

Program Review
Integrated Studies SAC
April 17, 2015

Overview:

The Integrated Studies Subject Area Committee (SAC) was created in the Spring Term 2014, and organized itself at the SAC Day on April 29, 2014. The SAC consolidated three small disciplines, none of which have any faculty to teach in the area full-time. Chicano-Latino Studies (CHLA), Humanities (HUM), and Religious Studies (R), the three original disciplines, are now being joined by a fourth, International Studies, which is in the process of curriculum development of the first class to be offered, International Studies 201, which will support the Global Studies Focus Award.

What ties these apparently disparate disciplines together, beyond their lack of any faculty assigned to them on a full-time basis? Each of these areas pulls from a number of academic fields in its approach to the human activities that fall within its sphere. And at Portland Community College (PCC), each of these disciplines offers classes in support of other activities of the college, such as student leadership programs, or classes needed for students who are transferring into programs at other institutions, such as the many nursing programs at private schools in the Portland area, as well as offering classes that allow all PCC students the opportunity to broaden their understanding of the human experience.

The SAC operates as a unit for administrative purposes, and has co-chairs to handle those matters, currently Joanna Hart and Martha Bailey, who both teach Religious Studies. Having only part-time faculty has made holding SAC meetings a challenge, to this point. For curricular purposes, matters such as setting instructor qualifications and work on course development are in the hands of the faculty who teach in the particular discipline.

None of the disciplines included in the Integrated Studies SAC have ever gone through a Program Review, although several faculty who teach in disciplines outside this SAC have some familiarity with the process. Because of the organization of the SAC, the faculty in each discipline have put together a complete look at that discipline. Thus, this document has three major sections, one each for CHLA, HUM and R, followed by a brief general recommendation and the appendices related to each area, in the same order as the program review sections. Given that International Studies is still in development, we have chosen not to include them in this Program Review document, beyond these opening comments.

Chicano-Latino Studies

CHICANO/LATINO STUDIES SAC PROGRAM REVIEW (2014 - 2015)

Portland Community College Submitted and Presented: April 2015

This Program Review of the Chicano/Latino Studies Program at Portland Community College (PCC) summarizes the key foundations of the Chicano/Latino Studies program as a discipline and identifies the commitments of our program, how we help the college achieve its missions, the strengths of our program, the core outcomes for our students, how we assess these outcomes, challenges we face, goals we hope to achieve, and resources that are needed from the college to help us improve the education and services we provide to our students.

Chicano/Latino Studies faculty:

Full-time Faculty: N/A

Part-time Faculty:

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1. Program/Discipline Review Outline: Chicano/Latino Studies:

- A. Chicano/Latino Studies at Portland Community College (PCC) is the interdisciplinary study of the social, cultural, political, economic, and historical forces that shaped and continue to shape the development of the people of Mexico and other Latin American countries in the United States over the past 500 years. Emphasis is on the experience of the Chicano/Mexican-American and other Latino/a citizens and residents in the United States.

Chicano/Latino Studies is a catchall term for distinct academic inquiries that began as a product of educational and social movements of the 1960s. More recently, Chicano/Latino Studies has emerged as a field of inquiry relating to Latin Americans in the hemisphere, and has been the site for work seeking to transcend the gaps in area studies and ethnic studies.

As an interdisciplinary field, Chicano Latino Studies contributes to many fields in the humanities and social sciences, including professional programs such as education, social work, medicine, and law. Courses in the Chicano/Latino Studies take into account the intersections of race, ethnicity, class, culture, gender, and sexuality. These courses are distributed across multiple areas of concentration:

- Sociology, Anthropology and Folklore
- Demographics, social justice, and critical pedagogy
- Literature, Art, and Film representations
- Politics, Economics, Social Movements, and Labor

PCC courses in this area of study are designed to transfer with full credit to the Chicano/Latino Studies Certificate program at Portland State University. Nearly 433 higher education schools offer Latino/a Studies Programs. That translates to nearly 7 percent of the post secondary schools in the country, and PCC courses will transfer to most other colleges and universities as elective credit.

- B. Changes since the last program review: **N/A**
This will be the first program review for Chicano/Latino Studies.
- C. Were any of the changes made as a result of the last review? If so, please describe the rationale and result. **N/A**

2. CURRICULUM:

Three courses have Chicano/Latino Studies (CHLA) designations. Outcomes in all these courses have been revised and formally approved as meeting the new Cultural Literacy specifications as well as General Education requirements. In the three courses offered as part of the CHLA curriculum faculty employ a variety of pedagogical methodologies in the classroom presentation and selection of curriculum materials. CHLA courses engage students to think and reflect critically on the historical, political, economic and cultural experiences of various Chicano and Latino populations. Students are engaged to think how these mechanisms of power play upon the cultural, religious, gender, class, race and sexual identities of Chicano/Latino populations in the U.S. Students are engaged in these areas of inquiry through: lectures, assigned readings, films, discussion and, service learning opportunities.

- A. **Course-Level Outcomes: Because CHLA has just begun to do program assessment, we have not yet accomplished any assessment-driven changes to improve the attainment of course outcomes.**
- i. **CHLA 201: Introduction to Chicano/Latino Studies** Introduces Chicano/Latino history in the United States beginning with Spanish colonization and continuing with the Mexican-American War and the migration of Chicanos/Latinos. Covers the events that shaped the Chicano/Latino experience, such as the Bracero Program, the Chicano

Movement, and U.S. foreign policy in Latin America. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:

- Articulate an understanding of key events that shaped the history of Chicano/Latino peoples and use critical thinking in order to evaluate historical events and their impact on Chicano/Latino peoples.
- Recognize the historical contributions of key Chicano/Latino peoples in order to appreciate and evaluate Chicano/Latino diversity.
- Employ an understanding of the history of Chicano/Latino cultures as a guide to interact with Chicano/Latino peoples in personal and professional environments.

- ii. **CHLA 202: Introduction to Chicano/Latino Studies II** Introduces Chicano/Latino social, political, and economic status in the United States. Includes an examination of the political and economic structure, organization and U.S. society, and the status and class position of various Chicano/Latino groups. Also includes a demographic profile and overview of current social issues. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:

- Articulate an understanding of key events and factors that shaped the social, political, and economic status of Chicano/Latino peoples and use critical thinking in order to evaluate these events and their impact on Chicano/Latino peoples.
- Recognize the major factors that influenced changes in the social, political, and economic status of Chicano/Latino cultures in order to appreciate and evaluate Chicano/Latino diversity.
- Employ an understanding of current social issues related to the social, political, and economic status of Chicano/Latino peoples as a guide to interact with Chicano/Latino peoples in personal and professional environments.

- iii. **CHLA 203: Introduction to Chicano/Latino Studies III** Introduces the cultural heritage of Chicano/Latino people in the United States. Draws on disciplines such as anthropology, folklore, literature, film, and linguistics, folk, and popular culture, and examines the combination and integration of various traditions in Chicano/Latino communities. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:

- Articulate an understanding of key events and characteristics that distinguish the varied traditional, folk, and popular cultures of Chicano/Latino peoples and use critical thinking in order to evaluate these events and their impact on Chicano/Latino peoples.
- Recognize the major factors that contributed to changes in the traditional, folk, and popular cultures of Chicano/Latino peoples in order to appreciate and evaluate Chicano/Latino diversity.
- Employ an understanding of traditions in Chicano/Latino communities as a guide to interact with Chicano/Latino peoples in personal and professional environments.

B. College Core Outcomes:

- i. **Communication: Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.**

Chicano/Latino (CHLA) courses encourage students to develop their communication skills through writing and speaking assignments. In addition, CHLA students learn to analyze communication styles, especially with respect to race and gender, both among themselves and in the world at large. CHLA students are encouraged to participate in campus and community events. Literature, poetry, narratives, essays, art and film are other key ways that the unique character of Chicano and Latino lives are made real. Creating a climate where civil discourse dominates, controversial issues can be discussed, and diversity is celebrated is essential to achieving this goal of applying learning to personal and community life. CHLA classrooms establish spaces where students feel comfortable sharing the ways that theory and concepts impact their personal lives, without fear of reprisal from classmates. Forming and maintaining a safe space in the classroom requires students to develop a high level of skillful and sensitive communication.

- ii. **Community and Environmental Responsibility: Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.**

CHLA courses contextualize the various histories of Chicano/Latino groups, thus helping students better understand their own cultural background, and enabling them to place their personal trajectories within a larger historical narrative. Students also begin to understand how Chicano/Latino peoples have migrated to and within the United States, thus reshaping and redefining their natural and urban environments.

- iii. **Critical Thinking and Problem Solving: Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.**

In CHLA courses students learn how to use their critical thinking skills and develop them further with an emphasis on qualitative reasoning. Throughout the course students are asked to consider the current circumstances of Chicano/Latino populations and situate them historically. Students are also encouraged to view these issues from competing standpoints and reason their own interpretations and solutions. The interdisciplinary program exposes students to the wide range of theories, methodologies, technologies, pedagogies, and epistemologies that intersect the discipline. Categories of analysis include race, class, gender, sexuality, language, ethnicity, labor, immigration, citizenship, law, and social change. Chicano/Latino studies place gender as a central construct in the study of the community, as well as the diversity of sexuality in the community is introduced.

- iv. **Cultural Awareness: Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.**

A study of Chicano/Latino cultures provides students with a better understanding of their own culture, customs and traditions, at the same time preparing them to work effectively in multicultural settings.

This course serves as an introduction to the variety of Chicano/Latino cultures in the United States. This course does so by introducing students to key historical, cultural and political movements. These include: the Bracero Program, the Chicano Movement, U.S. foreign policy in Latin America, and Immigration. By studying the varieties of Chicano/Latino cultures and history in the United States students are better able to understand their own cultures and to connect with others based on cultural similarities and differences.

- v. **Professional Competence: Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.**

CHLA curriculum and assignments build core knowledge across disciplines developing knowledge and skills sets that benefit all students, regardless of major or profession. The completion of courses provides social frameworks for different professional/technical programs and the development of personal, civic, and work place skills.

- vi. **Self-Reflection: Assess, examine and reflect on one’s own academic skill, professional competence and personal beliefs and how these impact others.**

By studying the varieties of Chicano/Latino cultures and history in the United States students are better able to understand their own cultures and to connect with others based on cultural similarities and differences. The study of Chicano/Latino cultures also prepares students to work effectively in multicultural settings.

- vii. **CHLA Core Outcome Mapping:
Core Outcomes:**

1. Communication.
2. Community and Environmental Responsibility.
3. Critical Thinking and Problem Solving.
4. Cultural Awareness.
5. Professional Competence.
6. Self-Reflection.

Mapping Level Indicators:

0. Not Applicable.
1. Limited demonstration or application of knowledge and skills.
2. Basic demonstration and application of knowledge and skills.
3. Demonstrated comprehension and is able to apply essential knowledge and skills.
4. Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

<u>Course</u>	<u>Course Name</u>	<u>CO1</u>	<u>CO2</u>	<u>CO3</u>	<u>CO4</u>	<u>CO5</u>	<u>CO6</u>
CHLA 201:	Introduction to Chicano/Latino Studies I (History)	3	3	3	4	1	3
CHLA 202:	Introduction to Chicano / Latino Studies II (Political/Econ)	3	4	4	4	2	4
CHLA 203:	Introduction to Chicano / Latino Studies III (Cultural)	4	5	3	5	1	5

For a complete list of our outcomes and assessment tools, please refer to our CCOGs at:

<http://www.pcc.edu/ccog/default.cfm?fa=course&subject=CHLA>

C. Assessment of College Core Outcomes:

To date the CHLA program has conducted two Assessments of Outcomes for the college: Cultural Awareness and, Critical Thinking and Problem Solving. These were conducted during the summer term of 2012.

i. Results of assessments of the Core Outcomes

See CHLA--Appendix 1 and CHLA--Appendix 2

ii. Identify and give examples of changes that have been made to improve students' attainment of the Core Outcomes that are based on the results obtained from assessment.

The only change we believe is necessary, at this time, is to standardize the type of assignment selected for assessment. As a SAC we believe that the measurement of these Core Outcomes have merit, we, however, also think that a more accurate assessment of student work is important. A good first move toward a more accurate assessment will be the selection of assignments that more accurately reflect this kind of work, i.e. longer assignments where student writing can be better gauged for meeting the rubric criteria. Otherwise, at this time, we do not believe that this tool needs revision.

iii. Identify and give examples of changes that have been made to improve students' attainment of the Core Outcomes that are based on the results obtained from assessment.

At this time no changes have been implemented.

3. Other Curricular Issues

i. To what degree are courses offered in a Distance modality (on-line, hybrid, interactive television, etc.)? For courses offered both via DL and on-campus, are there differences in student success? If so, how are you, or will you address these differences? What significant revelations, concerns or questions arise in the area of DL delivery?

The SAC will soon meet in order to discuss student retention and success rates in both the face-to-face and D2L offerings. The SAC will continue to compare online and face-to-face offerings and evaluate the distance offerings, curriculum and whether or not to extend distance offerings in the future.

ii. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Service Learning,

Internationalization of the Curriculum, Inquiry-Based Learning, Honors, etc.)? If so, please describe.

The department and SAC are aware of the challenges with the online offerings and the success rates. It is being analyzed; curriculum changes have been implemented and will be assessed at the end of the term to determine whether this class is a viable online offering.

- iii. **Are there any courses in the program that are offered as Dual Credit at area High Schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction. Please note any best practices you have found, or ideas about how to strengthen this interaction.**

CHLA 201 will be offered as Dual Credit through Beaverton and Aloha High Schools. Approval was granted in the Winter 2015 term. The approval process was handled through the Dual Credit Coordinator. The syllabus was submitted to a faculty member who was familiar with CHLA curriculum to approve for content and suitability.

- iv. **Does the SAC plan to develop any additional Dual Credit agreements with area high schools? If so please describe. If not, what does the SAC see as barriers to developing further dual credit agreements?**

At this time there are no plans to do so. Interest in these courses may be the biggest barrier to developing further agreements. Perhaps with success at Beaverton and Aloha High Schools will generate more agreements.

- v. **Please describe the use of Course Evaluations by the SAC. Have you developed SAC specific questions? Has the information you have received been of use at the course/program/discipline level?**

Not at this time. In the future student feedback can be used to determine which requirements are satisfied at transfer institutions by the CHLA courses.

