

Degree Program Student Learning Outcomes

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

Directions: Complete Sections A-C at the beginning of each evaluation cycle.
Complete Sections D-E at the end of each evaluation cycle.

Department:		Department Chair: Ms. Vyavuka Masimasi Principal Completer of Form: Mr. Stephen Walker		
Degree Program: Art		Degree Type: Associate in Arts	Academic Year: 2007-2008	
A. Student Learning Outcomes (3-5)—no more	B. Direct Assessment Methods	C. Expected Results	D. Actual Results Obtained	E. Use of Results
Students completing the program must demonstrate:	List what specific direct assessment methods you plan on using to measure the outcome. Provide specifics (i.e., course, embedded exam questions, etc...)	List what intended result you expect to obtain from the direct assessments.	When you assessed and measured your outcome, what results did you actually find? <i>*Reported in late Spring</i>	Now that you have your results, how do you intend to use these results to improve this program? <i>*Reported in late Spring.</i>
1. All students seeking an AA Degree must develop a Portfolio. The student will be able to discuss personal philosophy of art through written assignments and demonstrations.	1. The portfolio must consist of the following: slides, CDs of their drawings, paintings photographs of the student's artwork.	1. 75% of the Art majors will successfully complete a portfolio and graduate with an AA degree.	1. No graduate for academic calendar year 2007-2008	1. Recruit more Art majors and offer scholarship to qualified students. Meet with high school counselors and art instructors to recruit Art majors.
2. Each senior Art student must participate in a senior Art exhibit. Each student will practice how to properly display art by assisting the Art instructor in setting-up and dismantling an exhibit.	2. The exhibit will be evaluated based on the following criteria: the execution of medium, form and content, the use of the principles and visual elements	2. 75% of graduating seniors will exhibit in a senior Art show.	2. No senior art student identified.	2. Continue to recruit Art majors and exhibit students' art works in local and state Art competitions/shows. Get Art majors to participate in exhibits and Art competitions, so they can meet this goal.
3. Students who complete required courses such as ART 203, ART 204, ART 233, and ART 112, should be able to express themselves in an aesthetic manner	3. Written exams, written papers, museum reports and art critiques (grade of C or higher.) Embedded questions	3. 80% of students will pass with a C or higher on written museum report	3. 100% of ART 203 and 80% of ART 233 students passed written exams and written reports.	3. Develop new strategies to increase students' visitations of local ART galleries and museums. Provide more in-class and homework assignments that can lead students to express themselves in an aesthetic

<p>4. Students will be able to discuss, orally and in writing, the methods and materials used in the creation of artwork.</p>	<p>4. Self-assessment of ART 100 students. Written exams and instructor's evaluation. Use a common rubric</p>	<p>4. 75% of students will be able to identify and discuss visual elements and principles of art. 75% will pass written exams.</p>	<p>4. 79% of students passed Art 100 with a C or higher.</p>	<p>4. Provide more hand-on opportunities for creation and systematic critique of artwork. Assign written assignments that lead to the analysis of artwork. Utilize new methods that will foster more class participation.</p>
<p>5. Students will be able to take visual inventory of certain artworks and compare and contrast the various approaches to artistic style. Students will be able to communicate efficiently in oral and in written format.</p>	<p>5. Slide Identification Define Art terms definitions and writing of comparative Essays. Common Rubric</p>	<p>5. 80% of students will be able to identify various artistic styles from a variety of cultures and historical periods.</p>	<p>5. 90% of the students were able to identify styles through the use of slides and visual inventory.</p>	<p>5. Increase budget to allow additional art facilitators, exhibits, and materials. Take students to museums and Art shows. Get students to participate in Art shows and exhibits.</p>

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Department: Humanities		Department Chair: Vyavuka Masimasi Principal Completers of Form: Cedric Burden, Harold Higginbotham, Robert Callighan & Kelvin King		
Degree Program: English	Degree Type: Associate in Arts	Academic Year: 2007-2008		
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 on a college level using Standard English on a college level.	1. Exit Essay in ENG 101 on Criterion--Rubrics and Feedback Trait Analysis. Rubric assisted evaluation of a speech in SPH 107 and Written Exam	1. 75% of English majors will be able to write and speak using Standard English	1. Program graduates (2) have demonstrated the ability to write and speak Standard English. All the English Majors (2) passed ENG 101 with C or above. Also, program graduates passed SPH 107 with C or above.	1. Post more teachers' feedback to students' papers on Criterion; hire more teachers to allow more individualized learning /teaching, and implement the use of computers in the classrooms. Use the Camcorder, as well as debate teams, as a teaching and learning tool in SPH 107 classes.
2. The ability to critically analyze and interpret literary works.	2. Rubric assisted evaluation of student essays in ENG 297. Five questions on literature embedded in regular locally produced examination.	2. 75% of English majors will be able to demonstrate the ability to critically analyze and interpret literary works.	2 English graduates were proficient in passing ENG 297, an upper-level literature class.	2. Implement ENG 299 in SP 2009 to allow further exploration of themes and authors discussed in ENG 297, other literature courses, as well as other ENG classes. 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. Rubric assisted evaluation of research paper in ENG 102. Embedded questions on locally produced examination.	3. 75% of English majors will be able to demonstrate the ability to use MLA style with proficiency within research papers.	3. English majors met the goal. Based on the 2007-2008 Fall and Spring Criterion reports, 100 % of English Majors (2) successfully completed ENG 102, a course that heavily emphasizes 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, and include more research-based assignments in ENG 102.

