

# General Education SLOA Summary

General Education Category: Arts and Humanities

Semester: Spring 2013

## Data Summary

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

- MUS 101:** Final Critique
- MUS 102/180:** Final Critical Analysis
- ART 101:** Museum Visit Paper
- ART 232:** Final Paper
- DNC 101:** Final Exam questions
- HUM 214:** Religious Site Visit Paper
- HUM 201:** Synthesis Project
- PHL 101:** Final Research Paper
- PHL 103:** Final Research Essay
- 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 648 students in Fall 2013:

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
		71%	29%			87%	13%			64%	36%			71%	29%			79%	21%

## Discussion of Analysis Results

Spring 2013 data was much better than in the Fall, though the department still needs to do some work in addressing the problem of data collection through adjunct instructors. Some misunderstood how to collect and report data. This will be addressed as a part of the Humanities division meeting at the All-Faculty conference during workshop week. The data analysis below will compare Spring 2013 to the pilot data collected in the Spring of 2012.

Several general observations can be made about the data:

### Outcome 1.a.

The number of students passing this outcome is down by four percent from SP 2012, but still above 70%. This may be because no language classes were captured in the data from 2012, and 12% of the students captured in the Spring 2013 data were in language classes. Assessing artistic merit in a language class might prove to be a difficult outcome, although these classes scored high in the diversity categories (outcome 1.d. and outcome 2).

### Outcome 1.b.

The number of students passing this outcome is down 2% from 89% in the Spring of 2012. This may not be significant. The percentage passing is still fairly high.

### Outcome 1.c.

The number of students passing this outcome is down considerably from 78% to 64%. This may be because while two religion courses reported, no philosophy classes reported data this time. Since seven religion and philosophy sections reported in the Spring of 2012, and only two reported this time, this alone may have been enough to skew the data. All students in all language sections failed this outcome.

### Outcome 1.d.

The language classes scored the highest here, but the data may show that placing more emphasis on this category (as was part of the plan of action after the Spring 2012 pilot) may be showing some results. This could also mean that the large number of students in language courses in this sample skews this result. The number of students passing this category is up from 65% in SP 2012 to 71%. However, only 61% of courses had passing rates above 70% in this category. The language courses showed the best overall scores in this category.

### Outcome 2

Students passing this outcome are up from 68% to 79%. Scores in this category are generally good (70% or above) in 82% of sections. This may show that increased emphasis on this outcome a recommendation was made after the pilot data was collected in SP12 has yielded results.

## **Plan of Action**

This data will be looked at closely by faculty during the Fall 2013 workshop SLOA sessions. Because the new diversity category outcomes are so close to some of the Arts and Humanities outcomes, the Humanities outcomes will have to be rewritten. Also, since the language classes seem to skew the data one way, and the arts and humanities classes skew it another way, a consideration to place language classes under the new diversity category should be entertained. This would leave outcomes 1.a., 1.b. and 1.c. as potential (and appropriate) new outcomes for the Arts and Humanities courses. Alternative to this, completely new outcomes will need to be written for the Arts and Humanities if languages are kept under that umbrella, as without this, SLOA summary data seems very unreliable due to the way those classes skew the results.