- vi. **Identify and explain any other significant curricular changes that have been made since the last review.**

N/A

4. Needs of Students and the Community Institutional Effectiveness.

- i. **How is instruction informed by student demographics?**

Per the Program/Discipline Profile provided by PCC's Institutional Effectiveness office, for the Academic years 2011- 2012 through 2013 - 2014, 50.00, 50.7 and 61.1 percent of students in CHLA courses identified as Hispanic; 35.3, 34.9 and 28.2 identified as White Non-Hispanic; 7.6, 5.3 and 4.0 identified as African American; 1.8, 1.0 and 1.3 identified as Asian;

for academic year 2013 -2014 1.3 percent of students identified as Pacific Islander. 2.7, 5.3 and 2.7 percent of students identified as Multi-racial and, 1.3, 2.4 and 1.3 were foreign nationals with no racial or ethnic identity noted. (For the sex and age breakdown of students in CHLA courses per campus and college wide, as well as a more complete demographic picture see CHLA--Appendix 3)

Chicano/a (Latino/a) Studies pedagogy seeks to create a safe learning environment for all students, though not always a comfortable one. Instruction is an opportunity for sparking change, stimulating critical thought, and enhancing a deeper understanding of our diverse world. Chicana/o (Latino/a) leaders have struggled with tirelessly for the last 40 years in an effort to advocate for the Chicana/o community. And that history informs instruction, which empowers all students.

ii. **Have there been any notable changes in instruction due to changes in demographics since the last review?**

Not at this time.

iii. **Describe current and projected demand and enrollment patterns. Include discussion of any impact this will have on the program/discipline.**

Enrollment reporting data provided by PCC's Institutional Effectiveness office shows a decline in enrollment in CHLA course on the Rock Creek Campus. The decline seems steady and will need to be address by the department and SAC.

iv. **What strategies are used within the program/discipline to facilitate access and diversity?**

The CHLA curriculum focuses on the diversity within Latino/a communities both in the United States and Latin America. The course offerings also touch on the diverse cultures within Latin American and Caribbean countries and how these contribute to the diversity of Latino/a experiences in the U.S.

v. **Describe the methods used to ensure that faculty are working with Disability Services to implement approved academic accommodations?**

Instructors address Academic Accommodations as received by Disability Services.

vi. **Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or**

instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.

Not at this time. As noted above, student feedback can be used to determine which requirements are satisfied at transfer institutions by the CHLA courses.

5. Reflect on the composition, qualifications and development of the faculty.

A. Quantity and quality of the faculty needed to meet the needs of the program/discipline.

Currently there are sufficient Chicano Latino Studies instructors to meet the needs of teaching a basic offering of CHLA courses.

The program at times has had difficulty with administrative duties because there is no full-time faculty to complete them and part-time faculty has not always been able to meet the needs in a timely manner. Examples include the SAC's ability to comply with tasks, such as General Education/Discipline re-certification, Cultural Diversity, Learning Assessment, Program Review and Core Outcomes Assessment. As a result these projects are sometimes not completed, or are completed in a less than timely manner.

B. Extent of faculty turnover and changes anticipated in the next five years.

N/A

C. Extent of the reliance upon part-time faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.

Part-time faculty or PCC staff teach all courses; therefore no comparison can be made at this time.

D. How the faculty composition reflects the diversity and cultural competency goals of the institution.

The part-time faculty for CHLA is diverse across gender and ethnic lines, and reflects well upon the diversity found at PCC and in the CHLA courses.

i. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. For instructions and form, go to: <http://www.pcc.edu/resources/academic/instructor-qualifications/revision-instructions.html>

None have been made. Instructor qualifications were established at the time of the establishment of the Integrated Studies SAC.

vi. How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

N/A

6. Facilities and Support

- i. **Describe how classroom space, classroom technology, laboratory space and equipment impact student success.**

CHLA courses are taught in a variety of classrooms. Many of these settings are conducive to doing small group and experiential activities. When classrooms are dominated by long, large tables it's difficult to move them to create the open space needed for role-plays, performance, or other experiential activities. Similarly, these tables make it difficult to create space arrangements that allow for de-centering students' attention from the front of the classroom. Access to others' nonverbal communication is essential to effective and sensitive discussion; and to the creation and maintenance of rapport and a safe classroom climate.

- ii. **Describe how students are using the library or other outside-the-classroom information resources.**

CHLA courses often utilize the library reserve system and access to online journals and other material is readily available through the library at PCC.

- iii. **Provide information on clerical, technical, administrative and/or tutoring support.**

Faculty often makes use of the clerical and administrative resources of the Humanities Department at Rock Creek campus.

- iv. **Provide information on how Advising, Counseling, Disability Services and other student services impact students.**

Instructors in the CHLA program counsel students and have a positive impact on student interest in the course offerings. More outreach to Advising, Disability Services and Student services can only strengthen the programs presence at PCC.

- v. **Describe current patterns of scheduling (such as modality, class size, duration, times, location, or other), address the pedagogy of the program/discipline and the needs of students.**

Current scheduling patterns will need to be revised once a determination on D2L course offerings is made. The SAC will also need to reevaluate offerings once student retention and completion rates are analyzed and discussed.

8. Recommendations

- i. **What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion?**

After spring term 2015 the SAC plans to evaluate course curriculum and offerings to see how student retention and success rates can be improved. The SAC will solicit input from instructors and others to assess the program's needs.

- ii. **What support do you need from administration in order to carry out your planned improvements (for recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support, but making administration aware of your needs may help them look for outside resources or alternative strategies for support)**

At this time it is unclear what the program's administrative needs will be. However, a solution to the problem of fulfilling SAC responsibilities without FT CHLA faculty is needed. At present the SAC will continue to rely on part-time faculty to complete administrative duties. The CHLA program has missed assessing Core Outcome because there has not always been the part-time faculty to draw on. Careful planning and creative efforts are needed to keep the program current with its administrative assessments and needs. The SAC has committed to defining these needs, assessing priorities and working within the SAC to meet the program's needs. We trust there will be administrative support for these efforts. It's unclear what form this support will take, but the SAC will communicate CHLA needs as they are defined.

Humanities

Program Review – The Humanities

Prepared by Mandy Ellertson, Kendi Esary
and Angela Lohr



1. Program/Discipline Overview:

- A. What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?**

The study of the humanities does not provide direct training or skill building for a specific job or career path. Rather, it provides the chance to develop critical thinking skills, expand civic and historical knowledge and use ethical reasoning. The purpose of studying Humanities is for personal growth and participation in a free democracy, regardless of future career choice. Humanities education empowers students across all majors and academic disciplines to think critically, and connect more organically with the world at both individual and collective levels.

The educational goals or objectives of Portland Community College's Humanities division include:

- Providing opportunities for students to explore the human experience through a variety of academic windows such as art and architecture, philosophy, literature, music, history, religion and languages.
- Examining and interpreting works from the viewpoint of several disciplines to better understand the influence of cultural values and world views, forms of political and social order, basis and impact of gender roles and effect of historic and environmental events on how individuals and societies perceive and project themselves.

The American Academy of Arts and Sciences identified three goals associated with the study of the Humanities and Social Sciences in a report entitled *"The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive, and Secure*

Nation". The Academy advances the study of the Humanities in order to create a more civil public discourse, a more adaptable and creative workforce, and a more secure nation, the humanities and social sciences are the heart of the matter, the keeper of the republic—a source of national memory and civic vigor, cultural understanding and communication, individual fulfillment and the ideals we hold in common. These are lofty ideas with visionary goals. The three goals include:

- Educate Americans in the knowledge, skills, and understanding they will need to thrive in a twenty-first-century democracy.
- Foster a society that is innovative, competitive, and strong.
- Equip the nation for leadership in an interconnected world.

While PCC's Humanities Division's goals and objectives might not (at first glance) align with the American Academy of Arts and Sciences, connections exist. For example, the courses offered allow students to explore the roots of American democracy through the study of Ancient Greek and Roman philosophers and systems. The examination of leadership takes place in the Humanities through the deconstruction of literature, art forms, philosophies, and historical events. Value systems of our society and those around the globe are explored through the religious, historical, artistic and philosophical lens providing students with the opportunity to critically think about the roots of social norms and practices that lead to innovative ideas.

This is our first program review, so we have nothing to add related to changes.

B. Please summarize changes that have been made since the last review.

No answer as this is our first program review.

C. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.

No answer as this is our first program review.

2. Outcomes and Assessment: reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

- A. Course-Level Outcomes: Identify and give examples of changes made in instruction to improve students' attainment of course outcomes that were made as a result of assessment of student learning. Where key sequences exist (for example, MTH, WR, RD, ESOL) also include information about any assessment-driven changes to improve student success at each level.

The Humanities academic discipline has not been through a program review. Therefore, we are providing the review committee with our course description and learning outcomes as well as an assessment example from Humanities 100, Humanities 221, and Humanities 202.

Humanities 100 – Introduction to the Humanities

NB- The purpose of the Hum 100 course was to introduce students to the discipline and to encourage students to enroll in 200 level courses. The reality is that only one of the campuses offers the 200-level courses and so for the most part it has become a terminal course for most students.

Course Description

Introduces students to college-level study in the humanities; promotes a sense of humanity through such topics as literature, theatre, art, music, architecture, philosophy, and religion by critically thinking about moral values, myths, aesthetics, and liberty; all of this within historical frameworks. It is designed to reawaken our sense of wonder and curiosity about the meaning of life. It shows how the various arts and sciences intersect, influence and are influenced by cultural and historical circumstances. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Learning Outcomes

Students completing this course will

- Use critical thinking to evaluate culturally based assumptions behind art, architecture, literature, music, religion, philosophy, and drama through a historical lens.
- Communicate effectively about the defining moments of cultures and civilizations.
- Understand that the study of humanities involves an analysis of what motivates humans to create and how their creations reflect their values and world views
- Effectively articulate the interrelatedness of human history, great ideas, and the arts.

Humanities 221 Leadership Development

From the 1990s to about 2005 the Hum 221 course was offered at Cascade, Rock Creek and Sylvania and scheduled so that each campus offered it a different time so that it was always available to students and so that the classes would not compete.

Course Description

The primary focus of the course is the development of leadership skills. It provides a basic understanding of leadership principles and group dynamics and helps students develop a personal leadership philosophy and style. The

course integrates readings from classic works of literature, contemporary multicultural readings, experiential exercises and films. Issues of diversity, personal growth and interpersonal relationships are explored within the context of leadership development. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Learning Outcomes

After successful completion of HUM 221 the student should be able to:

- Apply critical thinking and engage in problem solving using a variety of essential leadership skills.
- Use basic leadership concepts.
- Articulate an understanding of the principles, practices, styles and values of diverse cultures in developing their own approach to leadership
- Identify culturally-grounded practices, values and beliefs and explain how they influence people's leadership styles

Humanities and Technology: Exploring Origins

Course Description

Introduces concepts and approaches used in study of humanistic disciplines and surveys visions and perspectives that our culture has inherited from literature, philosophy, theology, visual arts, music, history, and mythology of Western and non-Western traditions. Focuses on selected historical periods and themes. Demonstrates quest for knowledge as a synthetic activity, relating various disciplines, traditions, and historical periods to each other.

Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Learning Outcomes

After successful completion of HUM 201 students will be able to:

- Use critical thinking to analyze and evaluate aspects of technology and how it affects peoples", societies and nations, in different geographic areas and time periods.
- Comprehend how the values", assumptions, and other cultural attributes of individuals and groups are expressed in technological developments.
- Demonstrate college-level communication skills by speaking", listening and writing clearly about technology and early civilizations.

Humanities and Technology Contemporary Issues HUM 202

Course Description

Offers critical examination of the relationship between people and technology. Uses insights derived from a study of the Humanities in conjunction with those

from the Social Sciences to inquire into the appropriate use and possible misuse of technology in contemporary society. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Learning Outcomes

After successful completion of HUM 202 students should be able to:

- Use critical thinking to analyze the relationship between technology and contemporary societies and nations in different parts of the world.
- Understand and appreciate the technological implications of modernization and capitalism on individuals and groups in first and third world communities.
- Use college level communication skills by speaking, listening and writing clearly about technology and modern civilizations.
- Identify culturally grounded practices, values and beliefs and explain how they influence people's creation and use of technology.

Humanities and Technology Future Directions

Course Description

Looks for ways in which technology can be applied in new, socially and ethically responsible forms. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Recommended: Courses should be taken sequentially.

Learning Outcomes

After successful completion of HUM 203 students will be able to:

- Use critical thinking to analyze and evaluate how technology affects peoples, societies and nations and how it can be managed.
- Understand and appreciate how people from diverse cultural backgrounds create and interact with modern technological developments and forecast future technology.
- Demonstrate college-level communication skills by speaking, listening and writing clearly about current and future technology.

Background to the HUM 204/205/206 Sequence

The African Sequence was created in 1996 by two Department Chairs at Cascade: History and Humanities. It was a unique combination that included three specialists; the three instructors met twice a year to coordinate their courses so that students taking the entire sequence would have a common vocabulary as well as linking cultural information. Classes were offered on the same evening and at the same time for three successive quarters. These three initial instructors worked together for ten years; after that the art instructor accepted an out of state position and the literature instructor retired.

Since then the history course has continued but the other two, due to the lack of consistent instructors have languished. Literature was last offered three years ago and art has not been offered in four years. Since the sequence was "broken," the

history class has been moved to a day time slot and continues. In order to attract history students, the course was cross listed as HST 284.

History of African, Humanities 204

Course Description

Introduces students to some major themes in the history of the African continent from ancient times to the present. It is the first course in the Humanities sequence on Africa, and provides a wide background for subsequent courses. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Learning Outcomes

After successful completion of HUM 204 students will be able to:

- Use critical thinking to analyze and evaluate aspects of African civilizations: peoples, societies and nations, in discrete geographic areas and different time periods
- Recognize the historical impact of different groups (e.g. Bantus, Arabs, Europeans, Asians) and beliefs (e.g. Traditional, Christian, Muslim) in order to appreciate and evaluate the current diversity of societies in modern Africa.
- Communicate effectively in analytical, fact-based discussions regarding issues in the history of the continent of Africa.
- Identify culturally-grounded practices, values and beliefs, explain how they influenced the actions of African societies from ancient times to the modern era and the extent of their impact today.

African Literature – Humanities 205

Course Description

Introduces written and oral literature of the African continent, from ancient to modern and from many different geographic regions, cultures and religions. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Learning Outcomes

Students will be able to:

- Think critically about a text in order to evaluate its effectiveness in terms of conveying theme.
- Identify how culture affects an author's perspective, choice of genre, style, and overall purpose in writing.
- Use collaborative techniques to explore texts and test interpretations.
- Construct an original interpretation of a literary text and communicate it effectively both orally and in writing.

African Art – Humanities 206

Course Description

Part of three course series. Introduces a variety of art forms from different time periods and geographic areas of the African Continent. Explores how art is influenced by culture, myth, economics, politics, gender, and region. Ability to understand and participate in class discussions required. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Learning Outcomes

After successful completion of HUM 206 students should be able to:

- Communicate artistically, orally, and in writing the integration of art in every aspect of the lives of African peoples, and the importance of artistic context.
- Understand and appreciate the immense diversity of artistic styles and uses throughout the African continent.
- Demonstrate college-level skills in critical thinking, research, and writing about the art of African peoples and its uses.

Race and Racism – Humanities 214

The Race and Racism course was created in 2008 at Cascade and is offered during the regular school year as well as during the summer. Beginning in 2013 it was also offered at Sylvania.

