing:** # full-time, # part-time, load of full-time, load of part-time

We currently have two full-time faculty who teach writing and literature or humanities, and up to five part-time faculty. About ten years ago, the English Department had over twice as many faculty as it does currently; attrition with no replacement hiring and changes to degree programs resulting in smaller demand for literature are possible factors. At one time, there has been a full-time philosophy faculty, but that has been years ago. The position has not been replaced. We are unable to offer the same variety of literature classes as the high schools because we do not have the faculty. Southwestern students are missing on lost opportunities. For instance, we do not have a survey of American literature course.

## **Professional Development**: what happened since last review, what would you like to have

Faculty participate in college-wide professional development opportunities. The full-time faculty periodically participate in workshops and conferences associated with literature or humanities when funds permit. However faculty do participate in professional organizations such as OWEAC, NCTE, CCHA, TYCA-Northwest, Achieving the Dream, Student SSRC, CPL conference, Accelerated Learning Placement, CCCC, Growth Mindset, Redesigning American Community Colleges, OER workshops, and culture and humanities conferences. One of the faculty is also pursuing a PhD program.

## **Support Services used (or identified need):** tutoring, pre-enrollment process (usually healthcare)

The college supports humanities, literature, and philosophy through providing tutors who have successfully completed the courses and writing center individuals to assist students with writing.

## **Advisory Committee (activities and membership):**

N/A

## **Community Relationships / Partnerships:**

The faculty, through one faculty member, partners with the Coos Historical Museum and Maritime Collection. Faculty volunteer on their own time in a variety of settings. Faculty volunteer at Shore Acres, Friends of Coos Bay, Centennial Train Heritage Celebration, CCPA. Faculty have developed strong partnership with high school literature teachers as mentors in the dual credit program.

## **Program Accreditation (if applicable):**

N/A

**Program Curriculum**

## Degrees/Certificates offered and changes since last review:

N/A

## Course list and changes since last review, including new and revised courses:

Our catalog currently lists 3 humanities courses, 11 literature courses, and 3 philosophy courses. We annually offer the entire humanities and philosophy sequences but only half of the listed literature courses. We offer approximately 42 sections total humanities/literature/philosophy each year with 50% of those offerings online. We are in the process of developing an introduction to humanities sequence to broaden offerings. Southwestern anticipates that we will implement a rigorous guided pathways major in English.

## Career Pathway/Program of Study Efforts:

N/A

## Delivery Methods/Instructional Methodology:

We offer daytime, evening, hybrid and online courses. We do offer enough literature courses in the evening and online that students could attain a degree without attending in the daytime.

## Articulation/Transferability:

We continue to assess how effectively our courses align with Oregon community colleges and universities. Although our efforts have been consistent, we have determined through scheduled course outline updates, regular program reviews, and the SWOCC Outcomes Assessment Process, that we want to be more deliberate in alignment. As we develop a English major, we will articulate the degree with specific universities.

## Dual Credit offerings:

During the 2015-2016 academic year, Southwestern offered 7 sections of dual credit literature courses to 159 students in two high schools (Marshfield and North Bend). Fall 2016 currently offers literature courses in four high schools: Marshfield, North Bend, Gold Beach, and Brookings-Harbor.

There is a concern that dual credit offerings have a negative impact on campus enrollments and offerings.

## Course Scheduling issues:

Compared with our past offerings, we have limited staffing. We do offer enough literature courses in the evening and online that students could attain a degree without attending in the daytime. The faculty are flexible in monitoring to accommodates students’ schedules and needs.

## Instructional Materials (textbook, software issues):

Faculty use a combination of textbooks and faculty-generated instructional materials for face-to-face and online courses using the eLearning platform. Several faculty are exploring the use of OER materials to create course materials a no or little cost to students. Faculty have consistently argued against common textbooks, citing the need for individual choice, the lack of suitable textbooks for the quarter system, and the high price of textbooks.

**Students in Program**

## Special Populations:

There is no evidence to show any recent changes to the student population in preparedness or ability. However, we are exploring the role of dual credit in diminishing campus class sizes and offerings.

