

Degree Program Student Learning Outcomes

(Complete this form for every degree or certificate granting program within your *division*.)

Directions: Complete columns A-D initially. Then, complete columns D&E at the end of the assessment cycle in The spring. Be brief in your descriptions and explanations. Focus on your top 4 to 5 outcomes only.				
Department: Humanities		Department Chair: Vyavuka Masimasi		
		Principal Completer of Form: Mr. Stephen Walker		
Degree Program: Art		Degree Type: Associate in Arts	Academic Year: 2006-2007	
Mission of Degree Program: The mission of the Art degree program is to expose students to a variety of artistic styles, modes and forms. Further, the mission is to improve the artistic skills of students and to foster a deeper appreciation of all art forms.				
A. Student Learning Outcomes (4-5)	B. Assessment Methods	C. Expected Results (Targeted Objective)	D. Actual Results Obtained (Complete at the end of assessment cycle in the spring.)	E. Use of Results (Complete at the end of assessment cycle in the spring.)
Students completing the program must demonstrate: <i>Be brief with your descriptions.</i>	List what methods you plan on using to measure the outcome.	List what intended result you expect to see. Make it measurable.	<i>When you assessed and measured your outcome, what results did you find?</i>	<i>Now that you have your results, how do you intend to use these results to improve this degree program?</i>
1. All students seeking an AA degree must develop a portfolio.	1. The portfolio must consist of the following: slides of their drawing, paintings and photographs of the student's artwork.	1. At least 70% of the art major students will successfully graduate with an AA degree.	1. 100% of the students seeking an AA degree completed a portfolio.	1. Increase the number of graduates in art. The portfolio was an effective way to assess the student's artwork.
2. Each senior art student must participate in a senior art exhibit.	2. The exhibit will be evaluated based on the following criteria: The execution of media, form and content, the use of visual elements and the student's approach to style.	2. 70% of all students that successfully complete an art portfolio and art show should possess the basic knowledge to enter into a four year institution.	2. 100% of the students exhibiting in the senior art show, possessed the basic knowledge to enter the four year institution.	2. Increase the number of art exhibits and recruit more art majors.
3. Students who complete all required courses should be able to express himself / herself in an aesthetic manner.	3. Written exams, written papers, museum reports and art critiques. (C or Higher).	3. These students will be prepared to attend a four year college and receive a Bachelor of Arts Degree.	3. 100% of students successfully completed the required courses transferred to a four year institution	3. Art 203 Art History and Art 233 Painting 1 courses will be added to the art curriculum.
4. Students should be able to discuss the methods and materials used in the creation of artwork.	4. Self-assessment of the student. Written exams Instructor's evaluation.	4. 70% of all students that understands methods and material used should require an Associate AA Degree.	4 70% of all students passed Art 100 Art Appreciation with a "C" or above...	4. Add more art related activities. Students will research and attend art exhibits on and off campus.
5. Student should be able to compare in contrast the various approaches to artistic style.	5. Slide identification, essays and written exams.	5. 70% of students that successfully understand the different art styles should complete an AA Degree.	5. 80% of students successfully passed slide exams.	5. A LCD projector is needed to enhance the lectures and visual presentations.

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Department: Humanities		Department Chair: Vyavuka Masimasi Principal Completers of Form: Cedric Burden, Harold Higginbotham & Kelvin King		
Degree Program: English	Degree Type: Associate in Arts	Academic Year: 2006-2007		
Mission of Degree Program: The mission and focus of the English degree program is to graduate competent writers and speakers of Standard English. Students exiting this program of study will also demonstrate a basic understanding and appreciation of literature and demonstrate competence in the art of literary analysis, critical thought, and composition writing.				
A. Student Learning Outcomes (4-5)	B. Assessment Methods	C. Expected Results (Targeted Objective)	D. Actual Results Obtained (Complete at the end of assessment cycle in the spring.)	E. Use of Results (Complete at the end of assessment cycle in the spring.)
Students completing the program must demonstrate: <i>Be brief with your descriptions.</i>	List what methods you plan on using to measure the outcome.	List what intended result you expect to see. Make it measurable.	<i>When you assessed and measured your outcome, what results did you find?</i>	<i>Now that you have your results, how do you intend to use these results to improve this degree program?</i>
1. The ability to write and speak using Standard English on a college level.	1. Oral Presentations Compositions (Criterion Online Writing Portfolios) with a grade of 70% or higher. Teacher Evaluations	1. 100% of English majors will be able to write and speak using Standard English	1. - Program graduate (1) has demonstrated the ability to write and speak Standard English.	1. More systematic implementation of Criterion More teachers to allow more individualized learning More computers in the classrooms
2. The ability to critically analyze and interpret literary works.	2. Compositions (Criterion Online Writing Portfolios) with a grade of 70% or higher; Exams; Oral Discussion in senior level literature courses. Teacher Evaluations	2. 100% of English majors will be able to demonstrate the ability to critically analyze and interpret literary works and poetry.	2 English graduate was proficient in passing senior level literature classes. Across the institution, literature students passed at a rate of 74% for ENG 251 and 84.5% for ENG 252.	2. Develop a sequence in African American literature to broaden literature offerings within the department. Use Criterion in senior literature classes to continue the refining of students' writing
3. The ability to use MLA style with proficiency and to write a standard college-level research paper.	3. Compositions (Criterion Online Writing Portfolios) with a grade of 70% or higher. Teacher Evaluations	3. 100% of English majors will be able to demonstrate the ability to use MLA style with proficiency within research papers.	3. English graduate met the goal. Based on the Fall and Spring IRD data, 77.9 and 75.9, respectively completed ENG 102, a course that heavily demonstrates MLA usage.	3. Transition from MLA to APA in ENG 102 classes. Offer workshops to faculty in other disciplines to increase student practice in APA documentation; More research-based assignment in ENG 102
4. The ability to write well constructed expository essays – comparison/contrast, definition, process, cause-effect--argumentative essays, and literary analysis papers with a minimum of spelling,	4. Compositions (Criterion Online Writing Portfolios) with a grade of 70% or higher. Teacher Evaluations	4. 100% of English majors will be able to write well constructed expository essays-- comparison/contrast, definition, process, cause/effect—	4. Through the Exit Exam, ENG 101 and ENG 102 students demonstrated their ability to write well and construct various writing modes, namely expository (comparison/contrast, definition, Process,	4. More use of technology in the classroom to reinforce the learning process. Implement Tegrity and Blackboard as teaching and learning tools in ENG 101 and ENG 102. Implement a hybrid American Literature