Course Description

Introductory examination of the origins and manifestations of the socially constructed concept of race. Critical theory approach is used to analyze the manner in which the concept of race has been developed and interpreted and its influence on the social, economic and political relations between ethnic groups. Emphasis on racist ideas, theories, movements and key people and events in the evolution of race-based thinking. This study includes instances of racism in Eurasia, Africa, the Americas and Australia.

Learning Outcomes

After successful completion of the course students should be able to:

- Engage in critical thinking to evaluate culturally based assumptions that underlie the modern concepts of race and racism.
- Understand that the study of humanities involves an analysis of what it means to be human through an examination of the motivation, creativity, values and world views people of different ethnic groups.
- Communicate effectively about the defining moments in the development of race-based ideas as well as anti-racist strategizing.
- Articulate and evaluate the world views and interactions of people of different ethnicities over time.

B. Addressing College Core Outcomes

- i. Describe how each of the College Core Outcomes are addressed in courses, and/or aligned with program and/or course outcomes.
<http://www.pcc.edu/resources/academic/core-outcomes/index.html>

Update the Core Outcomes Mapping Matrix.

Communication:

Students in all Humanities courses regularly practice effective communication skills by participating in discussions both in “face 2 face” and online courses. For example, in Humanities 100 weekly online discussions require that students determine the purpose or direction for ideas and opinions as well as refine the formation of the communication. Instructors and peers engage in the discussions allowing for opportunity for feedback to improve clarity. In addition, both written and oral communication skills are regularly employed in the assignments. This academic discipline relies very little on multiple choice assessments and a great deal on discussions, student presentations, and narrative.

See HUM—Appendix 1 for a deeper understanding.

In Humanities 204 and 214, students regularly engage in research resulting in a paper; they then participate in roundtables of 4-5 students in which each student makes a prepared presentation and then engage in a general discussion about their research efforts in terms of cultural commonalities.

Community and Environmental Responsibility:

Issues associated with social responsibility weave into assignments and classroom activities. Students are exposed to a variety of examples of how human activity impacts the society. For example, making connections between historical events and human decisions (like the damming of the Columbia River) impact the environment and the people attached to the situation. The Humanities Technology course series (Hum 201-202-203) addresses a variety of topics that connect with this PCC core outcome.

See example HUM—Appendix 2 for a deeper understanding.

One of the compelling reasons for the creation of the Hum 214 [Race and Racism] course was to prepare students to become more sensitive to injustices in their community and provide them with tools to combat racism.

Critical Thinking and Problem Solving:

Students taking a Humanities course are not given material to memorize. They are asked to critically think about human activity shaping issues associated with social justice and systems of oppression. For example, the ideas of the founders of the United States and our constitution are explored from the lens of speeches given by iconic Americans to the art and music embraced as a nation. Offering students the opportunity to explore the impact of the institutionalized slave system and its offspring leads to critical thinking and ideas to address the racial problems we face today. Students in Hum 214 engage in a variety of structured problem solving activities that require critical thinking skills.

See HUM—Appendix 4 for deeper insight.

Cultural Awareness:

Our students come from a variety of cultural backgrounds. Many of the assignments and activities assigned in the Humanities allow students to explore topics that reflect their cultural identity which is shared with the class. For example, in Humanities 221, students research someone they believe exemplifies leadership skills. The assignment involves a presentation to the class in order to offer others insight. Students gravitate to individuals who share their cultural identity. The projects often impact the peers as personal cultural lens shape the presentations. In addition, HUM 100 focuses on art, literature and music (in addition to History, Religion and Philosophy). An example of an assignment in the attachments is called “Art Detective”. In short, each student selects an art piece to research and then presents the work to the rest of the class. The result is an art history lecture done entirely by the students.

See example HUM—Appendix 3 for a deeper understanding.

The Race and Racism course specifically calls for students to study issues on all continents and to become aware of the variety of interactions between people of different ethnicities and this involves both cooperation as well as conflict.

Professional Competence:

In the Leadership Development course, students apply many of the identified characteristics of a strong leader with their own career goals or current employment situations. Rich discussions are generated by exploring the concept of empowerment or team work because students are encouraged to make connections between the theories in the course and actual encounters in their field of work or future career.

Self-Reflection:

The Humanities provide enormous opportunities for students to engage in self-reflection about academic skills, professional competence and personal beliefs and how these impact others. For example, when talking about the justice system in Humanities 100, students make connections between the social hierarchies and privileges blatantly afforded those of a higher class in Hammurabi's code with that of their own privilege or situation. In HUM 214, on a regular basis, students are asked to reflect on their learning and think about how new concepts can be applied to their private and public lives.

CORE OUTCOMES MAPPING

PCC Core Outcomes

1. Communication
2. Community and Environmental Responsibility
3. Critical Thinking and Problem Solving
4. Cultural Awareness
5. Professional Competence
6. Self-Reflection

Mapping Level Indicators:

0 Not Applicable

- 1 Limited demonstration or application of knowledge and skills.
- 2 Basic demonstration and application of knowledge and skills.
- 3 Demonstrated comprehension and is able to apply essential knowledge and skills.
- 4 Demonstrated thorough, effective and/or sophisticated application of knowledge and skills.

Course	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
HUM 101	Introduction to Humanities	3	2	4	3	0	4
HUM 201	Humanities and Technology: Exploring Origins	3	3	3	3	0	4
HUM 202	Humanities and Technology: Contemporary Issues	3	3	3	3	0	4
HUM 203	Humanities and Technology:	3	3	3	3	0	4

	Future Directions						
HUM 204	African History	2	2	3	4	0	4
HUM 205	African Literature	2	2	3	4	0	4
HUM 206	African Art	2	2	3	4	0	4
HUM 214	Race and Racism	3	1	4	4	0	4
HUM 221	Leadership Through the Classics	3	2	3	3	2	4

- C. For Lower Division Collegiate (Transfer) and Developmental Education Disciplines: Assessment of College Core Outcomes (*note: provide a link to the full text of your annual reports, and summarize them here*).

For each of the College Core Outcomes:

- i. **Briefly describe the assessment design and processes** that have been used to determine how well students are meeting the College Core Outcomes

One common assessment tool all instructors use in the humanities are projects that allow students the opportunity to personalize their learning experience. Instructors design assessment projects that have standards but give students freedom to select their own topic. As adjunct faculty in the Humanities we are now part of the Integrated Studies SAC and we have no annual report to refer to.

- ii. Summarize the **results of assessments of the Core Outcomes**

Communication:

Students in Humanities regularly utilize, practice and hone their communication skills. All classes incorporate discussions, oral presentations, and online communication and assessed by instructors. See HUM—Appendix 1.

Community and Environmental Responsibility:

Sustainability and matters associated with community responsibility is another topic infused in the curriculum. An example of an assessment related to this outcome is in an attachment for the final project as HUM—Appendix 2.

Critical Thinking and Problem Solving:

Students taking a Humanities courses do not memorize the textbook or the lectures. In fact they are asked to synthesize readings, films, lectures, group discussions and images in order to critically think about how human activity shapes the world. Assessment of problem solving and critical thinking is demonstrated the Art Detective project where students are asked to identify a piece of art and research its background and history. The Art Detective project is found in HUM—Appendix 3.

Cultural Awareness:

Our students come from a variety of cultural backgrounds. Many of the assignments and activities assigned in the Humanities allow students to explore topics that reflect their cultural identity which is shared with the class. For example, in Humanities 221, students research someone they believe exemplifies leadership skills. The assignment involves a presentation to the class in order to offer others insight. Students gravitate to individuals who share their cultural identity. The projects often impact the peers as personal cultural lens shape the presentations. See HUM—Appendix 4 for details.

Professional Competence:

In the Leadership Development course, students apply many of the identified characteristics of a strong leader with their own career goals or current employment situations. Rich discussions are generated by exploring the concept of empowerment or team work because students are encouraged to make connections between the theories in the course and actual encounters.

Self-Reflection:

The Humanities provide enormous opportunities for students to engage in self-reflection about academic skills, professional competence and personal beliefs and how these impact others. For example, in Humanities 100 students are required to engage in an activity and graded online assessment on values. Please see the attachment for this prompt and activity instructions.

- iii. Identify and **give examples of changes** that have been made to improve students' attainment of the Core Outcomes that are based on the results obtained from assessment.

The classes have adapted to the changing technological environment to serve the needs of different learning styles. For example, there are students who will engage more online than they will face to face and vice versa. Relying on more opportunities for personalizing the assessment methods is important. We do this in order to meet the needs a diverse learning population while remaining true to the curriculum.

4. Information on course enrollments and students are available in HUM—Appendix 5

8. Conclusions and Recommendations

Areas of Strength

- **Interdisciplinary Approach to Education** - The Humanities is interdisciplinary department that fosters the application, transfer, and integration of knowledge. A variety of studies support this statement. According to the *National Assessment of Educational Progress*, while students are learning the basic information in core subject areas, they are not learning to apply their knowledge effectively in thinking and reasoning (Applebee, Langer, & Mullis, 1989). Interdisciplinary/cross-curricular teaching provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts in and out of school (Collins, Brown, & Newman, 1989). Many of the important concepts, strategies, and skills taught in the language arts are "portable" (Perkins, 1986). They transfer readily to other content areas. The concept of perseverance, for example, may be found in literature and science. Strategies for monitoring comprehension can be directed to reading material in any content area. Cause-and-effect relationships exist in literature, science, and social studies. Interdisciplinary/cross-curricular teaching supports and promotes this transfer. Critical thinking can be applied in any discipline.
- **A low cost program** – The Humanities is a program that operates efficiently. The program has no specific lab or equipment needs. Below is a chart showing our FTE. The number of students taking courses in the Humanities has doubled in the last five years. While the campus percentages changed over time and enrollment went down, The Humanities courses fill when offered. (see FTE Chart at the end of this document)
- **Connection to PCC’s Core Outcomes** – The Humanities connects will all of PCC’s core outcomes.

Goals for Improvement

Full Time Faculty – There is NO FULL TIME Humanities-only FACULTY member in this program to help create a vision for the discipline and help maintain some consistency and cohesion for the many adjuncts who teach in the program. Currently there are 7 faculty members who teach the 15 sections. There is one full time instructor who teaches Humanities as well as History.

- **SAC Responsibilities** – Without any Full Time faculty in the Integrated Studies department it is difficult to meet the college expectations of a SAC administration. This process of a program review has presented challenges for example.
- **District Approach** – It is difficult to decipher who owns the Humanities. At Rock Creek the department comes out of the a different division that Cascade. No one seems to own it at Sylvania and nothing is offered at Rock Creek. A district vision needs to be developed in order to meet the needs of our students.

FTE	2009-10	% change 08-09 to 09-10	2010-11	Percent Change	2011-12	Percent Change	2012-13	Percentage change	2013-14	Percentage Change
Campus Tables										
Cascade	34.9	30.5	34.0	-2.7	28.6	-15.9	23.4	-18	26.8	14.4
Rock Creek	17.8	95.9	34.8	95.5	50.7	45.9	80.6	58.9	77.1	-4.3

Religious Studies

prepared by Joanna Hart and Martha Bailey

3. Program/Discipline Overview:

A. What are the educational goals or objectives of this program/discipline?

The educational objectives of the religious studies courses are:

- 1) to provide students knowledge of the beliefs and practices of the religions covered in the courses
- 2) to build student skill in researching information about religion and religions
- 3) to grow student awareness of the role of religion in history and current events
- 4) to enable students to interact with religious practitioners in positive ways
- 5) to ensure that PCC students meet transfer requirements—in particular for Portland-area private four-year institutions.

How do these compare with national or professional program/discipline trends or guidelines?

Our courses are comparable to those offered at other institutions, particularly community colleges, with comparable goals.

Have they changed since the last review, or are they expected to change in the next five years?

We do not anticipate any change in these objectives.

B. Please summarize changes that have been made since the last review.

N/A

C. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.

N/A

4. Outcomes and Assessment: reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

A. Course-Level Outcomes:

Religious Studies currently offers two courses, R 201, Asian Religions, and R 210, World Religions. World Religions is our basic course at the moment,

offered every term since it was created in 2008, and updated as part of the college-wide process in 2010. Asian Religions was developed in 2011, in part to support the Asian Studies Focus Award, along with other work done on a Title VI Grant to infuse Chinese language and culture into the PCC curriculum. It has been taught only a few times, so has not undergone an assessment process at this point. That will likely change in the future, as it has been approved to be offered as a distance-learning class, which should mean it will be offered more regularly. Both courses allow students to meet General Education requirements in Arts and Letters, as well as the Cultural Literacy requirement. No curricular changes have been made due to assessment of student learning (see below).

R 201 Asian Religions

Course Description

Explores the religions of Asia, including Hinduism, Buddhism, Daoism, Confucianism, and Shinto. Includes readings of sacred texts and scholarly literature. Focuses on the founders and history, myths and doctrines, rituals and traditions, and social and personal ethics for each tradition. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Addendum to Course Description

Students will do some or all of the following:

- Gain and express general knowledge of each of the Asian religions covered.
- Develop skills in comprehending religious beliefs and practices.
- Acquire language and perspective to discuss religious practices and beliefs with practitioners of that religion.
- Acquire language and perspective to engage in dialogue about the role of religion in political and cultural settings.
- Recognize their own attitudes toward individual religions and religion in general.

Intended Outcomes for the course

Upon successful completion students should be able to:

- Examine the history and development of the religions of Asia, including their myths and doctrines, and personal and social ethics, as well as their interactions with each other and the surrounding cultures.
- Recognize and reflect on the impact of religion in relation to world events and cultures.
- Appreciate models of religious practice which allow simultaneous participation in multiple religious traditions.
- Participate in a pluralistic society and a world whose population is increasingly Asian with an understanding of the variety of religious beliefs practiced by that population.

- Interact appropriately with practitioners of Asian religions.

R 210. World Religions. 4 Credits.

Course Description

Examines the major religions of the world, including Hinduism, Buddhism, Chinese religions, Christianity, Judaism, and Islam. Attention is given to their founders and history, myths and doctrines, rituals and traditions, and social and personal ethics. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Intended Outcomes for the course

Upon successful completion students will be able to:

1. Articulate an understanding of the world's religions to interact appropriately with practitioners of those religions.
2. Participate in a pluralistic society and global economy with an understanding of the variety of religious beliefs.
3. Engage in critical thinking in order to recognize and reflect on the impact of religion in different cultures and on global events.
4. Examine the history and development of the world's religions, including their myths and doctrines, personal and social ethics, as well as their interactions with each other and how they are modified as they spread to surrounding cultures.

B. Addressing College Core Outcomes

i. How College Course outcomes are addressed

Communication

Both Religious Studies courses, in face-to-face and distance learning modalities, require students to read and understand material about religions, from textbooks and other sources. Students are to learn and use correct terminology for each religion in both their writing and speaking. Instructors expect formal and informal, often self-reflective, writing, related to both class sessions, and to outside visits and other research around various aspects of religion. Face-to-face classes require students to listen to the instructor, audio-visual materials, and other students, and to understand the terms and concepts being discussed. Students in these classes also share their work and ideas verbally, in informal conversation and through formal presentations to the class by students.