## Recruitment

Recruiting can assist this program with the objective to recruit and retain higher achieving students. The faculty have proposed and implemented an honors program for courses in humanities/literature/philosophy. The college will explore offering courses that are not taught in high schools to attract more students. Faculty members have participated in a enrollment and retention summit.

## Advising:

The full-time faculty maintain full advising loads as well as informally advising other students. The loss of full-time positions has contributed to a shortage of faculty advisors for students. One faculty member is acting as the director of the honors program to advise students.

## Student Satisfaction:

Student ratings, through course scheduled evaluations and through the scheduled faculty review process, show overall satisfaction with courses and instructors. For example in student ratings of courses for 2015-2016, students positively identify their humanities, literature, or philosophy class as being intellectually challenging with an average of 4.51/5.0 for 19 sections taught by two full-time and three part-time instructors. This suggests an overall satisfaction with courses and instructors.

## Student Assessment Methods:

Student work is assessed according to best practices for the profession, in line with OWEAC standards. Writing is assessed for content, organization, language, and error of issues, using rubrics. Critical thinking is assessed for explanation of issues; evidence; influence of context and assumptions; student’s position (perspective, thesis, and hypothesis); conclusions and related outcomes.

## Pre-enrollment Requirements (healthcare)

N/A

**Facilities and Budget of Program**

## Budget Changes over past 4 years:

There has been very little change in the budge in the last 5 years.

## Instructional Materials (software, supplies, etc.):

N/A

## Equipment lists and needs:

N/A

## Facilities lists and needs:

N/A

## Student fees;

N/A

**PART C: Program Review of Student Learning Outcomes Assessment**

**Program Outcomes Assessment Report Forms and Rubrics**

List all program outcomes here – or insert information/ table from another document. Attach rubrics as needed.

Humanities, Literature, and Philosophy have six discipline student learning outcomes. The students will:

1. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the disciplines.
2. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
3. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual, or historical contexts.
4. Interpret artistic and/or humanistic works through the creation of art or performance.
5. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
6. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for div3erse viewpoints.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome 1** | **Measureable Criteria** | **Measurement Tool** | **Courses** | **Time Frame** |
| Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the disciplines. | Students will score 80 per cent or higher on a quiz that indicates their attention to patterns of imagery in a short story. | A ten question quiz | English 104 Introduction to Fiction | Fall 2015 |

**Results:** The average score on the quiz for the whole class was 95%. No student scored below 80% on the quiz.

**Analysis:** Because students had been given study questions indicating what patterns to look for, the quiz only indicates that the students are capable of reading for patterns of imagery. It does not indicate whether students could identify these patterns without study questions.

**Plan:** The next step is to have students identify the patterns of imagery without the help of study questions. Class discussion showed they had the ability to interpret and analyze the stories on the basis of imagery patterns, but this final step will need to be evaluated by essay questions on the midterm examination. The essay question should allow a fuller evaluation of the epistemologies and methodologies used to discover meaning in stories. This skill is called close reading and is indeed a skill specific to this discipline.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome 2** | **Measureable Criteria** | **Measurement Tool** | **Courses** | **Time Frame** |
| Perceive and understand formal, conceptual, and technical elements specific to the discipline. | 75% of students will earn a grade of 70% or better on the assignment and fully participate in the discussion | 6 question prompts based on a modified Blooms Taxonomy Critical Thinking scale from identify to create/evaluate and discuss | HUM 206 \*01 and \*02 | Spring 2016 |

**Results:** Students were to read two chapters and develop six questions from each chapter using the prompts I provided on a handout. These question prompts included identify terminology, provide reasoning, analyze and evaluate different outcomes based on the history of the religious traditions we were studying. A total of 36 students were enrolled in two sections of the course. Out of those 36, two students were enrolled but not attending, leaving 33 active students. Out of the 33 active students, 23 student completed the assignment for an average grade of 84.5%. Out of the 10 students who received a zero for not completing the assignment, one of those zeros was earned through plagiarism.

