

# Annual Report for Assessment of Outcomes (For Degree, Certificate or Core Outcomes)

REPORT Assessment [HUMANITIES SAC] – UPDATED 6/30/2011

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

The Humanities SAC did not meet during the previous academic year and so we were not able to complete an assessment.

2. Identify the outcomes assessed this year, and describe the methods used.  
What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

What follows is a partial assessment for the 2010-2011 academic year.

The main goal of the Humanities program at PCC is for students to gain knowledge and skills in order to become better citizens of their local community, their nation of residence and the world, by examining the ways in which we are all human and learn how to respect others regardless of culture. This is done by studying individuals, groups and institutions in a historical and/or contemporary sense. Students are encouraged to integrate their new or renewed knowledge and skills in their lives.

The two outcomes assessed this year were (1) Critical Thinking and Problem Solving and (2) Communication Skills.

## **a. Describe the method(s) you used.**

This interim report is based on the work of three instructors during the fall term 2010 and the spring term of 2011. The courses assessed were, as follows: Hum 100 (Introduction to Humanities), Hum 204 (African History), Hum 206 (African Art) and Hum 214 (Race and Racism).

Hum 100. The summative assessment took place in the form of a "Renaissance Faire," in which the students presented their term projects in an open forum to the college at large rather than in the classroom. They exhibited their projects, which involved both critical thinking and problem solving and then explained their projects (public speaking) to those present in the main street of the Student Center Building on the Cascade Campus.

Hum 204. Students engaged in several simulations and in-class exercises which involved reading and analyzing primary resources and demonstrated their cultural understanding through small group discussions—thus a combination of Critical Thinking and Communication.

Hum 206. Students created art work that reflected their understanding of African societies and displayed them to the public.

Hum 214. Students read and analyzed primary and secondary sources, engaged in simulations and analyzed video clips regarding the development of racially based ideas. Three papers were written and scored according to a rubric available to students at the time the assignments were given. The questions called for critical thinking and communication in written English was also part of the assessment.

**b. Results: What did you learn?**

Here are some detailed results from one class as expressed by the students themselves.

Hum 214. The following are excerpts from unedited student comments:

(1) My critical thinking skills has improved since this class. Forcing me to look at the information presented to me and really read and pay attention to what's in the material, is the material factual information or strictly bases on opinions and observations only (i.e. the piece on Brazil discovering how slavery wans't not the same in the US.)

(2) This class enhanced my critical thinking skills in various ways...The research and the topics broadened my thinking and made me visualize the situations. For example, when I was reading "Racism is Vulnerable" by Ruth Benedict, I really connected with her thesis."

(3) This class has changed the way I think completely about people. I used to think that behavior of certain races was genetic, but now I know it is social! I also tend to think about how society continues to have these stereotypes and hatred for one another. I wonder how this can all change.

(4) Getting into groups and discussing what we each thought about a certain topic was beneficial to critical thinking.

(5) This course has helped my critical thinking skills in that it has made me look beyond the stereotypes and dif into where they came from, which is important in every aspect of humanity. The State Racism assignment helped me to use critical thinking in connecting two different events and seeing patters in both of them.

(6) The quizzes helped improve my critical thinking skills in that the questions were so specific that there would seem to be a few correct answers at times, and I would get those wrong. But, after looking at the correct answer I would understand how that one was the most appropriate. Next, the writing assignments caused me to think critically in order to not only absorb and evaluate the information provided, but to then organize my own ideas based upon them.

(7) I find myself thinking more about issues the world faces everyday. I know I am thinking more critical by the way I would analyze and look at problems and issues now compared to the beginning of the term. I also remember at the start of the term I wouldn't say a lot in groups towards the end I spoke my mind more and more. I remember during the week on Native Americans I had mentioned what I thought happened to Pochontas and I was right, before I may have just said nothing. I see myself telling people I hear saying racist remarks that I don't want to hear it and explain why, I feel my critical thinking skills have greatly improved and Im glad for that.

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.

*(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes)*

One of the most important changes that should be implemented is to clearly state the outcomes not only in the syllabi but also at the beginning of a particular set of lessons. Secondly, students need to be apprised of and reminded of the skills; it is quite possible to engage students in critical thinking exercises and other experiences but if one does not remind students that they are engaged in such tasks then they may not appreciate it. For example- if students are engaged in analyzing an issue they will not necessarily link this activity to the concept of “critical thinking.”

Another change is to include more group activities such as discussions and dyads to enhance student to student learning and exchange.

NB. Over the summer additional assessments will be conducted and a more complete REPORT will be filed no later than the end of September, 2011.