Community and Environmental Responsibility

As they learn about religions as each is practiced in various cultures, students come to understand how they can be respectful of others in their day-to-day interactions. Students also take the idea of sacred spaces and general respect for the earth that is found in many religions and consider how their own behavior intersects with those beliefs.

Critical Thinking and Problem Solving

In the discussion of a variety of religions, the interactions between religions through time and in the present provide students with challenges. Though in many places practitioners of different religions live together peacefully, in other parts of the world, violence is carried out in the name of religion. Students consider to what extent such claims seem to accurately reflect a particular religion overall and why religion is used as an excuse for violence or other undesirable behavior. They also consider how we might negotiate religious difference in our own lives.

Cultural Awareness

Religion is one of the most basic forms of culture, going back into pre-history for humans around the world. Everything a student encounters in a Religious Studies class is about culture in some way. The biggest challenge for students is to recognize their own cultural assumptions and how those inform their reactions to the other cultures they study in the classes.

Professional Competence

Many students take Religious Studies classes as a pre-requisite to entering professional programs at the private colleges and universities in our area. For these students, knowing how to approach someone who may come from a particular religious tradition, and how to gather information if the tradition is not one the student knows a great deal about are both key skills to have as professionals. Learning appropriate questions to ask, and how to move past the student's own background and biases about religion are also important skills as the student moves into any career.

Self-Reflection

Students are required to reflect on their own experiences and religious background as they study those of other peoples. Some students, particularly veterans returning from war zones, have to face the very negative impressions they have a particular religions, due to the connection of the religion to traumatic circumstances through which the student has gone.

ii. Update the Core Outcomes Mapping Matrix.

The mapping below of the level indicators for the Core Outcomes is new, and has not yet been published on the PCC website. They are based on informal agreement of some of the faculty, since we have never had all the faculty together, past or present.

Course	CO1	CO2	CO3	CO4	CO5	CO6
R 201**	3	3	2	4	2	4
R 210*	3	3	2	4	2	4

The SAC has assessed every Core Outcome at least once in R 210, except Community and Environmental Responsibility. It would be desirable that all the outcomes be a part of the routine student evaluation/grading, but that has not been formally discussed. Since only Martha Bailey has taught R 201 to date, she has been including assessment of all the Core Outcomes in her course grading.

C. Assessment of Student Learning—including assessment design processes, results and changes

In Religious studies, there have been two complete assessment of student learning projects, with a third that yielded limited data. For the current year, 2014-15, we have submitted artifacts for assessment around Written Communication, as part of the Multi-State Collaborative Project. That work is being done by faculty outside our SAC, and we have not yet received the results.

The first, and most commonly offered course, in Religious Studies, R 210, has been taught continuously since Fall 2008. There was no assessment of student learning attempted from 2008-2010, when PCC was building the assessment process. The Religious Studies courses are all taught by part-time faculty, some of whom only taught a single class section in a couple of terms out of the year. Hence, doing any assessment has been a challenge. In addition, the loss of the Humanities SAC, which housed Religious Studies from 2008-2013, and the ensuing administrative changes led us to do nothing in 2013-14.

In the 2010-2011 year, Martha Bailey led an effort to assess three of the outcomes, Communication, Critical Thinking and Problem Solving and Cultural Awareness. The only other faculty member to participate in that effort was George Gray. We did not do a good job of planning for tracking the effects of changes made, and so have nothing to report on that score.

This is in part because the Religious Studies faculty have never all met as a group, and it is not clear if all of the faculty even are, or have been, aware of the learning assessment process. R—Appendix 1 includes the final report to the Learning Assessment Council, the Rubrics used, and the Scoring Sheet for Student Work.

Martha Bailey wrote a survey to assess Self-Reflection and Professional Competence, which was originally to be administered through Survey Monkey for the 2011-2012 Assessment of Student Learning. However, it went out late in the Spring term, and was only taken by 17 students, out of 100+ enrolled in World Religions at the time. Hence, the results had no value for assessment. It was decided to readminister the survey in Winter 2013, which was done. The report of that survey is found in R-Appendix 2. Again, with no functioning SAC to encourage participation and changing administrative support, nothing was done to use the results to inform changes in teaching.

3. Other Curricular Issues

- A. R 210, World Religions, has been offered in as an on-line distance learning class since Summer 2013. The number of distance learning sections has varied from one to three, depending on the term, and all the sections tend to fill. We have information for only the year of 2013-2014 for comparison of student success. In that year, Rock Creek and Sylvania combined had 360 students take R 210 on campus, with 79% earning a passing grade. There were 174 Distance Learning students, with 87% earning a passing grade. So the success rates seem to be comparable, at least for the first year of Distance Learning classes.

In addition, R 201 Asian Religions has just been approved to move to distance learning. It is expected to be taught that way for the first time in Winter 2016. The reason for moving to an online format for this course is that the audience for the class is scattered across the college, such that it is difficult to fill the class on campus. The breadth of the audience was demonstrated by offering the class once at night at Sylvania, and then in the daytime at Rock Creek. Between these sections, it is evident that there are a wide range of students interested in the material, but not necessarily sufficient numbers for a variety of sections.

- B. The SAC has not made curricular changes as a result of any particular educational initiatives, although Martha Bailey has made use in class of materials and insight gained from her CIEE Trip to Jordan, which was part of the Internationalization Initiative, and her participation in the Title VI Grant to infuse Chinese language and culture into the curriculum.
- C. Currently, Central Catholic High School offers a Dual Credit World Religions class. This is the second Spring term the class has been offered. The instructor,

Aric Ward, taught World Religions at University of Portland in the past, so is well-qualified to teach the class. Martha Bailey is serving as liaison, and visited Central Catholic last Spring. She is working on arrangements for a visit this Spring as well.

- D. Does the SAC plan to develop any additional Dual Credit agreements with area high schools? If so please describe. If not, what does the SAC see as barriers to developing further dual credit agreements?

Jesuit High School has also approached the Dual Credit office about offering World Religions. After meeting with Martha Bailey in the fall to look over the curriculum, the school chose not to offer the class for 2014-15. We believe they will be presenting a revised syllabus to be reviewed for offering World Religions in 2015-16. The difficulty is that the standard curriculum in the Catholic High Schools does not fully integrate well into the PCC curriculum, so the high schools have to make some specific changes in course content to offer dual credit.

We expect that Religious Studies courses will only be offered as a Dual Credit at the private high schools, as it is unlikely that a public high school would have a faculty member qualified to teach Religious Studies. We have not discussed approaching other private high schools about offering Dual Credit at this time.

- E. Please describe the use of Course Evaluations by the SAC. Have you developed SAC specific questions? Has the information you have received been of use at the course/program/discipline level?

We have had some informal discussion about adding SAC specific questions, but have not done so to date. So the SAC has made no use of Course Evaluations to inform our decisions. This is a matter on which it would be helpful to get input from all Religious Studies faculty.

- F. Identify and explain any other significant curricular changes that have been made since the last review. Nothing has changed, since there was no prior program review, but we are working on developing two new courses, R 211 and R 212, numbering parallel to other Oregon institutions, on the Hebrew Bible and the Christian New Testament. Rationale for this initiative is in the section below.

4. Needs of Students and Community

A. How is instruction informed by student demographics?

Instructors of World Religions, the main religious studies course taught as of the program review, have mainly been affected by fluctuations in enrollment due to the ebb and flow of

students around the recent recession, and the adding of web classes. Instructing a class of 30 students face-to-face requires a different methodology from teaching a tutor-rate class of 9. Instructing a class face-to-face is different from teaching a distance learning class, and the students who take the online classes may be somewhat demographically different than those who take a class on campus. However, we do not have data on those differences.

Instructors often do not know until just before the term opens if a class will be cancelled or not (if a class size hovers around 12-14). This can affect how an instructor prepares. The possibility of cancelled classes in five years has increased in the last two years. More than one teacher has experienced more than one cancelled class in the past year (i.e. Saturday classes have consistently been cancelled in the past year, and currently are not taught). Web classes, however, since they have been offered, have continually been at or near capacity.

The major influence of student demographics in a class comes with the personal experiences and knowledge students bring, particularly that which they are willing to share with the other students. The other demographic variables that seem important are around gender, veteran status and ethnicity/country of birth. Instruction needs to be flexible, and instructors have proven themselves so, when discussion takes a particular direction specifically based on the backgrounds of the students. This is to be expected and welcomed.

B. Notable changes in instruction due to demographic changes.

The number of classes taught in class have varied per term, and thus affect how many classes instructors receive. The amount of preparation increases with each class taught. With the fluctuation in enrollment numbers, it has been unpredictable in the last two years, how many classes will be available to teach. Other than the number of classes, there have not been any notable changes in instruction due to demographic changes.

C. Describe current and projected demand and enrollment patterns, and any impact on the religious studies program.

Since fewer classes on campuses have been offered, the remaining classes have been more likely to fill. Fluctuation in class size, in addition to the occasional cancelled class, reflects a general decrease in PCC campus enrollment. We anticipate the overall number of classes to be less. The number for online classes needs to be sufficient to meet the demand from students who need to meet a transfer or general education requirement at the four-year schools, without decimating the campus classes that meet a need for PCC degree-seeking students interested in Religious Studies for other reasons. In general, however, there continues to be a demand for World Religion classes at PCC from both groups of students.

D. What strategies are used to facilitate access and diversity?

We now have a website under Academic Programs on the PCC website. This has been up since the Fall of 2014. We hope this will improve awareness of the availability of World Religions as an option. Instructors also encourage students who enjoy the class to tell their friends and family. Instructors regularly receiving friends and family of former students. There have also been increased instances of academic counselors telling students about using World Religions as a transfer credit, a cultural literacy and elective. We have not made any other

changes, beyond offering the classes online, to facilitate access and have made no specific efforts to increase diversity. The classes seem to naturally attract a diverse audience of students.

Transfer universities such as the University of Portland consistently tell their students to look at PCC courses for prerequisites because they are less expensive and for some more convenient.

E. Describe the methods used to ensure faculty are working with Disability services to implement approved academic accommodations?

We have not done any systematic work to ensure faculty are working with Disability Services, but informal information suggests everyone is. Disability Services is very good about giving instructors ample time to note how many students will need accommodations. Testing at the testing center through DS has usually been successful in making sure students have the necessary time and materials to complete the test. Note takers, transcribers and interpreters used by students have effectively helped students complete courses. Close captioning videos by the DS has also been a service that has proven very effective.

As far as we are aware, only one hiccup has occurred in the successful collaboration with DS, which was due to a classroom accommodation. The DS did its part to inform the instructor of the number of accommodations to be made. The result was a needed last minute switch of classrooms, when the first classroom was too small to facilitate the accommodations. The instructor only knew that a change would be required due to previously having had classes in the same classroom. This appears to be the exception rather than the rule at this time.

F. Has feedback from students, community groups, transfer institutions, business, industry or government, been used to make curriculum or instructional changes?

University of Portland (UP) requested that PCC continue to teach World Religions, as it is a prerequisite for UP's programs. In addition, they have asked us to consider beginning to offer courses in Hebrew Bible and/or New Testament, as those are the other pre-requisite courses their transfer students need. And many of those students take World Religions at PCC, but scramble to find a way to meet the second course requirement. So the students have also asked, from the very first time that World Religions was offered at PCC to the present, when we were going to offer the other courses. Hence our work on the development of R 211 and R 212, which we hope to take to the Curriculum Committee before the end of this term.

Also, as noted above, students have been helpful in not only telling other people about the course but in their feedback through evaluations about how they feel about the course. This feedback is invaluable to how an instructor tweaks and improves instruction (or keeps a good thing going).

Religion in the news has actually been a good instrument for instruction, because of students are affected by the news. Sometimes instructors are in the position of clearing up misinformation as much as informing general content. In turn, media reports create a desire in students to take World Religions in order to make informed decisions about religions.

We continue to have veterans in our classrooms, which has helped instructors to understand the experience of our military forces overseas more fully and how veterans have been affected by religion in their own unique way.

As mentioned above, the changes in enrollment due to the recession and resulting employment changes has, in a way, been its own feedback. In Winter 2011 we had 11 in-class course offerings. Now we have 5. This has not affected curriculum per se, but certainly has affected the environment and instructional intentions for the classroom. All instructors make every class experience, in person or online, count.

5. Faculty: reflect on the composition, qualifications and development of the faculty

A. Provide information on

i. Quantity and quality of the faculty needed to meet the needs of Religious Studies.

For the number of classes of World Religions taught, as long as all instruction continues to be offered by part-time faculty, there needs to be at least three instructors for in-class courses, and two instructors for online. The quality of instructors should be the same for both types—at least a Masters degree in a qualified field and/or the number of required credits in the religions taught (see Instructor Qualifications).

Were we to get a Full-time Faculty member, that person would likely need to teach online plus at one campus, or potentially at multiple campuses, as currently no single campus offers sufficient classes to require a Full-time instructor. As our course offerings grow, that may change, but it is too early to say.

ii. Extent of faculty turnover, and changes anticipated in the next 5 years.

There are fewer instructors now than four years ago, by one or two. There has been turnover in the last couple of years with faculty both leaving and coming. Chris Edwards, department chair of Humanities and Communications at Rock Creek, who places instructors at both Rock Creek and Sylvania, as well as coordinating the online instruction, has indicated that there have been 6 instructors who have taught Religious Studies at least one term who are no longer with PCC. In the last year alone, the department has hired one new instructor and lost another. There will be a need to hire another as one instructor will be leaving at the end of Spring 2015.

There is only one instructor who has been teaching the World Religions sections at both Cascade and Southeast, offering a section at only one of the two campuses most terms. According to Chris, there are various reasons for the

faculty turnover, including retirement, increased workload outside of PCC, and not having enough offerings to fit instructors' availability.

When we add the additional courses (R 211 and R 212), we may need another one to two instructors, depending on the availability of current faculty to teach these classes; most, if not all, of the current faculty are qualified to teach the courses.

This trend of a certain level of instructor instability is likely to continue. Having a Full-time Faculty member in Religious Studies would help the program expand and meet institutional goals and expectations..

iii. *Extent of the reliance upon part-time faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.*

There are no full-time World Religions instructors, only part-time, which at this time number five instructors. There is no difference in the quality of education. All are required to have the Masters Degree covering the relevant subject matter with the minimum credit hours in the religions that are taught. All current instructors, except the one recently hired, have been teaching World Religions at least three years, so there is longevity and therefore a consistency of quality of instruction.

Because there are no full-time religious instructors, current part-time faculty are offering their time and resources for additional activities such as SAC program review preparation.

iv. *How the faculty composition reflects the diversity and cultural competency goals of the institution.*

There are two male and three female instructors which reflects the demographic of the classes (approximately 60 to 40 female-to-male student ratio). All instructors are Caucasian. This is largely due to the fact that we draw our part-time faculty from the population of religion scholars in the Portland area, and it is overwhelmingly Caucasian.

