

General Education SLOA Summary

General Education Category: Arts and Humanities

Semester: Spring 2012

Data Summary

The following assignments, designed to assess these outcomes, are used in the following courses:

- MUS 101:** Final Critique
- MUS 102:** Final Critical Analysis
- ART 101:** Museum Visit Paper
- HUM 214:** Religious Site Visit Paper
- HUM 201:** Synthesis Project
- HUM 208:** Final Research Paper
- PHL 101/103:** Final Research Paper
- Languages:** Common questions on four exams

Outcome 1: Evaluate important (a) artistic, (b) cultural, (c) philosophical and religious movements from a (d) global perspective

Outcome 2: Demonstrate an understanding of the impact of diverse groups of people in and on the Arts and Humanities

Data collected for 571 students in Spring 2012 (pilot):

1.a. Artistic Merit				1.b. Cult./Hist. Influence				1.c. Rel./Phil. Influence				1.d. Global Perspective				Impact of Diversity			
Pass	Fail	% PASS	% FAIL	Pass	Fail	% PASS	% FAIL	Pass	Fail	% PASS	% FAIL	Pass	Fail	% PASS	% FAIL	Pass	Fail	% PASS	% FAIL
		75%	25%			89%	11%			78%	22%			65%	35%			68%	33%

Discussion of Analysis Results

Spring 2012 data was part of the first General Education data collection pilot. Lack of any previous data for comparison leaves this data as a benchmark. This data was shared across the Arts and Humanities disciplines for instructors to note, and to provide comparative data to establish the beginning of a trend for following semesters.

Several general observations can be made about the data:

Above 75% of students in Arts and Humanities classes pass Outcome 1 in categories 1.a., 1.b and 1.c. This seems to demonstrate that a large majority of students come away from these classes with some understanding of how to analyze artistic merit, cultural/historical influences and either religious or philosophical influences.

Outcome category 1.d. and outcome 2 deal with Global perspective and the impact of diverse groups on the arts and humanities. A much smaller majority of students passed in these areas. Only 65% of students passed category 1.d., and only 68% of students passed outcome 2. This means that work needs to be done in this area.

- The college's academic affairs unit has begun discussing the possibility of adding a "diversity" category as the sixth Gen Ed category under COMAR. This may mean that the diversity portion of the arts and humanities outcomes will shift to that category if approved. This will mean that the arts and humanities outcomes will need revision, and that the global perspective and diversity outcomes students did so poorly on this semester will be moved to another category of classes where they might have more time to spend on these outcomes, thus improving scores.

Plan of Action

Data will be collected again on classes in the Fall of this year, and analyzed. Instructors have noted the low scores in the diversity categories, and will take what steps they can to bring out this topic a bit more in classes. We will also monitor the potential of a shift toward a "diversity" category, and make adjustments to the arts and humanities outcomes as needed.