**Analysis:** While the assessment goal for those students who actually completed the assignment was met, the failure of the lesson derives from the number of actively participating students who failed to turn in the assignment at all, and the fact that one student plagiarized.

**Plan:** The assignment has merit because the students who completed it, learned more from the chapter and overall scored higher at the end of the term. I am uncertain as to why so many students failed to do the assignment at all and why one plagiarized. Those students were unable to participate in the questions and answers that involved the homework, thereby creating a larger void in their knowledge. In the future, I believe that I need to stress the value of the questions and how the assignment encourages students to use the terminology correctly and understand the process and create inferences based on the religions/myths studied in the course.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome 3** | **Measureable Criteria** | **Measurement Tool** | **Courses** | **Time Frame** |
| Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual, or historical contexts. | 70% of students will demonstrate the ability to interpret and evaluate an early /ancient myth for its message by earning a C (70%) or better on the exam. | The appropriate interpretative use of patterns, archetypes, and insights with valid support. | HUM 204 | Summer 2015 |

**Results:** Six out of seven enrolled students took the exam, which provided two myths (see attached exam sheet) wherein students were to interpret and evaluate the myth using the various tools discussed throughout the course. Students could choose either “Grandmother Spider Steals the Sun” or “Bragi, God of Poetry”. Interestingly, every student chose the Native American Grandmother Spider myth. This was an open note, open book final, to encourage students to utilize all their resources and support their interpretations. Out of the six students who showed up for the exam, five (83%) passed with a “C” (70%) or better.

50% =A

33%= C

17%=D

(the student who did not show up for the exam had stopped attending the course and did not drop it, so his name is still in the system)

**Analysis:** This was the final exam for an accelerated three week course that met 3 hours, four days a week. While the “D” student did miss two complete days of lecture (6 hours), so, too, did another student who earned a “C” for the final, which suggests that while being present for the lecture is important, it was not the determining factor for evaluating and interpreting a myth. Indeed, the “D” exam was a very short, uninspired piece of work that did little to demonstrate the necessary level of critical thinking skills for the course. Overall, this exam was a good indication of the students’ ability to appropriate evaluate and interpret a myth using the tools discussed in class.

**Plan:** to design a rubric that would provide a level of objectivity for an abstract outcome that would be provided to the students in order for them to increase their critical thinking skills and use of appropriate resources.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome 4** | **Measureable Criteria** | **Measurement Tool** | **Courses** | **Time Frame** |
| Interpret artistic and/or humanistic works through the creation of art or performance. | 70% of students would design an art project that articulates one of the listed outcomes for the course. | Presentation of art project with verbal and written explanation of outcome articulation. | HUM 204 \*01\*02 | Fall 2015 |

**Results:** Fall term had one “early start” accelerated class and two regular term classes with a total of 56 students.

**Art Project:**

\*01 Average score of art project interpretation of outcome =95/100 (27 students- 1 student did not complete the project)

\*02 Average score of art project interpretation of outcome =77/100 (14 students 2 people did not complete the project)

**Written essay:**

**\*01** Average score of essay = 76 (27 students- 1 student did not complete the essay)

**\*02** Average score of essay = 59 (14 students 2 people did not complete the essay)

**Analysis:** The interpretation of the outcomes through art were successful through their originality and creativity; the students were able to render artistically exactly what was asked of them at a high quality level. The results for the essay were not as high and range from 10 to 20% lower in the grading, and interestingly enough, one student completed the art project, but did not write the essay.

**Plan:** This final project to produce a piece of art that demonstrates one of the outcomes is remarkably successful. However, the essay portion significantly challenges students, particularly as there is no writing perquisite in the 200 level course. One plan might be to eliminate the essay, so the students can spend even more time on their creative projects. Another solution might be to add a writing prerequisite. This is a good option if we design a 100 level humanities course that would have no prerequisite.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome 4** | **Measureable Criteria** | **Measurement Tool** | **Courses** | **Time Frame** |
| Interpret artistic and/or humanistic works through the creation of art or performance. | 80% of students will demonstrate the ability to interpret mythology and how it impacts human through an artistic creation with a “C” (70%) or better | Final Project guidelines sheet (attached) | HUM 204 | Early Start Fall 2015 |

