

Program: ART

Outcome 1	Measurable Criteria	Measurement Tool	Time Frame
Students in all art courses gain a greater understanding of relevant materials and processes; how art objects express artists' ideas and personal history; and how students think critically, communicate about art, and find meaning in art.	Student improvement in understanding outcome elements.	Student satisfaction survey.	Spring 2006 to spring 2007
Results: Students in all art courses feel they are gaining a greater understanding of relevant materials and processes; how art objects express artists' ideas and personal history; and how students think critically, communicate about art, and find meaning in art. The art courses have been very successful in getting relevant points across to students.			
Analysis and Action: One question was added to the survey about the quality of the courses.			

Program: MUSIC

Outcome 1	Measurable Criteria	Measurement Tool	Time Frame
The Music Department examined teaching efficiency in music theory and music fundamentals by measuring student learning and determining the suitability of curricular offerings.	Success on comprehension tests.	Quarterly pre- and post-tests	Academic year 2005-06.
<p>Results: Faculty found that the students were indeed learning the principles they wished to teach them, with average scores climbing to 70 points (out of 100) on the post-test.</p>			
<p>Analysis and Action: Faculty will develop more detailed assessment tools, including student satisfaction surveys, to continue to collect useful feedback on how student learning outcomes are preparing students in college-wide abilities</p>			
Outcome 2	Measurable Criteria	Measurement Tool	Time Frame
Faculty wanted to know why students were not enrolling in subsequent choir courses.	Student responses.	Anonymous questionnaire.	The end of each quarter during the 2005-06 academic year.
<p>Results: The number one reason students said they were not planning to enroll in choir the next quarter was conflict with a required class. Many of them do, in fact, return to choir once the required course is completed.</p>			
<p>Analysis and Action: Faculty will examine course scheduling and work with divisions offering required courses to make sure that students can avoid conflicts whenever possible.</p>			
Outcome 3	Measurable Criteria	Measurement Tool	Time Frame
Faculty want to determine participant satisfaction and provide opportunities for suggestions for change in new performing groups (College Choir and College Orchestra).	Student responses and suggestions.	Anonymous questionnaire.	Spring 2007.
<p>Results: No data yet.</p>			

<p>Analysis and Action: No data yet.</p>

Program: SPEECH COMMUNICATIONS

Outcome 1	Measurable Criteria	Measurement Tool	Time Frame
<p>The Communication Department assessed Outcome 1 from our Institutional Effectiveness Goals and Objectives document: <i>Speech classes shall develop student interaction and performance skills in public, small, dyadic, and intercultural interactions for application in the home, the workplace, the community, and/or in subsequent classroom experiences.</i></p>	<p>Question #1: <i>Are students connecting course concepts to their lives outside of the classroom?</i> This question addresses the pedagogical requirement that learning needs to be connected to “real life.”</p> <p>Question #2: <i>Are students reducing their level of communication anxiety?</i> Studies show that level of anxiety and communication competence are strongly related. This question is related to our initial assessment interest.</p> <p>Question #3: <i>Are students able to easily access course materials?</i> This question explores how well students can get information about courses and for courses.</p>	<p>Implement a study of Communication Apprehension (CA) within Communication courses.</p>	<p>2006-07 academic year.</p>
<p>Results: For Question #1: SPCH 101 – Public Speaking •The changes—which include an interview speech, a persuasive speech focused on public testimony, and a group speech focused on community topics—have been successful in reinforcing how what we do in class connects to students’ lives outside of the classroom. SPCH 115 – Small Group Communication •An introductory activity is still incorporated that requires students to do research, including interviews, about how small group communication is used within their field of study and future career.</p>			

•The second major group project focuses on using a communication model for group problem solving. This project requires groups to analyze a problem in their community and propose a solution both in writing to decision-makers and to the class.

For Question #2:

Local quantitative data has not been collected yet.

For Question #3:

Student responses to in-class discussions by the instructors indicated that some additional changes could be made.

Analysis and Action:

For Question #1:

As a result of these successes, further changes will be made to Communication Department courses.

SPCH 105 – Intercultural Communication

•An extended interview activity has been incorporated. This change allows students to research the background of a person from another culture in order to get to know them and to develop skills to create a positive intercultural relationship outside of class.

•An intercultural conflict project was added to help students better understand and analyze conflicts in their community and across the world.

Through participation in the project, students are better able to take the perspective of someone from a different culture and apply course concepts.