When we add the additional courses (R 211 and R 212), we may at least two instructors will be needed based on the availability and the ability to meet instructor qualifications for teaching these classes.

B. *Report any changes the SAC has made to instructor qualifications.*

The Integrated Studies SAC was voted into existence April of 2014. There were no instructor qualifications posted for the courses involved at that time. Since this time, the two co-chairs, Martha Bailey and Joanna Hart, and the appropriate staff have created and signed off on new instructor qualifications for the Humanities, Chicano Latino studies and Religious Studies subject areas. Qualifications for teaching the new classes will have to be set, once those are approved.

C. How have professional development activities of the faculty contributed to the strength of Religious Studies? Describe any resulting changes to instruction or curriculum.

At least two of the World Religions instructors have attended part-time faculty in-service workshops offered every September, which keeps them on top of the latest in curriculum and student retention issues. Beyond that, we do not have a record of all professional development activities of the faculty, although, because of the other employment the faculty have, each has been involved in development activities. These have not effected any curricular changes. We have not tracked individual instructional changes in response to professional development, although we know some have been made in the online courses, based on recommendations from the Distance Learning consultants.

6. Facilities and Support

A. Describe how classroom space, classroom technology, laboratory space and equipment impact student success.

The classroom space used by instructors varies, as rooms are assigned on a fairly random basis. One instructor used to receive a very small classroom for the number of students but now receives a larger one regularly as the Sylvania facility/room manager was informed of this situation. In more than one situation, there have been problems due to technology failure in a classroom. These have not long-term caused havoc with instruction, just delays in a class session. We do not use laboratory space.

B. Describe how students are using the library or other outside-the-classroom information resources.

World Religion instructors do use the library facilities for religious research session instruction, as well as to encourage students to use their resources for research projects. Roberta Roberts has been an excellent Religious Studies reference librarian for PCC in terms of being on top of useful resources in both digital and print format, as well as revising the Religion Research Guide in response to faculty input.

Also, the librarians are very responsive to requests for additional materials for religious studies classes. Impressively so.

C. Provide information on clerical, technical, administrative and/or tutoring support.

The administrative assistants we work with across the district are available when we have questions, or problems, and give the needed support for classroom instruction.

The instructors use each other for questions and support, as well as our department chairs and deans. Chris Edwards has been a key support in the development and expansion of Religious Studies. Most recently, Jackie Sandquist has been excellent as our administrative liaison, with her support for the Integrated Studies SAC members and co-chairs.

D. Provide information on how Advising, Counseling, Disability Services and other student services impact students.

We continue to need Academic counselors to tell their students about the great option that World Religions offers as a transfer credit and overall good quality selection on its own merits.

DS is a relatively easy department to work with, with the exception of the transfer from written documentation to online only, but that is to be expected. Now that the online is up and running instructors have been giving kudos to the process of online communication and follow-up by DS.

The Writing Centers are useful to students, and provide great help with writing projects. In addition, instructors have had opportunity to collaborate with Veteran services in telling veteran students about this support. One instructor had a student helped by Veterans Services in their ability to stick with the course.

E. Describe current patterns of scheduling), and address the pedagogy of Religious Studies and the needs of students.

There are currently on average five World Religion in-campus classes and three online, and have been for several terms. Class size varies per campus and per term. Sometimes they fill up and sometimes there are just enough to have the class. Web classes fill up. There has been a shift in when the classes are offered based on demand. The Saturday World Religions for now has been dropped due to lack of demand. We have success with afternoon, morning and Friday classes. There have also been evening classes offered most terms, but not as many as in the past. The classes are spread over all four campuses, though Cascade and Southeast have begun to alternate terms in which they offer World Religions, as demand has decreased.

The pedagogy of World Religions instruction varies per instructor. Instructors in campus-based classes all make use of a variety of instructional methods depending on content to be covered and the length of the class session, including lecture, films, discussion and group projects. Students have provided positive feedback in the variety and flexibility of instructional methods. The distance learning classes also provide a variety of learning activities to students.

8. Recommendations

A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion?

We don't have any specific plans outlined, although the results from this year's Learning Assessment Project may suggest some direction. Our challenge continues to be the scattered and changing nature of the faculty, such that any program we put forward in this document would not reflect the input or agreement of the majority of the faculty. Nevertheless, the class meet a real need for our students, so we believe they should continue to be offered, and in the control of those who understand the discipline of Religious Studies. Which suggests that our greatest need is either a full-time faculty member or a permanent part-time faculty member, who would have the ability to work with the rest of the faculty on curriculum, pedagogy, and so on.

B. What support do you need from administration in order to carry out your planned improvements?

The finances to pay a permanent faculty member, full or part-time. Beyond that, just support for our new curriculum, which may require a small amount of new library resources, and beyond that, the same support all similar classes get in scheduling and offering the class.

Overall Conclusion

It should be obvious by now that the biggest challenge faced by the SAC as a whole and in each particular part, is that we lack anyone who can give the SAC concentrated attention. The support offered to SAC Chairs is appreciated, but especially in a Program Review year, has not been enough. Part of the challenge is that most of the SAC has never been through a Program Review, so we have had a huge learning curve, spread out over a large number of people. If we still have some of the same faculty in five years, the next Program Review should be less challenging. We can only hope that some, if not many, of us will still be with PCC in five years.

The unique nature of this SAC has made putting together a Program Review document more than a little challenging. We apologize for the inconsistencies in style and content; each area worked independently, and then we merged the work into the document you are reading. Thank you for hanging in there with us.

And not to overemphasize the obvious, but we'd all appreciate it if somewhere among us there were a Full-time faculty member in a field within the Integrated Studies SAC.

Portland Community College

Chicano/Latino Studies Annual Report for Assessment of Outcomes Summary – June 2012

(For Degree, Certificate or Core Outcomes)

College Core Outcome - Cultural Awareness: *Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.*

Introduction

This committee met at the request of the Chicano/Latino Studies (CHLA) SAC and collected student assignments during the 2011/2012 PCC school year to assess how student's work met the College's Core Outcomes for Cultural Awareness.

Assessment Report

1. *Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in 2010-2011.*

The CHLA SAC did not meet the previous year so we were not able to complete an assessment. This year's Outcome summary will serve as a baseline for future assessments.

2. *Describe the assessment design (tool and processes) used.*

The CHLA SAC collected and evaluated 20 written assignments from CHLA courses 201 and 203. The student's work was collected during the winter and spring of the 2011/2012 school year; syllabi were not collected along with this sampling. This sample represents approximately 8 percent of the students enrolled in CHLA courses. After obtaining waivers, student's work was selected at random; we believe that the work selected represents an accurate cross sample of student work.

The papers collected were a mix of short (1-2 page) film/reading analysis and response, and longer (4-6 page) reports on student participation in local Cultural Events. The papers were distributed among three assessors who then evaluated the work providing direct assessment of student work for this report. The CHLA SAC used McKendree University's Cultural Awareness rubric, Awareness of Diverse Individuals and Cultures Competency (General Education) in our assessment (see Appendix 1). The MU Cultural Awareness Rubric gauges students' ability to "Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community". Three reviewers

met to evaluate and assess how well student assignments met this goal. Before our assessments we met as a group and went through a norming exercise with two papers, which were included in these samples. (Figure 1 charts the assessment results).

3. *Provide information about the result (i.e., what did you learn about how well students are meeting the outcomes)?*

There were four categories in the Cultural Awareness rubric (Appendix 1) and each was scored on a scale from 0-4. The categories were: Knowledge and comprehension (A), Application and demonstration of individual understanding (B), Analysis and synthesis (C) and Evaluation (D). The four possible scores were, from highest to lowest: Capstone (4), Milestone (3), Milestone (2) and Benchmark (1). As this is the first year of a CHLA assessment these figure will need to serve as a baseline for subsequent evaluations. Initial results show that when averaged out between all four categories, 38.5% of students earn a 2 or 3 on the rubric. Students scoring at the Benchmark level across all categories equal 8.25% and 12.87% of students scored at the Capstone level. When viewed individually, the majority of students score a 3, the top level of the Milestone category, across all measures, and we feel this is a good representation of student abilities.

We did note that in the Evaluation measure a larger percentage of students (16.5%) achieved only the Benchmark level than in other measures. Students' scores across all scoring levels were lower than in other measures. We do not believe that this is a completely accurate indication of students' ability to evaluate the impact of Diversity in their own lives. The CHLA SAC will need to review subsequent assessment evaluations to see if the scores in this measure increase. We must note that the range in papers reviewed may have contributed to these lower numbers, we did not review the lower scoring papers to check if they were all drawn from the shorter response papers or if they scored lower across all types of assessed work. There are also no prerequisites for students to enroll in CHLA courses, beginning the Fall of 2012 students will need to have completed WR 115, RD 115 and MTH 20 or equivalent placement test scores. We believe that these prerequisites will raise the evaluation scores.

20 Student Assignments	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
A Knowledge and comprehension	(6) 10%	(26) 43%	(25) 41.5%	(3) 5%
B Application and demonstration of individual understanding	(12) 15%	(24) 40%	(21) 35%	3) 5%
C Analysis and synthesis	(9) 15%	(25) 41.5%	(22) 36.5%	(4) 6.5%

D Evaluation	(7) 11.5%	(20) 33%	(23) 38%	(10) 16.5%
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(Figure 1)

4. *Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes.*

As this is the first assessment we will need to rely on the findings as a baseline for subsequent assessments. It is clear, however, that a few changes must be made. As stated earlier, papers selected for this assessment were drawn from Cultural Activity Reports and much shorted film/reading reviews, so we believe that a more uniform selection of papers will allow a more accurate evaluation of students' work. We also determined that the rubric used in this assessment did not fully meet our assessment needs, and so we will find another rubric to use in future College Core Outcome assessments. We believe that we must find a rubric that more fully understands Cultural Awareness as not just a component of a subject matter but, is in fact the starting point for the subject to be addressed. Because Chicano/Latino Studies starts is shaped and engaged with Cultural Minorities, we need to find an assessment tool that will better gage how students frame there work within this context, rather than one which seeks markers more suited for curricula which may have traditionally not included the perspective of culturally diverse populations.

The challenge, therefore, will be to find or develop a rubric that allows for an assessment of Cultural Awareness from a 'minority' viewpoint, not one which assumes membership within a cultural, racial, ethnic, gender, class or age majority group. Our goal will be to provide curricula and classroom assessment that challenge students to understand their own cultural backgrounds in the context of a diverse, multicultural society and, to challenge them to examine cultural practices from an emic and etic perspective.

5. *Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.*

We expected students to do well in this Core Outcome based on the nature of the subject matter, and by in large are pleased with these results. We do, however, feel that there is room for improvement for students in CHLA courses. We believe that standardizing the type of assignment selected for assessment will provide more accurate assessment of student work. We also believe that a slightly different rubric will aid the SAC in their evaluations, our goal will be to find a more suitable rubric for the

assessment of this outcome, we nonetheless feel this is a valuable assessment process that simply needs or more refine tool.

Lastly, we feel that once students take these classes having met established prerequisites the quality of their work will improve, and this too will aid in assessing their work. Once we determine if new course prerequisites affect outcomes we will be better situated to address the issues of this assessment tool and processes effectiveness.

(Appendix 1)

Performance Factor	4 Capstone	3 Milestones	2 Milestones	1 Benchmark
Knowledge and comprehension	Incorporates a broad perception of cultural diversity including age, race, gender, ethnicity, nationality, etc.; communicates insight and ownership of a personal meaning of diversity	Discusses two or three perceptions of diversity in a mixture of personal ideas and some clichés	Singular perception of diversity that seems to be influenced solely by clichéd ideas	No perception of cultural diversity or of its meaning
Application and demonstration of individual understanding	Demonstrates personal growth and a commitment to the positive practice of diversity in personal and/ or professional life	Demonstrates personal growth and a positive practice, but not a commitment to diversity in personal and/ or professional life	Superficial demonstration of diversity in personal and/ or professional life	No acknowledgement, demonstration or application of diversity in personal and/or professional life
Analysis and synthesis	Examines diversity issues, using college experience as a basis and has created significant changes in attitudes toward diversity in personal and/ or professional life	Examines diversity issues using college experience as a basis, and has created some changes in attitude toward diversity in personal and/ or professional life	Examines diversity issues using college experience as a basis, but has not created changes in attitudes toward diversity in personal and/ or professional life	Does not examine diversity issues using college experience as a basis, nor created changes in attitudes toward diversity in personal and/or professional life

Evaluation	Evaluates, assesses, and rates the impact of college experience regarding diversity and its influence on personal and/or professional life	Evaluates and assesses the impact of college experience regarding diversity and its influence on personal and/or professional life	Evaluates the impact of college experience regarding diversity and its influence on personal and/or professional life	Does not evaluate the impact of college experience regarding diversity and its influence on personal and/or professional life
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<http://www.assessment.ua.edu/Awareness of Diverse Individuals.htm>

Portland Community College

Chicano/Latino Studies Annual Report for Assessment of Outcomes Summary – June 2012

(For Degree, Certificate or Core Outcomes)

College Core Outcome - Critical Thinking and Problem Solving: *Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.*

Introduction

This committee met at the request of the Chicano/Latino Studies (CHLA) SAC and collected student assignments during the 2011/2012 PCC school year to assess how student's work met the College's Core Outcomes for Cultural Awareness.

Assessment Report

5. *Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in 2010-2011.*

The CHLA SAC did not meet the previous year so we were not able to complete an assessment. This year's Outcome summary will serve as a baseline for future assessments.

6. *Describe the assessment design (tool and processes) used.*

At the request of the CHLA SAC this committee collected and evaluated 20 written assignments from CHLA courses 201 and 203. The student's work was collected during the winter and spring of the 2011/2012 school year; syllabi were not collected along with this sampling. This sample represents approximately 8 percent of the students enrolled in CHLA courses. After obtaining waivers, student's work was selected at random; we believe that the work selected represents an accurate cross sample of student work.

The papers collected were a mix of short (1-2 page) film/reading analysis and response and longer (4-6 page) reports on student participation in local Cultural Events. The papers were distributed among three assessors who then evaluated the work providing direct assessment of student work for this report. The committee used the American Association of Colleges and Universities Critical Thinking Rubric in our assessment. The three reviewers met to evaluate and go through a norming exercise with two papers, which were included in these samples. (Figure 1 charts the assessment results).

3. *Provide information about the result (i.e., what did you learn about how well students are meeting the outcomes)?*

There were five categories in the Critical Thinking rubric and each was scored on a scale from 0-4. The categories were: Explanation of issues (A), Evidence (B), Influence of context and assumptions (C), Own perspective, hypothesis, or position (D) and Conclusions, implications and consequences (E). The five possible scores were, from highest to lowest: Capstone (4), Milestone (3), Milestone (2) and Benchmark (1). In evaluating the results, we find that the 74.3% of students scored in the 3 and 2 range of scores, with the majority earning a 3 on all five measures except (E) Conclusions, implications and consequences. In this measure the majority of students scored a 2 by four percentage points. Students earned the highest scores in measure (A), Evidence, while the lowest scores in the same measure were on par with the lowest scores in all measures except (E). We are happy with these results and feel that they are an adequate reflection of student work.