**Results:**  Fifteen students participated in this Early Start Fall class and there were no drop outs; therefore, every student participated in this final project that had an artistic component as well as a writing component. For the purposes of this “outcome” only the artistic grade will be used. According to the breakdown, 93% of the students were able to effectively demonstrate the idea of myth and its impact on humans through an artistic piece. (It probably should be mentioned that composition scores averaged at 70%, while the artistic scores averaged at 81%--per Elearning analysis) Students must present their piece of art to the class and verbally explain how it meets the requirements of representing one objective as listed in the course syllabus. The composition is to do the same (see attached)

Breakdown:

5=A

1=B

8=C

1=D

**Analysis:** This is a final project (there was also a final exam) for the HUM 204 course and has been for several years. The majority of students feel comfortable with the vast amount of leeway when it comes to this project as they may use any form of art ranging from drawing to mosaic to ceramic to wood carving. Typically the students are thrilled with their abilities and this time was an accurate reflection of the typical success of this endeavor.

**Plan:** This assignment reflects the creative nature of the students and their ability to express their interpretation of the human condition as portrayed through myth. The composition scores are disappointing and frustrating for first year students who are expected to write at a 200 college level. So, one idea may be to abandon the writing component in favor of just the presentation in keeping with the oral tradition and art of mythology. On the other hand, I believe it is important to incorporate writing pieces in all courses, but the scores reflect the lack of a writing prerequisite.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome 5** | **Measureable Criteria** | **Measurement Tool** | **Courses** | **Time Frame** |
| Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis. | 75% of all active participating students will earn 70% or better on final project essay | Essay based on two experiences from two different religious functions (1 formal -1 unformal) | HUM 206 \*01 and \*02 | Spring 2016 |

**Results:** 36 students—31 actively attending class by final class.

27 students completed the final essay with an average of 93%. Four students did not turn in the final essay, for various reasons.

**Analysis:** This final project essay was to demonstrate a critical perspective based on attending two religious services, one of which could be informal. The student were to take notes using the key questions I had provided and then develop through inference, evidence, and analysis new theories and concepts of religion in current society. These essays and ideas were remarkable and intuitive. Many of the student in their presentation to the class, confessed that they were highly skeptical of this assignment and even felt it was worthless or they were scared to visit the religious places. But every student who completed the assignment, said that it had been an incredible experience and they learned from it—not only about the discipline, but about themselves as humans.

**Plan:** I would like reduce the anxiety and fear for the assignment. Maybe organize a day or night service that students know other class members are attending, so they will feel less self-conscious. Otherwise, this lesson is successful.

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| --- | --- | --- | --- | --- |
| **Outcome 6** | **Measureable Criteria** | **Measurement Tool** | **Courses** | **Time Frame** |
| Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints. | 70% students will be able to create a mandala portfolio and interpret and analyze their mandalas using self-reflection, peer input, and scholarly works  It should be noted this essay placed more emphasis on content rather than delivery/mechanics. | Project guidelines contain the parameters of the assignment, self-reflection etc. | HUM 205 \*01 \*02 | Winter 2016 |

**Results:** \*01 19 students— 1 student stopped attending prior to the final project, but did not drop.

Thus, 18 students completed the portfolio average grade was 93%, which included a presentation in front of the class, the students’ own mandala drawings, and an self-reflection essay that analyzed each mandala and how it represented them either emotionally or physically or not at all.

\*02 Registered 26 students- 3of which stopped attending class prior to the final project, but did not officially drop the course. Thus 23 students completed the final essay.

**Analysis:** While the mechanics of the essays were disturbingly poor at times, the content undeniably demonstrated the students’ abilities to critical think in new and different directions. Overall, the majority of students were able to use the assignment to focus on how art and religion can be interpreted and used in new ways. The presentations provided the students to see and hear what their classmates had discovered, which served to solidify what the class had been attempting to provide all term.

**Plan:** The only course of action I can see at this time would be to have Writing 121 as a perquisite to this 200 college level course, so students are better able to articulate their new perspectives.