TCOM 106 – Technical Communication

•Faculty met and discussed concerns regarding this course and developed the following questions to be explored next year:

1. Is TCOM currently transferable to four-year colleges in this state?
2. Is the workload requirement (based in part on the Speaking/Listening component) for this class significantly beyond what is expected by transfer institutions, thereby placing an undue burden on students and faculty and resulting in high attrition rates?
3. Do technical students have other courses available to satisfy the speaking/listening requirement such as Human Dimensions in the Office (CIS 109)?
4. Does the increase in the cap from 25 to 28 reduce the quality of the oral communication experience for students?
5. If TCOM were taken off the Speaking/Listening list, should we offer WRIT 106 as an on-line course to provide the flexibility needed to meet the complex scheduling needs of students?

For Question #2:

While we have yet to implement the support needed to gather and assess quantitative data regarding communication apprehension (CA), we know that research in communication clearly identifies the relationship between CA and communication competence and communication skill, success in school, and success in the workplace. Based in our interest in helping students increase their competencies in a variety of communication skills, we have made some changes to help further in the reduction of anxiety.

•We continue to take more time to discuss communication anxiety in our classes. While anxiety has always been a topic of discussion in the Public Speaking course, it is now integrated into SPCH 115, SPCH 105, and SPCH 103.

•As a department, we facilitated out-of-class workshops to better meet student needs. The series was offered to those students in our classes who

wanted more in-depth coverage of anxiety-reducing strategies and also to other students across campus interested in exploring the topic for their own personal or academic interests.

For Question #3:

We continue to work together to provide more avenues for student access to course materials.

Continuing activities:

- The department has made an effort to work together to select texts. Using the same text across sections also provides the benefit of increasing the number of used copies available for subsequent students.
- Learning Packets for SPCH 101, SPCH 103, SPCH 105, and SPCH 115 have been significantly revised to ensure students have the assignments and reference information they need to be successful. The Learning Packets have been placed on e-reserve through the campus Library website, which allows students to view and print them at home or in the library. Not only can students access the information at any time, they can also print it at a savings.
- The Department has created a Lending Library in our shared space. Students who are working on projects that require research or are seeking information for other purposes can peruse a bookcase full of communication texts and other related readings.
- At least one copy of the text currently used in a course is placed on hard-copy reserve in the Library. This addition allows students to access the book while waiting for funding to come through financial aid or for other funds to become available.
- In order to help students more effectively access and use library resources, we met with one of the librarians to develop a class activity that helps students apply the research methods she recommends to their assignments for class. This activity has been successful, and we continue to work with library faculty.

Faculty hope to implement the originally proposed assessment plan from 2002-03 during the 2006-07 school year. Additionally, they would like to explore:

- Inviting more guest speakers to our classes.
- Creating a comprehensive department website that includes resources and needed course materials for students.
- Implementing the video assessment activity that was piloted this year in some classes.
- Continuing learning how to use technology effectively.
- Examining communication course offerings to determine if they meet course needs of AA and ATA students.

Program: THEATRE

Outcome 1	Measurable Criteria	Measurement Tool	Time Frame
Students will write an acceptable critique of a theatrical production.	80% of students should be able to earn evaluation scores of 80% or better.	Production critiques and other comprehensive writing assignments.	2006-07 academic year and continuing.
Results: Successful.			
Analysis and Action: Production critiques and other comprehensive writing assignments will continue, and surveys asking students to assess course outcome achievement will be developed and administered in alternate years.			
Outcome 2	Measurable Criteria	Measurement Tool	Time Frame
Students will demonstrate an understanding of the vocabulary of basic terminology applicable to theatre.	80% of students should be able to earn test scores of 80% or better.	An examination of basic theatre vocabulary using exams, discussion, and group projects administered yearly.	2006-07 academic year and continuing.
Results: Successful.			
Analysis and Action: In-house comprehensive exam testing of vocabulary/terminology retention will be continued, and surveys asking students to assess course outcome achievement will be developed and administered.			
Outcome 3	Measurable Criteria	Measurement Tool	Time Frame
Students will show a general understanding of varying styles and techniques of theatrical scripts and production.	80% of students should be able to earn an 80% or better on a written evaluation.	Student choices of plays that represent various periods and cultures are successful.	2006-07 academic year and continuing.
Results: Successful.			

Analysis and Action:

Faculty exam questions and course evaluations, as well as projects designed to measure this outcome, will continue to be used and reviewed periodically.