The high percentage (18%) of students scoring in the lowest level on measure (E) - Conclusions, implications and consequences - is a concern and will be examined more closely in subsequent assessments. This committee is unsure of the cause behind this result.

As this is the first year of a CHLA assessment these figure will need to serve as a baseline for subsequent evaluations. We feel that once students complete the prerequisites of WR 115, RD 115 and MTH 20 or equivalent placement test scores that the scores across all measures will increase.

(Figure 1)

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Totals
A	12 (20%)	24 (40%)	16 (26%)	8 (13%)	
B	3 (5%)	23 (38%)	26 (34%)	8 (13%)	
C	3 (5%)	28 (46.5%)	21 (35%)	8 (13%)	
D	7 (11.5%)	29 (48%)	17 (28%)	7 (11.5%)	
E	3 (5%)	22 (36%)	24 (40%)	11 (18%)	

4. *Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc.).*

Once students meet the new prerequisites we hope that the quality of their work will improve, and that will aid in assessing their work. Once we determine if new course pre-requisites affect outcomes we will be better situated to address the issues of this assessment tool and processes effectiveness.

Another change to be implemented is to state make clearer to students what skills they are employing with a particular lesson or assignment. Students may use critical thinking in the fulfillment of an assignment but not fully grasp that it's an integral part of the assignment. Therefore, they should be reminded of this in the syllabus, at the start of each section, in the instructions for assignments and perhaps classroom discussions would also aid in making this more explicit to them.

5. *Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.*

The only change we believe is necessary, at this time, is to standardize the type of assignment selected for assessment. As a SAC we believe that the measurement of these Core Outcomes have merit, we, however, also think that a more accurate assessment of student work is important. A good first move toward a more accurate assessment will be the selection of assignments that more accurately reflect this kind of work, i.e. longer assignments where student writing can be better gauged for meeting the rubric criteria. Otherwise, at this time, we do not believe that this tool needs revision.

CHLA--Appendix 3

The SAS System

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Chicano/Latino Studies

COLLEGEWIDE TABLES (Excl Campus 6): Race/Ethnicity Distribution		Total	Foreign National	Multi-Racial	African American	Pacific Islander	Asian	American Indian/Alaska Native	Hispanic	White Non-Hispanic
		N	%	%	%	%	%	%	%	%
		Collegewide, Excl Campus 6								
	2011-2012	224	1.3	2.7	7.6	.	1.8	1.3	50.0	35.3
	2012-2013	209	2.4	5.3	5.3	.	1.0	0.5	50.7	34.9
	2013-2014	149	1.3	2.7	4.0	1.3	1.3	.	61.1	28.2

Chicano/Latino Studies

COLLEGEWIDE TABLES (Excl Campus 6): Age Distribution		14-17	18-20	21-25	26-30	31-40	41-50	51-60	61+	
		N	%	%	%	%	%	%	%	
		Collegewide, Excl Campus 6								
	2011-2012	245	3.3	21.6	26.5	23.3	18.8	5.3	0.8	0.4
	2012-2013	225	0.9	17.3	30.7	19.1	22.2	6.7	2.2	0.9
	2013-2014	158	3.2	24.1	25.9	20.9	21.5	3.2	0.6	0.6

Source: Banner End-of-Term Extracts, Excluding Campus 6

Chicano/Latino Studies

COLLEGEWIDE TABLES (Excl Campus 6): Full Time Equivalent (Student FTE) Enrollment and % Change	2009-10	Percent Change: 08-09 to 09-10	2010-11	Percent Change: 09-10 to 10-11	2011-12	Percent Change: 10-11 to 11-12	2012-13	Percent Change: 11-12 to 12-13	2013-14	Percent Change: 12-13 to 13-14
	Total	%	Total	%	Total	%	Total	%	Total	%
Collegewide, Excl Campus 6	13.1	□□□□	22.8	□□□□	25.2	□□□□	20.0	□□□□	14.3	□□□□

Chicano/Latino Studies

COLLEGEWIDE TABLES (Excl Campus 6): Unduplicated Headcount Enrollment and % Change	2009-10	Percent Change: 08-09 to 09-10	2010-11	Percent Change: 09-10 to 10-11	2011-12	Percent Change: 10-11 to 11-12	2012-13	Percent Change: 11-12 to 12-13	2013-14	Percent Change: 12-13 to 13-14
	Total	%	Total	%	Total	%	Total	%	Total	%
Collegewide, Excl Campus 6	129	□□□□	232	□□□□	246	□□□□	225	□□□□	158	□□□□

Chicano/Latino Studies

COLLEGEWIDE TABLES (Excl Campus 6): Gender Distribution		Female	Male
	N	%	%
Collegewide, Excl Campus 6			
	2011-2012	246	33.3
	2012-2013	224	33.0
	2013-2014	158	34.2

Source: Banner End-of-Term Extracts, Excluding Campus 6

Chicano/Latino Studies

CAMPUS TABLES: Enrollment (Seats Taken), by Course		2011-12			2012-13			2013-14		
		Total	Change	%	Total	Change	%	Total	Change	%
CHLA 201	Cascade	.	.	□	20	.	□	30	10	□□□
	Rock Creek	193	5	□□□	199	6	□□□	134	-65	□□□□
CHLA 202	Rock Creek	72	20	□□□□	11	-61	□□□□	.	.	□
CHLA 203	Rock Creek	22	-2	□□□□	.	.	□	.	.	□

Chicano/Latino Studies

CAMPUS TABLES: Gender Distribution		Female		Male
		N	%	%
Collegewide, Excl Campus 6				
	2011-2012	246	66.7	33.3
	2012-2013	224	67.0	33.0
	2013-2014	158	65.8	34.2
Cascade	2012-2013	20	70.0	30.0
	2013-2014	29	82.8	17.2
Rock Creek	2011-2012	246	66.7	33.3
	2012-2013	204	66.7	33.3
	2013-2014	129	62.0	38.0

Source: Banner End-of-Term Extracts, Excluding Campus 6

Chicano/Latino Studies

CAMPUS TABLES: Race/Ethnicity Distribution		Total	Foreign National	Multi-Racial	African American	Pacific Islander	Asian	American Indian/Alaska Native	Hispanic	White Non-Hispanic
		N	%	%	%	%	%	%	%	%
Collegewide, Excl Campus 6	2011-2012	224	1.3	2.7	7.6	.	1.8	1.3	50.0	35.3
	2012-2013	209	2.4	5.3	5.3	.	1.0	0.5	50.7	34.9
	2013-2014	149	1.3	2.7	4.0	1.3	1.3	.	61.1	28.2
Cascade	2012-2013	17	17.6	11.8	47.1	23.5
	2013-2014	26	3.8	.	7.7	3.8	.	.	53.8	30.8
Rock Creek	2011-2012	224	1.3	2.7	7.6	.	1.8	1.3	50.0	35.3
	2012-2013	192	1.0	4.7	5.7	.	1.0	0.5	51.0	35.9
	2013-2014	123	0.8	3.3	3.3	0.8	1.6	.	62.6	27.6

Chicano/Latino Studies

CAMPUS TABLES: Age Distribution		14-17	18-20	21-25	26-30	31-40	41-50	51-60	61+	
		N	%	%	%	%	%	%	%	
Collegewide, Excl Campus 6	2011-2012	245	3.3	21.6	26.5	23.3	18.8	5.3	0.8	0.4
	2012-2013	225	0.9	17.3	30.7	19.1	22.2	6.7	2.2	0.9
	2013-2014	158	3.2	24.1	25.9	20.9	21.5	3.2	0.6	0.6

(Continued)

Source: Banner End-of-Term Extracts, Excluding Campus 6

Chicano/Latino Studies

CAMPUS TABLES: Age Distribution		14-17		18-20	21-25	26-30	31-40	41-50	51-60	61+
		N	%	%	%	%	%	%	%	%
Cascade	2012-2013	20	.	30.0	25.0	20.0	20.0	.	5.0	.
	2013-2014	29	.	17.2	34.5	20.7	17.2	10.3	.	.
Rock Creek	2011-2012	245	3.3	21.6	26.5	23.3	18.8	5.3	0.8	0.4
	2012-2013	205	1.0	16.1	31.2	19.0	22.4	7.3	2.0	1.0
	2013-2014	129	3.9	25.6	24.0	20.9	22.5	1.6	0.8	0.8

Chicano/Latino Studies

CAMPUS TABLES: Percent Distribution of Students who Indicate they are Degree-Seeking or Non-Degree-Seeking		All	Degree Seeking	Non-Degree Seeking
		N	%	%
Collegewide, Excl Campus 6				
	2011-2012	246	92.7	7.3
	2012-2013	225	95.1	4.9
	2013-2014	158	96.8	3.2
Cascade	2012-2013	20	100.0	.
	2013-2014	29	96.6	3.4
Rock Creek	2011-2012	246	92.7	7.3
	2012-2013	205	94.6	5.4
	2013-2014	129	96.9	3.1

Source: Banner End-of-Term Extracts, Excluding Campus 6

Chicano/Latino Studies

CAMPUS TABLES: Percent Distribution of Students by the Area in which they Reside	Academic Year			
	2012-2013		2013-2014	
	Campus		Campus	
	Cascade	Rock Creek	Cascade	Rock Creek
	%	%	%	%
Upper North/Northeast Portland	25.0	8.3	41.4	7.8
Inner City/Holladay Park	15.0	7.3	10.3	3.9
Central East County	5.0	6.3	10.3	6.2
Southeast Portland	15.0	9.8	3.4	10.1
Lake Oswego/SW Portland	.	1.0	.	1.6
Downtown/Inner NW/Inner SW Portland	.	2.4	10.3	3.1
Outer SW Portland/Beaverton	.	2.4	6.9	3.9
Aloha/Farmington	.	14.1	.	14.0
Tigard/Tualatin/King City	.	3.4	3.4	4.7
Hillsboro/Forest Grove	.	17.1	.	19.4
Yamhill County/Sherwood	.	0.5	.	3.1
Rock Creek/West District	5.0	0.5	.	2.3
Columbia County/Hwy 30 Corridor	.	1.0	.	.
Outer Northwest/St. Johns	.	2.9	.	2.3
Other Oregon	30.0	14.1	6.9	16.3
Washington State	5.0	3.9	6.9	1.6

(Continued)

Source: Banner End-of-Term Extracts, Excluding Campus 6

Assessment Example #1

Discussion on Values

Students are asked to engage in an online discussion after watching a video entitled “The Value of Studying the Humanities” and completed an individual assessment of personal, learned and collective values. This discussion takes place the first week of the class and is readdressed the final week of the class.

Link to Video:

<http://spot.pcc.edu/~mellelso/HUM100/The-Value-of-Studying-the-Humanities/The-Value-of-Studying-the-Humanities.html>

Individual Assessment Tool:

(see attachment labeled “Values Tool”)

Online Discussion Prompt:

This is a three part post. First provide the class with a brief introduction of yourself (educational goals, reason for taking the course, online course work experience).

Second, look over your selections from the Values Exercise you completed. Choose one personal, one learned, and one collective value to write about in this discussion. I want you to write an initial post (by Thursday) about why you selected the values you did in the exercise. Think about what the particular values mean to you as individual, and where, what or who provided influence to adopt the value.

Third, after reading the introduction in the textbook, how do you think broader societal values influence individuals?

Grading Rubric:

Criteria	Ratings		Pts
Initial Post – on time and addresses all elements of the prompt	Full Marks 7 pts	No Marks 0 pts	7 pts
Responses - Responded to at least two peers	Full Marks 4 pts	No Marks 0 pts	4 pts
Quality of Responses - Responses gave details or examples or raised	Full	No	2 pts

Criteria	Ratings		Pts
additional points via questions.	Marks 2 pts	Marks 0 pts	
Beyond Minimum requirements - Provided more than the minimum required amount of responses.	Full Marks 2 pts	No Marks 0 pts	2 pts
Total Points: 15			

Example of Student Post:

Hello, my name is xxxxxxxx, I am a returning student, after a 20-year break! This is my first online course. I am a single mother of eight children and I am taking this course as a requirement to finish my bachelors degree in biblical studies. I then plan to pursue my master's degree in counseling.

The 3 values I chose were: justice (personal), love (learned), and freedom (collective).

Justice is a personal value I hold. I simply love justice and something inside of me yearns to see that justice be done, that those who are weak and vulnerable be protected and that those who use their power to oppress others be held accountable for any misuse of power. Though I believe that I was created with this strong sense of justice, I know it was also learned through my exposure to the Judeo-Christian tradition, which clearly represents the value of justice in its scriptures.

Love is one of my learned values. With the recent passing of my dad I am reminded that he demonstrated to me what unconditional love and acceptance look like. He served, helped, respected, valued, and encouraged me throughout my life and it is my heart's cry to love my own children the way he loved me.

Freedom is one of the collective values I hold. Growing up in a country where I was free to choose my religion, my own way of doing things, and even having a voice to express my beliefs and opinions, all this was taught and reinforced by growing up in a country where there was no retaliation for practicing that freedom. In many ways I know I have taken for granted my freedom simply because I have not had to face the loss of it or the fear that I would experience a negative consequence for expressing it.

I am certain that broader societal values influence individuals. I have sometimes wondered how differently I might live if I had been born in an African culture where relationships and place in community were valued more than personal goals and individuality? (What if I've been doing it wrong all this time?) But it was reassuring to me to read the part in the introduction that referred to how the great artists are admired by people all over the world, regardless of their culture. "This is indicative of our common bonds, our shared humanity.... we have more

commonalities that unite us than we have differences that divide us." (page xix) I guess that is what I look forward to most about this course: learning from the various disciplines what I can, and having my own life enriched through that.

HUM—Appendix 2

HUM 202 Final Project

Greetings Humanities Students! All quarter, we have been building our learning community as we've discussed critical issues in the intersections between our human experiences in this technological world our lives are immersed within. For our final project, it's your opportunity to add to our course knowledge.

Each student will create his/her own topic that relates to the major themes we've covered in HUM 202 (examples: bioethics, war technologies, government surveillance, gendered technologies, feminist/Marxist readings of modern technologies, etc.). Your topic should be original, specific, and something that you are passionate about researching.

Each student will write a brief research paper (2-4 pages typed and double/spaced with 3 sources), create a "visual aide" to physically represent the topic (such as a video, slideshow, poster, or other creative object), and prepare a 3-5 minute presentation to be given in class during finals week.