**Course Outcomes Assessment Report Forms and Rubrics**

List all course outcomes here – or insert information/ table from another document. Attach rubrics as needed.

**GSLOs Outcomes Assessment Report Forms and Rubrics**

List all GSLOs outcomes here – or insert information/ table from another document. Attach rubrics as needed.

|  |  |  |  |  |  |  |
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|  | **i** | **ii** | **iii** | **iv** | **v** | **vi** |
| **Literature, Humanities, and Philosophy** | Communication. Demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information. | Computation. Demonstrate effective knowledge, skills, and attitudes in technology skills, computer, proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data. | Creative, Critical & Analytical Thinking. Demonstrate effective knowledge, skills, and attitudes using curiosity, leaning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. | Community/Global Consciousness & Responsibility. Demonstrate effective knowledge, skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. | Discipline Content. Demonstrate effective skills and attitudes that are specific to a discipline or career. |  |
| Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the disciplines. | IRM |  | IRM | IRM | IRM |  |
| Perceive and understand formal, conceptual, and technical elements specific to the discipline. | IRM |  | IRM | IRM | IRM |  |
| Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual, or historical contexts. | IRM |  | IRM | IRM | IRM |  |
| Interpret artistic and/or humanistic works through the creation of art or performance. | IRM |  | IRM | IRM | IRM |  |
| Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis. | IRM |  | IRM | IRM | IRM |  |
| Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints. | IRM |  | IRM | IRM | IRM |  |

**Outcomes Mapping Forms and Supporting Resources and Documents**

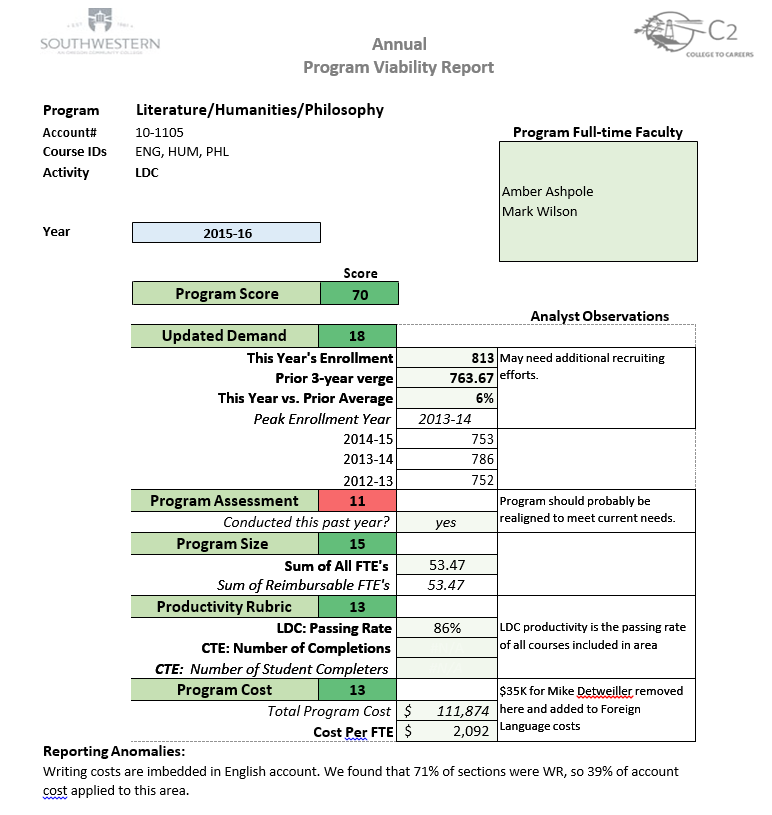
Attach mapping form and all supporting documents