<p>4. The ability to write well organized and well developed essays with a minimum of spelling, grammatical, syntactical, and punctuation errors.</p>	<p>4. Exit Exam in ENG 101 and ENG 102 on Criterion. Rubric assisted evaluation of student essays in ENG 102.</p>	<p>4. 75% of English majors will be able to write well developed essays with a minimum of spelling, grammatical, syntactical, and punctuation errors.</p>	<p>4. The 2007-2008 Fall and Spring Criterion reports revealed that 100% of English majors successfully passed the ENG 101 and ENG 102 Exit Exam, thus demonstrating their ability to write well organized and well developed essays. Nevertheless, the same reports uncovered some spelling, grammatical, syntactical, and punctuation problems.</p>	<p>4. Use more technology in the classroom to reinforce the learning process and implement Tegrity and Blackboard as teaching and learning tools in ENG 101 and ENG 102. Reinforce the teaching of grammar, syntax, and mechanics in context.</p>
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Department: Humanities		Department Chair: Vyavuka Masi Masi			
Degree Program: Music		Degree Type: Associate in Arts		Academic Year: 2007-2008	
A. Student Learning Outcomes (3-5)—no more		B. Direct Assessment Methods	C. Expected Results	D. Actual Results Obtained	E. Use of Results
Students completing the program must demonstrate:		List what specific direct assessment methods you plan on using to measure the outcome. Provide specifics (i.e., course, embedded exam questions, etc...)	List what intended result you expect to obtain from the direct assessments.	When you assessed and measured your outcome, what results did you actually find? <i>*Reported in late Spring</i>	Now that you have your results, how do you intend to use these results to improve this program? <i>*Reported in late Spring.</i>
1. All students seeking an AA degree should demonstrate an understanding of contemporary art music, both tonal and atonal, through written and oral exercises.		1. The outcome is measured through major field exams, which emphasize terminology and through listening to CD's from various stylistic periods in music.	1. At least 75% of the students, with an area of music as a concentration, will successfully graduate with an AA degree.	1. Evidence was shown through testing that students did acquire an understanding of tonal and atonal music. As chords in both major and minor keys were played, students were able to hear the differences. I found this to be an excellent means of measuring their understanding.	1. Exploration of other means of measuring and assessing these capabilities will take place. With the availability of music technology, students can participate in highly competitive exercises so that a good assessment can take place.
2. Each senior music student must demonstrate aural comprehension of common-practice music.		2. The evaluation of the performance will be based on the student's ability to show accomplishment in vocal and/or instrumental technique.	2. 75% of all students that successfully complete required performances should be equipped to enter a four year institution.	2. Through the use of vocal and instrumental music examples, students showed excellence in their ability to differentiate various sounds. The opportunity was given for them to be tested so as to improve growth, learning, and understanding.	2. Continued participation in challenging music listening exercises will be helpful in developing students' aural comprehension. Exposure through the use of technological devices will allow them to hear and understand how composers actually create music.
3. Students who complete all required courses such as Mul 101, Mul 102, Mul 171 and Mul 172, will be able to aesthetically express themselves.		3. Oral exams, written exams, with embedded exam questions, as well as exam which show technical skills will be direct assessment. The student must receive a grade of "C" or higher.	3. Students will qualify to enter a four year college, and complete requirements to receive a Bachelor of Arts degree.	3. Through testing, there was evidence that students understood Western European music traditions, and matriculated further at four-year institutions. Many students have received the Bachelor of Arts degree in different music genres.	3. It would be appropriate that, after students have shown excellence in demonstrating their knowledge of a musical genre, they be encouraged to expand on this knowledge by going more in depth in that particular study.

<p>4. Students should knowledgeable of basic music fundamentals and express them in oral and written work , and through performances.</p>	<p>4. Students should be able to assess their own ability through written exams, and through the instructor's evaluation. Use a common rubric.</p>	<p>4. 75% of all students that understand methods and materials used, should acquire an Associate AA degree.</p>	<p>4. There was a written demonstration of the knowledge of music theory fundamentals; this prepared students as they matriculated further at other Colleges and Universities. This knowledge certainly equipped them so as to be able to advance in various music degree programs.</p>	<p>4. Future students will be challenged to engage in more competitive music theory courses by being offered more advanced instruction.</p>
<p>5. Students should be able to perform various styles of music through vocal and instrumental performances. They should, also, be able to compare and contrast these different approaches to obtaining an acceptable performance. Enhancement can, also, be done through oral and written communication.</p>	<p>5. Growth is expected in vocal and instrumental performances through the art of listening, practicing , and through acquiring knowledge of music terminology.</p>	<p>5. 75% of students who enrolled in the music performance courses will be able to demonstrate instrumental and vocal proficiency via a live performance.</p>	<p>5. Through playing simple piano pieces, students were tested to demonstrate their learning in terms of basic piano fundamentals. Faculty members were invited to hear them, and expressed enjoyment as they heard the students play. They were amazed at the accomplishments of the students, especially since some of them were novices at the beginning of the semester.</p>	<p>5. To booster their confidence, students will be encouraged to perform often in the presence of faculty and other students.</p>