Here is the breakdown of grading for your project:

CAPSTONE RUBRIC

Total: 100

Breakdown

- Topic Choice: 10 points
 - you must tell me your topic by the due date we determine in class in order to receive these points
- Written Justification: 40 points
 - your paper should be at least 2-4 pages, typed, double-spaced
 - your paper must contain at least 3 sources, listed at the end in a standard bibliography
 - your paper should represent college-level writing and research skills
- Visual Aide and Presentation: 50 points
 - prepare a visual aide for your project and provide a brief presentation of your work
 - the more creative, the better
 - using note cards or an outline can help your presentation to remain focused

HUM—Appendix 3

Humanities 100 Assessment Example – The Art Detective Project

The Introductory course for the Humanities allows students the opportunity to explore six academic disciplines including Art, Music, History, Literature, Philosophy and Religion. The purpose of the Art Detective project I assign each quarter provides students with the opportunity to conduct research on one piece of art and share their findings and knowledge with the class. Ultimately, the class gets exposed to 30 different pieces of art that range in era, genre, medium, and expression. The learning outcomes for this project are listed below. The directions the students receive are at the end of this document.

Learning Outcomes for the Art Detective Project

1. **By researching a piece of art and listening to their peers presentations, students gain an understanding of how the fine arts serve as expressions of the human experience.**
2. **After researching their individual art piece and listening to their peers presentations, students practice the ability to critically appreciate historical and contemporary fine art forms as they relate to individual and**

social needs and values and apply knowledge of historical, social, and cultural influences to understanding a work of art.

- 3. After watching in the library research video developed for the course, conducting personal research, and developing a citation page, students learn how to properly reference the sources they employed to develop their presentation on the art work of their choice.**
- 4. By presenting their project, students develop their oral communication skills.**

Art Detective Project Instructions

For this project, I am asking you to research a piece of artwork. To begin narrow down your interests by considering what type of art appeals to you. For example, do you want to research a piece of art from the western, Islamic, African, Eastern traditions? Or do you know who your favorite artist is already (ex. Henri Matisse)? Once you select your topic, you can begin the detective process by researching your art work by visiting the library or reviewing websites. You need to watch the video prepared for you by our Research Librarians who will offer guidance for finding solid sources to develop your presentation AND to help you create your citation page.

On November 25th each student will present their art work to the class. You have 3 minutes each to cover the following elements. Below are the following elements I want you to cover when sharing with the class your artwork.

Requirements:

Select a piece of art that is either "two" or "three" dimensional or time based (sculpture is an example of "three" dimensional, a painting is an example of "two" dimensional art and a video installation is an example of a "time-based" art). No personal or family art is allowed. Architecture is not allowed either.

1. Title of the piece of art work you selected, the medium, time period in which it was created, and cultural influence (African, western, etc....).
2. Provide a few details about the artist and their era.
3. Explain who commissioned the art work (was it a wealthy benefactor? a corporation? A municipality or did the artist create on his or her own time, etc...)
4. Where is this piece of art housed now?
5. Add any additional details about the art work. For example, was the art work stolen, misplaced, damaged, purchased by an iconic historical figure, etc....?
6. Provide a digital image of your piece of art to be projected while you give your presentation. The only visual aid should be the art piece image.

Be sure to supply me with a citation page or slide in your power point. Wikipedia and "about.com" are NOT an acceptable sources for the projects for this course as it is not a peer reviewed website. (The Research Librarian's video will cover this detail).

HINT: Think about going to a library and check out an art history book to begin your research (Gardner's is a great a great place to start)

Another helpful online source includes:

Oxford Grove Art Online (visit the Library webpage)

Art Detective Project

You've already rated students with this rubric. Any major changes could affect their assessment results.

Art Detective Project

Criteria	Ratings	Pts
Identified the art work, the medium and cultural influence	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	3 pts
Details about the artist – Brief Biographical Sketch connects the artist with his or her era	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Description of criterion Commissioned – Who Commissioned the work? If no one, how did the artist support him or herself?	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	3 pts
Description of criterion Where is the art work now located?	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	3 pts
Description of criterion Additional details – was it ever damaged, stolen or lost (for example)?	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Quality of Project – Information delivered to class was prepared and presented all the information in a timely manner	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	4 pts
Description of criterion Sources – Did you provide a list of the sources you used to develop your project and did you use the proper format as offered in the handout?	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	2 pts
Total Points: 25		

HUM—Appendix 4

Humanities 221 Oral Presentation Rubric

Presenter Name: _____

Leader: _____

Thesis — 5 pts

4-5	A clear claim which draws on information presented in this class.
2-3	The claim is muddled and difficult to understand, draws on assumptions outside of course materials.
0-1	Central thesis is very weak or non-existent.

Introduction — 10pts

9-10	Is clear, concise and effectively outlines the leader and their style. Effectively integrates media or graphical content.
7-8	Basic information (like birthplace, religion, etc.) about the leader is presented, but the introduction lacks a compelling narrative about the individual as a leader. Media is present.
5-6	Introduction is muddled and does not focus the individual's leadership style or accomplishments. Media is either present or only tangentially related to the topic.
0-5	Information and/or multimedia is either missing, incorrect, culturally offensive or so incoherent it misinforms viewer.

Background — 10 pts.

9-10	Information is complete and directly relates to the development of the leader, their style and future accomplishments. Additional media reinforces the narrative and engages the audience.
7-8	Adequately summarizes the conditions which compelled the leader, but the narrative drifts away from the topic of leadership. Media is present.
5-6	Is incomplete or lacks any relevance to the topic of leadership development. Media is either not present or only loosely related to the topic.
5-0	Incorrect, absent or culturally offensive information provide the viewer with little or no background.

Leadership Style — 35 pts.

30-35	Student has created a compelling argument, outlining at least five leadership aspects (five units from class shown used) which support their thesis. Media is used to reinforce claims and enhance the argument.
25-30	Student has an adequate argument, outlines at least three leadership aspects (3 units from class) that support the assessment of leadership style. Media presents concepts.
20-25	Student has presented less than three pieces of evidence of leadership analysis, or their analysis has led them to contradict their thesis. Media is weak and/or irrelevant.
0-20	Student has presented incorrect or culturally offensive information or undermines their own claim. Media is non-existent.

Peer Evaluation

Preparation — 5 pts.

- | | |
|-----|--|
| 5 | Presentation is well organized with a clear and concise structure. Student avoids rambling and or excessive reading from presentation materials. Media is a compliment to the presentation and is not redundant. |
| 3-4 | Presentation is clear, but often becomes repetitious or rambling. Media is present, though does not fully engage the audience in the presentation. Student did not complete the presentation in the time allotted and ran over-time. |
| 1-2 | Presentation was confused and difficult to follow due to a lack of preparation. Media was either not present or dysfunctional (like slides that won't play). Presentation did not meet the minimum time requirement. |
| 0 | Presentation contained incorrect, culturally offensive or incoherent information which misinforms the viewers. Media is non-existent. |

Engaging — 5 pts.

- | | |
|-----|---|
| 5 | The presentation was both informative and interesting, and effectively utilized media to engage the audience. |
| 3-4 | The presentation was informative but did not captivate the audience. It lagged in parts. |
| 1-2 | The presentation lacked attention grabbing information or media, resulting in disinterest. |
| 0 | The presentation was dull and presenter seemed bored with their own presentation. |

Comments

How well was the leadership style of this person connected to the topics discussed in class?

How useful was the visual aid?

What did the presenter do BEST?

What could the presenter have IMPROVED?

Humanities 221 Final Paper Assignment and Rubric

Research Paper total possible 200 pts (40%). **Due by midnight on the day listed on syllabus** each student select someone he or she believes exemplifies many of the leadership qualities we explore during the course. The person you write the paper on will be the same person you describe in class for your presentation. The research paper should be 6-8 pages in length. I expect that you will provide me with a list of sources for your research and that you will read at least one biography on the person cover to cover, not rely only upon websites.

Whenever you quote, paraphrase, summarize, or otherwise refer to the work of another, you are required to cite source, either by way of parenthetical documentation or by means of a footnote (MLA or APA).

The final paper is not a history paper, you should use the topics in class as your outline or guide. The final paper should describe in detail the leadership style of your chosen person using examples. The syllabus topics are a way to think about your leader i.e., describe their vision and values, give an example of their ethics and moral how do they lead others, personal style, etc.

Below are ten questions; one for each unit we've studied. To do well on this assignment you need to answer at least seven of them. In order to answer all these questions in the pages allotted, your essay must be coherent and well organized. When answering questions, be sure to cite examples and evidence to support your claim.

1. What is your leader's communication style and how did it contribute to their overall success?
2. What is your leader's personal leadership philosophy? Include analysis of the Four Competencies and Ten Traits?
3. How did your leader incorporate service into their leadership style?
4. How was your leader's vision articulated?
5. What are examples of your leader's decision-making process? What did (s)he prioritize?
6. How did your leader build his/her team? What type of skills did these people bring to the team?
7. Which populations identified with and were empowered by your leader? Who was led?
8. What is your leader's ethical foundation? What oriented their moral compass?
9. How did conflict shape your leader's style and success?
10. Was your leader successful? Did they realize the change they advocated for?

Structure and clarity 20 pts.

- 18-20 Paper is clearly written and well organized. There are only a couple of spelling or grammatical errors.
- 15-17 Paper has some organizational issues which muddle the meaning. It has a few spelling or grammatical errors.
- 10-14 Paper is poorly organized and often confusing. It has significant grammatical and/or spelling errors.
- 0-10 Paper is incoherent, threatening or culturally insensitive.

Introduction 20 pts.

- 18-20 Introduction briefly introduces and summarizes the leader. It clearly outlines their important accomplishments and provides the necessary information to begin an in-depth analysis of their leadership style.
- 15-17 Introduction introduces the leader but loses focus on their leadership. The intro partially provides foundational facts for a leadership analysis.
- 10-14 The introduction is too biographical and drifts significantly from the topic of leadership.
- 0-10 Introduction is absent, incoherent, threatening or culturally insensitive.

HUM—Appendix 5

Humanities Program Review

Course Enrollment Data Report

April 2015

Overview of Data and Process

Humanities courses at Portland Community College comprise a core, fundamental underpinning of the liberal arts curriculum, serving a diverse population of learners across a wide spectrum of majors, distributions, and degree plans. The following charts present enrollment numbers for the majority of active catalogue courses in Humanities across the two primary instructional campuses, Cascade and Rock Creek. The courses included in this data collection include the following:

HUM 100: Introduction to Humanities

HUM 201: Humanities and Technology, Exploring Origins

HUM 202: Humanities and Technology, Contemporary Issues

HUM 203: Humanities and Technology, Future Directions

HUM 221: Leadership Development

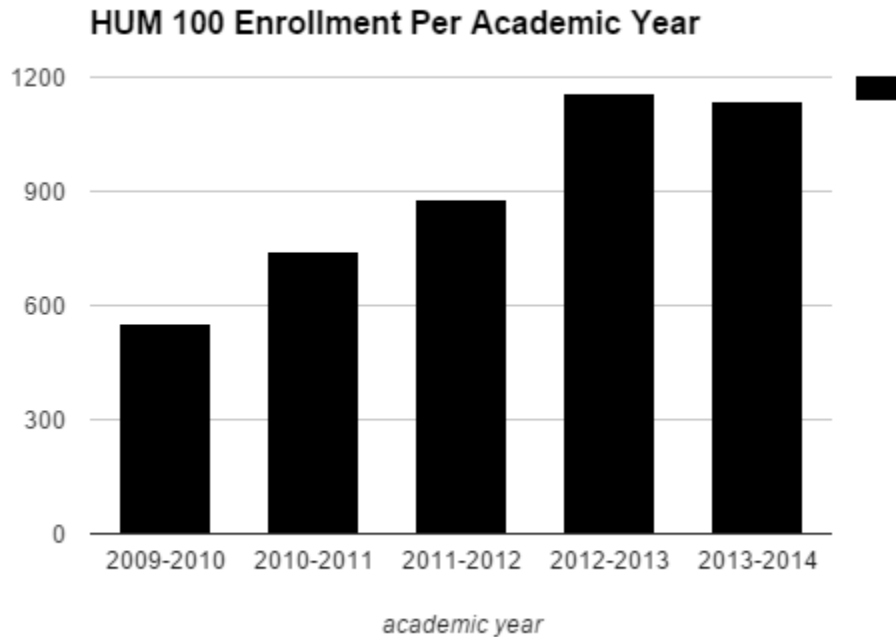
HUM 214: Race and Racism

HUM 206: African Art

To compile the graphical data, enrollment numbers were collected for each of the specific courses, with no distinctive variation for number of sections/offering. Total students enrolled were then graphically displayed with delineation of quarter/term and year. Results are listed in this report in graphs specific to each individual course.

Graphical Section I: Quantitative Summary Data and Interpretive Results

The following chart represents compiled enrollment data from all included HUM courses. The enrollment numbers are divided on an academic year basis, including summer term, with no distinction between section offerings or instructional locations. This is a sum of enrollment across the Humanities offering, to demonstrate the actual number of students in Humanities courses at PCC throughout the past five years.

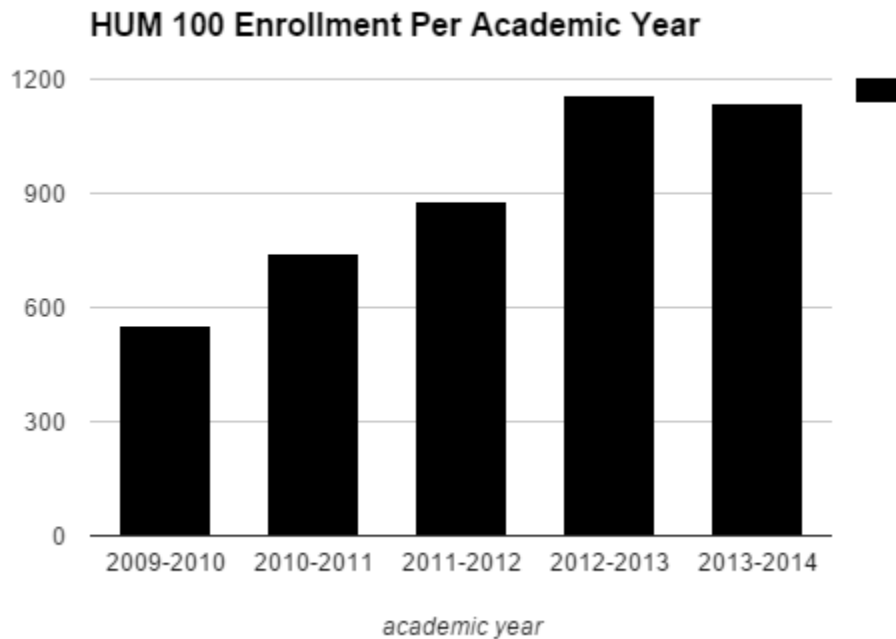


The summary enrollment data presented in this chart clearly demonstrates the impact Humanities classes have on enrollments across the PCC instructional district. Despite a variable economic climate and overall enrollment downturns in PCC enrollments, Humanities courses have continued to not only survive, but thrive. The number of students enrolling in Humanities courses at PCC continues to grow by significant margins each academic year.