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| --- | --- | --- | --- | --- | --- | --- |
| **Literature, Humanities, and Philosophy** | **i** | **ii** | **iii** | **iv** | **v** | **vi** |
| Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the disciplines. | Perceive and understand formal, conceptual, and technical elements specific to the discipline. | Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual, or historical contexts. | Interpret artistic and/or humanistic works through the creation of art or performance. | Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis. | Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints. |
| ENG 104 | √ | √ | √ | √ | √ | √ |
| ENG 105 | √ | √ | √ | √ | √ | √ |
| ENG 106 | √ | √ | √ | √ | √ | √ |
| ENG 107 | √ | √ | √ | √ | √ | √ |
| ENG 108 | √ | √ | √ | √ | √ | √ |
| ENG 190 | √ | √ | √ | √ | √ | √ |
| ENG 201 | √ | √ | √ | √ | √ | √ |
| ENG 202 | √ | √ | √ | √ | √ | √ |
| ENG 203 | √ | √ | √ | √ | √ | √ |
| ENG 204 | √ | √ | √ | √ | √ | √ |
| ENG 205 | √ | √ | √ | √ | √ | √ |
| ENG 206 | √ | √ | √ | √ | √ | √ |
| ENG 262 | √ | √ | √ | √ | √ | √ |
| HUM 204 | √ | √ | √ | √ | √ | √ |
| HUM 205 | √ | √ | √ | √ | √ | √ |
| HUM 206 | √ | √ | √ | √ | √ | √ |
| PHL 101 | √ | √ | √ | √ | √ | √ |
| PHL 102 | √ | √ | √ | √ | √ | √ |
| PHL 103 | √ | √ | √ | √ | √ | √ |

**PART D: Program Analysis Reflections**

**Annual Program Viability Report**

See report below.



**Annual Program Relevance Report**

Report forthcoming.

**Annual Program Graduates Report**

Report forthcoming.

**PART E: Program Planning and Budget Requests**

**Executive Summary for Planning and Future Year Budgeting**

**Review measurement data for the full four-year cycle**

* **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**
* **Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects in the timeline below**

**Annual Projects and Timelines with Updates since Last Review**

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects. Update the status of each project at least annually. What is a project? A project is broad in scope and generally has several activities that need to be completed in order to accomplish the project. Ex: Implement student learning outcomes; Implement Office 365 upgrades; Update program outcomes to meet 2016 NYAEC standards.

| **Project** | **Person Responsible** | **Start Date** | **End Date** | **Status Update** | **Core Theme/ Objective** | **Associated Projects /Plans** |
| --- | --- | --- | --- | --- | --- | --- |
| Develop an introduction to humanities sequence | Amber Ashpole | 2017 | 2018 |  | Learning and Achieve-ment |  |
| Explore new course offerings directed towards an English major. | Mark Wilson | 2017 | 2019 |  | Learning and Achieve-ment |  |
| Continue to strengthen online and campus courses through course redesign. | Amber Ashpole  Mark Wilson | 2017 | 2019 |  | Learning and Achieve-ment |  |
| Develop independent studies courses to accommodate dwindling student enrollment. | Amber Ashpole  Mark Wilson | 2017 | 2019 |  | Learning and Achieve-ment |  |
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**Annual Future Budget Request Amounts**

List “new” budget requested items here - Example: Year Item 5 microscopes Replace broken 11-2402-51312 $5,000

| **Year** | **Item** | **Associated Project/Plan if applicable** | **Account Number** | **Amount** |
| --- | --- | --- | --- | --- |
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**Things to Consider for Projects** – remember there are still annual activities (support a project or data to review) to complete

:

| Update program outcomes and assessment mapping – activity perhaps annually |
| --- |
| Conduct thorough Labor Market analysis to determine current industry standards and market trends. – project 1 every 4 years or as needed |
| Conduct a program gap analysis considering results of Project 2. – activity to support |
| Update program in response to gap analysis – activity to support |
| Review program course transferability and update AS articulation with Southern Oregon University; - annual activity if changes to courses/program may need new  Explore AS articulation with Western Oregon Univ. – project |
| Develop and implement marketing strategy for CJ program and courses – project |
| Conduct a minimum of two (2) Advisory Committee meetings per year. – annual activities |
| Develop program part-time faculty coordination plan to include ongoing instruction evaluation, curriculum review, and professional development opportunities - project |
| Research strategies for collecting graduate success data. - project |
| Review student persistence when report is available. – annual activity |