		with a minimum of spelling, grammatical, syntactical and punctuation errors.	literary analysis papers. Over 85% of students who took the Exit Exam passed.	ENG 252
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Department: Humanities		Department Chair: Vyavuka Masimasi Principal Completer of Form: Bessie Shelton		
Degree Program: Music	Degree Type: Associate in Arts	Academic Year: 2006-2007		
Mission of Degree Program: The mission of the music degree program is to broaden the musical capabilities and skills of all music majors and to foster an overall appreciation of all styles, genres and forms of music.				
A. Student Learning Outcomes (4-5)	B. Assessment Methods	C. Expected Results (Targeted Objective)	D. Actual Results Obtained (Complete at the end of assessment cycle in the spring.)	E. Use of Results (Complete at the end of assessment cycle in the spring.)
Students completing the program must demonstrate: <i>Be brief with your descriptions.</i>	List what methods you plan on using to measure the outcome.	List what intended result you expect to see. Make it measurable.	<i>When you assessed and measured your outcome, what results did you find?</i>	<i>Now that you have your results, how do you intend to use these results to improve this degree program?</i>
1. All music students should demonstrate an understanding of contemporary art music, both tonal and atonal.	1. Using major field exams.	1. At least 70% of the students will successfully graduate with an AA degree.	1. Students upon testing, did demonstrate an understanding of contemporary art music, both tonal and atonal. Chords in many of the major and minor keys were used to measure this understanding.	1 I will explore other possibilities for measuring and assessing these capabilities. There is so much technology available for these types of assessments, that I intend to engage the students in these highly competitive exercises
2. All music students should demonstrate aural comprehension of common-practice music.	2. Using the Kraus-designed aural proficiency examination.	2. 70% of all students will successfully pass the Kraus-designed exam.	2. In allowing students to develop their music listening skills, they showed a remarkable ability to differentiate various musical sounds. Some were instrumental, and others were vocal. They were tested in a way that did give them the opportunity to grow, as well as learn; and, they performed well on tests.	2. The students will be challenged to partake of listening exercises that will continue to develop their aural comprehension. This will be done by exposing them to technological devices that will allow them to actually hear how the music is created, step by step.
3. Students should demonstrate an understanding of the styles, genres, composers, forms and process of the standard periods of art music in the Western European tradition.	3. Major field exams. (C or Higher).	3. These students will be prepared to attend a four year college and receive a Bachelor of Arts Degree in music.	3. Students through testing, demonstrated an understanding of music in the Western European tradition by matriculating at several four-year institutions of higher learning. Several have received the Bachelor of Arts degree in varied genres of music.	3. Once students have shown an exceptional ability in demonstrating their knowledge and understanding of a musical genre, it would be appropriate to have them go more in depth in the study of that genre, so as to be competitive at other Colleges and Universities.

<p>in the written fundamentals of music theory.</p>	<p>(C or Higher).</p>	<p>that understands methods and material used should require an Associate AA Degree.</p>	<p>who matriculated further and other Colleges and Universities were equipped to use that knowledge and apply it to advance themselves in various music degree programs.</p>	<p>will be privy to engaging in more challenging music theory courses to make them more competitive by being offered more advanced instruction.</p>
<p>5. Utilize the Piano to support musical instructions.</p>	<p>5. Piano proficiency requirement will be assessed every semester by music faculty.</p>	<p>5. Students will be able to demonstrate piano proficiency via a live performance.</p>	<p>5. Students tested extremely well by showing, through playing simple songs for exams, that had learned basic piano fundamentals. They performed for faculty who enjoyed the experience of hearing them play. The faculty, also, realized that these students had accomplished somewhat a major feat.</p>	<p>5. Students will be allowed to perform as often as possible for faculty and fellow students because this boosts confidence when they play for others.</p>
<p>6. Demonstrate a working knowledge of the solo repertoire of their instruments and the interpretative skills needed to execute a full range of styles within that repertoire.</p>	<p>6. Random, stratified samples of students repertoire sheets across all performance areas for assessment by the music faculty using Rubrics (graphic rating scales)</p>	<p>6. Students will possess a better knowledge of musical instrumentation in the arts.</p>		