

SOUTH PUGET SOUND COMMUNITY COLLEGE
Assessment and Research Council

Current Status of Program Assessment

May 28, 2004

Program: ART

Key Findings / Issues	Action Plans
<p><u>Process</u>: Students compose journals and portfolios with respect to the question of how to apply the information they have learned in the course in order to understand and evaluate works of art.</p> <p><u>Findings</u>: Students' responses indicated that the goal could be better achieved if students could relate their study of art to their personal lives more fully.</p>	<p>During spring quarter, a new element was added to the course in which students could analyze their personal history and social affiliations in order to arrive at a deeper understanding of art works.</p> <p>Students will engage in peer evaluation of their work.</p> <p>Final portfolios will be used to indicate students' abilities to use the concepts of the course to evaluate art.</p>

Program: MUSIC

Key Findings / Issues	Action Plans
<p><u>Process:</u> For the lecture classes, pre- and post-tests were given on the concepts of the classes. For the choir, a pre- and post-sight reading test was given.</p> <p><u>Findings:</u> For lecture classes, there is routinely a 70% improvement in student understanding. Students in World Music (112) had special difficulty understanding concepts at the end of the course. For choir, there was dramatic improvement in sight reading skills, but more advanced skills were desirable.</p>	<p>For the lecture courses, the order in which topics at the end of the course were treated were changed. So far, this appears to help them understand the concepts better.</p> <p>For the choir, it would be most useful to hire an accompanist so that the instructor could focus entirely on teaching choir.</p>

Program: PHILOSOPHY

Key Findings / Issues	Action Plans
<p>1. Interest Surveys were given in two courses this year and raw scores were calculated. The numbers indicate a slight decline from the same surveys from the previous year.</p> <p>2, Content-based instrument (“What is Philosophy?”) was given to two different classes. Though not readily quantifiable in their present form, they have provided useful information for the creation of a more objective instrument.</p>	<p>For 1. A) Examine the qualitative data that was gathered with the numbers for the interest surveys to see if the comments indicate what might account for a decline in the numbers. B) Continue using this instrument to determine whether this is an isolated drop or a trend.</p> <p>For 2. Use the responses in this instrument to create a list of outcomes/objectives for students in Intro to Philosophy and Ethics. Then revise the instrument so that the extent to which these outcomes are achieved can be given a numerical score by students (e.g., “On a scale from 1 to 5, rate your ability to see both sides of an issue”). Use this modified instrument in the Fall of '04.</p>

Program: SPEECH

Key Findings / Issues	Action Plans
<p><u>Process</u>: A test was given in all speech courses last year, and numerical data was gathered.</p> <p><u>Findings</u>: The data is ready for scantron analysis.</p>	

Program: THEATRE

Key Findings / Issues	Action Plans
<p><u>Process</u>: Early in the quarter, student performance scenes are filmed at random, and their final monologues at the end of the quarter are filmed at random.</p> <p><u>Findings</u>: Students are getting parts in local theatres, which indicates that they are better prepared, and one student is earning a good reputation in the area for his lighting skills.</p>	<p>Continue to use pre- and post-filming and rely on peer reviews in order to improve mastery of the courses.</p>

Program: WORLD LANGUAGES

Key Findings / Issues	Action Plans
<p><u>ASL</u>: Pre- and post-tests are given. Results indicate that the test questions could be clearer and more objective.</p> <p><u>Spanish</u>: Pre- and post-tests are given in Spanish 101 classes to determine whether students are understanding core concepts. Results indicate that there is a correlation between students doing well on the test and their doing well in the class.</p>	<p><u>ASL</u>: The test will be re-designed for use next fall.</p> <p><u>Spanish</u>: A new text was chosen in order to help improve students' comprehension, and a new pre/post test will be designed in order to match the new text.</p>

Program: WRITING

Key Findings / Issues	Action Plans
<p><u>Process</u>: At the end of winter quarter, Writ 101 students write in-class essays on a topic. At the beginning of spring quarter, instructors grade their essays and one other instructor's essays according to a common rubric, and then the instructors meet in order to identify significant trends.</p> <p><u>Findings</u>: These essays are being discussed on May 28.</p>	