Program: PHILOSOPHY

Outcome 1	Measurable Criteria	Measurement Tool	Time Frame
<p>Students can apply a philosophical point of view other than their own.</p>	<p>Analysis of an argument.</p>	<p>Students in Ethics courses were given short (1-2 paragraphs) texts and were asked to explain how a utilitarian would analyze the passage.</p> <p>In this exercise, students were asked to analyze two paragraphs from an article from the point of view of a utilitarian. The results were scored on a 1-5 scale, “5” indicating that there was evidence that the student understood the appropriate theory and was able to apply it in discussing the passage and “1” indicating that there was little knowledge of the theory.</p>	<p>This exercise was conducted in 5 ethics classes in during the 2005-06 academic year.</p>
<p>Results:</p> <ul style="list-style-type: none"> •Total enrollment = 163 students •Total responses = 126 (77%) •Average score = 3.7 out of 5.0 <p>Faculty also discovered that while some students caught on to the idea of taking another perspective quite readily, others (a minority) were</p>			

completely baffled.

The other significant and unexpected result faculty got from using this instrument is a sense for the struggle many students have at reading difficult material. Several students just could not understand the prompt, even though that prompt was from an essay that they had been assigned and had been discussed in class.

Analysis and Action:

In an effort to be more rigorous in their data-acquisition, instructors are developing a multiple-choice instrument during fall 2006 that will measure both reading comprehension and argument analysis of philosophical material. They plan to use this instrument in two classes in winter and two more classes in spring.

While this study was not as rigorous as reviewers would have liked, it did indicate that students are generally getting the idea of how to apply a point of view other than their own to a specific case. A score of 3.7 indicates that instructors could place more emphasis on this skill. They would like to develop an instrument that would be more rigorous and also give them a better sense of what needs to be taught in order to improve students' development of this critical skill.

This occurrence suggests that faculty might devote some class time to just this kind of outcome assessment.

While philosophy classes probably should not be devoted to teaching reading comprehension, it is helpful to know just how poor that comprehension may be sometimes.

Program: WORLD LANGUAGES

Outcome 1	Measurable Criteria	Measurement Tool	Time Frame
The effectiveness of the second-year Spanish text needs to be evaluated.	Student satisfaction with current textbook.	Student surveys.	2006-07 academic year.
Results: Data is currently being collected.			
Analysis and Action: Data is currently being collected.			
Outcome 2	Measurable Criteria	Measurement Tool	Time Frame
The effectiveness of the common final for SPAN 101 and SPAN 102, measured by student success in sequence courses, needs to be tracked.	Student performance indicators.	Final exam.	2006-07 academic year.
Results: Data is currently being collected.			
Analysis and Action: Data is currently being collected.			
Outcome 3	Measurable Criteria	Measurement Tool	Time Frame
The effectiveness of the Course Challenge Guidelines needs to be evaluated.	Success of students in subsequent Spanish courses.	Student success tracking.	2006-07 academic year.
Results: No data yet; tracking system being modified			
Analysis and Action: No data yet; tracking system being modified.			
Outcome 4	Measurable Criteria	Measurement Tool	Time Frame
A placement evaluation tool for incoming students, especially those with high school experience, is needed	Success in first Spanish language class and student satisfaction.	Placement evaluation tool and student	2006-07 academic year.

because student success and satisfaction are important indicators of accurate placement.		satisfaction survey.	
Results: No data collected yet.			
Analysis and Action: No data collected yet.			
Outcome 5	Measurable Criteria	Measurement Tool	Time Frame
The effectiveness of the ASL curriculum needs to be evaluated, as does the effectiveness of the ASL interview for receptive/expressive skills.	Demonstrate receptive/ expressive skills.	ASL Assessment questionnaire.	2006-07 academic year.
Results: No data collected yet.			
Analysis and Action: Constant changes in course expectations require annual evaluation of student success and satisfaction.			

Program: WRITING

Outcome 4	Measurable Criteria	Measurement Tool	Time Frame
Students can communicate effectively.	Clearly state the main idea of a composition in a thesis statement.	A 250-word pre- and post-writing.	Spring 2006, fall 2006, and winter 2007.

Results:

Students wrote essays that, in general, showed mastery of the thesis statement. The prompt, “What is the overall impact of working while attending college?” led to some confusion and uncertainty among student writers, who at times were unsure as to the kind of work the prompt referred to and did not know how to respond if they had never held a job while in school.

Analysis and Action:

To fix this problem, faculty agreed during the meeting to adjust the language of the prompt, which now reads, “What is the overall impact of having a job or not having a job while attending college?” This change should erase any ambiguity and therefore enable more consistent and better-written responses.

The Writing Department also created another prompt to be used in conjunction with the job prompt. This new prompt asks, “What is the impact of homework on student learning?”

The plan for winter quarter is to split the prompts, so that half of the students entering WRIT 101 next quarter have the job prompt, while the other half are given the homework prompt. We will then reverse this process for the exit essay, so that those students who were given the job prompt upon entering WRIT 101 will now receive the homework prompt, and vice-versa. Faculty will conduct blind readings of both entrance and exit compositions to ensure the greatest possible objectivity in our evaluation process.