Graphical Section II: Quantitative Per-Course Data and Interpretive Results

Subsection II.I HUM 100

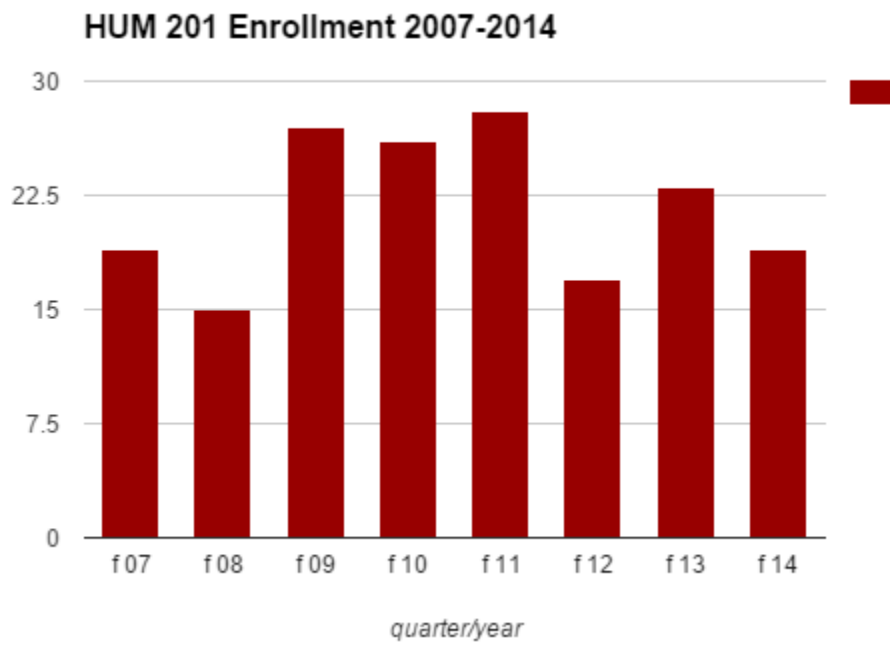
The following graphical data illustrates enrollment in HUM 100 Introduction to Humanities. Unlike the other graphs in this report, enrollment numbers for HUM 100 have been tallied per total academic year summary rather than a term-by-term itemization. Because Introduction to Humanities is the proverbial “bread and butter” course of our discipline, the number of section offerings and total student enrollments each quarter preclude a quarterly listing too tedious and cumbersome a method of relaying the data trends. Rather, a five-year history of enrollment totals have been tallied and distributed as academic years which span fall, winter, spring, and summer quarters.



As the data clearly illustrates in the preceding chart, enrollment for HUM 100 has blossomed and expanded dramatically over the past five years, demonstrating this course’s broad-spectrum appeal to students. Introduction to Humanities is considered a foundational Humanities course, beneficial for students with any major and a variety of academic interests. This core course provides students with a wide range of subject applicability and an expandable knowledge base that will serve an individual well in nearly any academic or technical career path. Since 2007, HUM 100 course offerings have expanded from the original location at Cascade campus and multiple sections are now offered throughout every quarter each year at both Cascade as well as Rock Creek.

Subsection II.II HUM 201

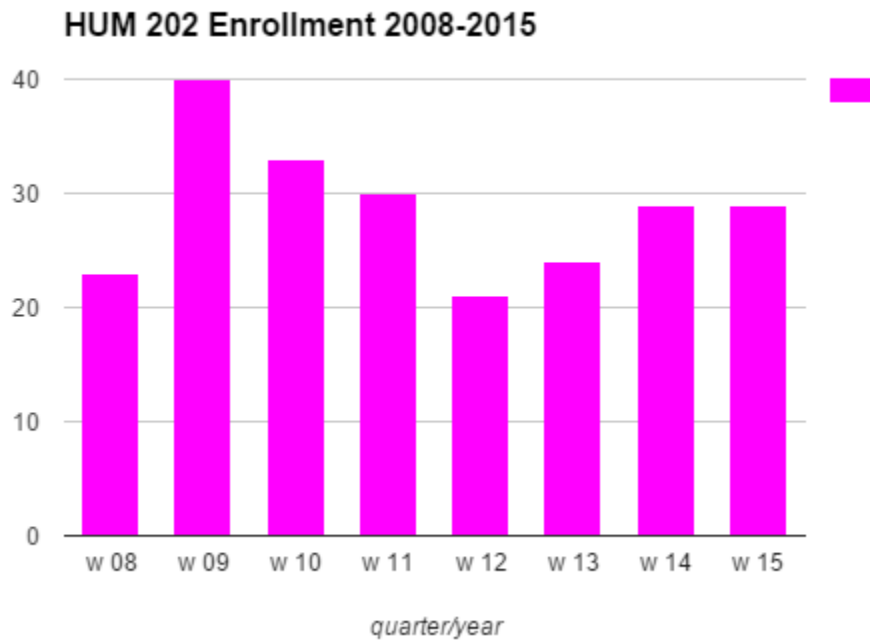
The following graphical data presents total course enrollment for HUM 201 Humanities and Technology: Exploring Origins. This course is only offered during the fall quarter, and the enrollment data spans fall 2007-fall 2014.



As evidenced by the graphical data, enrollment in HUM 201 has remained stable overall throughout the past seven years. 2009-2011 enrollment reflects the uptick in student numbers enjoyed by many colleges during the economic downfall. Despite overall reduction in total campus enrollments in the terms following the recession, no HUM 201 sections have been cancelled due to lack of enrollment.

Subsection II.III HUM 202

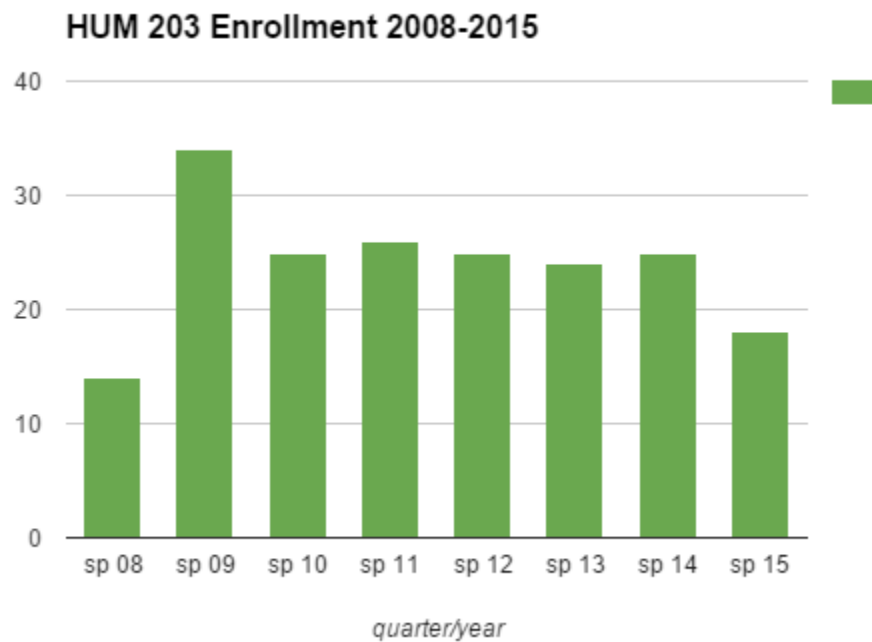
The following graphical data presents total course enrollment for HUM 202 Humanities and Technology: Contemporary Issues. This course is only offered during the winter quarter, and enrollment data spans from winter 2008-winter 2015.



As evidenced by the graphical data, enrollment in HUM 202 has remained viable throughout the past seven years of term offerings. The dramatic jump in enrollment for winter 2009 represents a two-section offering. The HUM 201, 202, and 203 Humanities and Technology 3-course series has been housed, historically, at the Cascade campus. However, in winter 2009 a section of this course was brought to Rock Creek with strong enrollment numbers, demonstrating growth in Humanities offerings as well as student demand for varied Humanities courses at multiple instructional locations.

Subsection II.IV HUM 203

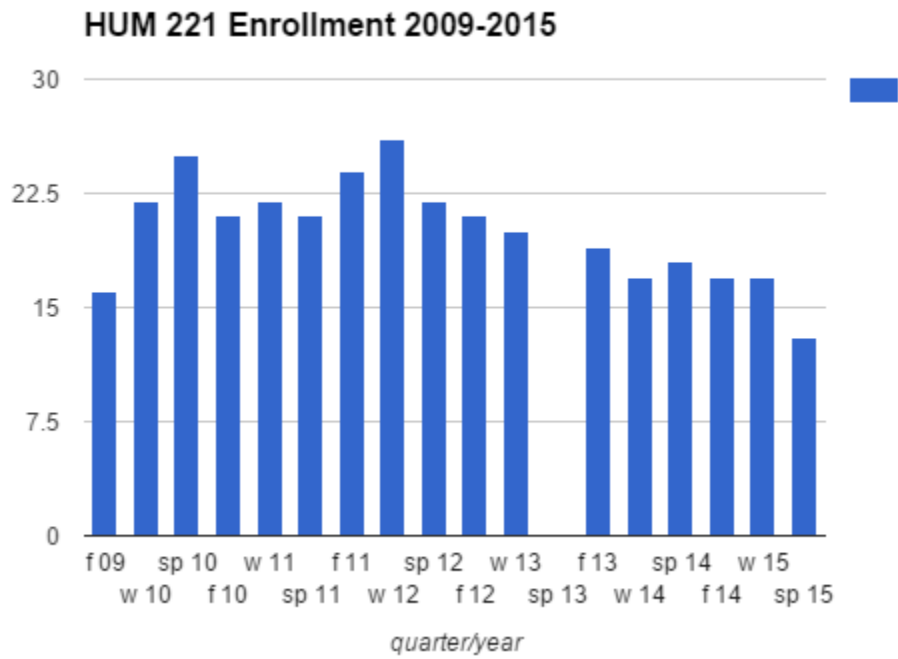
The following graphical data presents total course enrollment for HUM 203 Humanities and Technology: Future Directions. This course is only offered during the spring term, and enrollment data spans spring 2008-spring 2015.



The preceding data chart illustrates the extremely consistent enrollment HUM 203 courses have exhibited throughout the past seven years of recorded offerings. As noted in previous graphical interpretive summaries, many courses experienced intense growth during the 2009-2010 academic year in the midst of national economic downturn. Also with other Humanities courses, even as overall campus enrollments begin to decline the majority of these classes remain consistent in enrollment patterns, with numbers that remain more robust than during the fall 2008 quarter.

Subsection II.V HUM 221

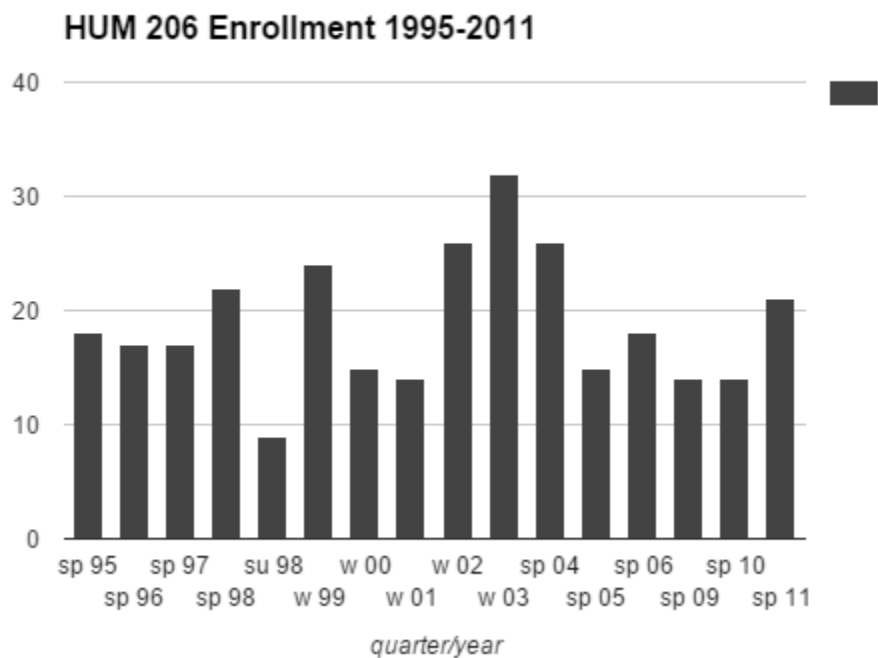
The following graphical data presents total course enrollment for HUM 221 Leadership Development. This enrollment data spans fall, winter, and spring quarters from academic years 2009-2015 (with omission of future-dated fall 2015 quarter).



As evidenced by the graphical data, HUM 221 enrollment has remained viable despite various fluctuations in the local, regional, and national economic climates. Although some quarters clearly show higher enrollment than others, it is vital to note that this course is offered three terms per year, which demonstrates that there is consistent student interest and demand for the Leadership Development course, with many sections filling at or near capacity since the fall 2009 academic quarter.

Subsection II.VI HUM 206

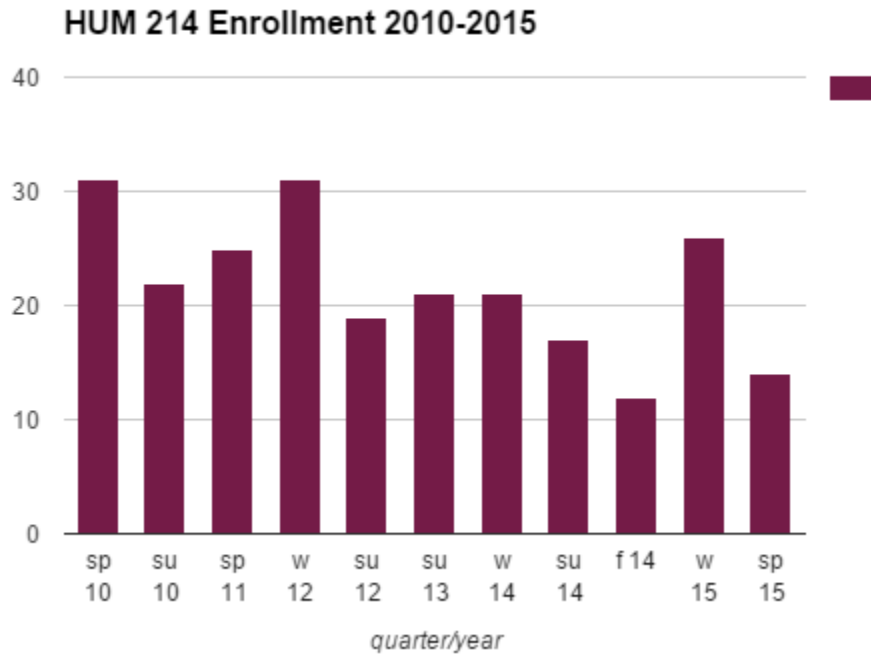
The following graphical data presents total course enrollment for HUM 206 African Art. The enrollment data spans variable quarters from 1995 through 2011. The year and term ranges in this graph span a longer distance of time than other HUM courses in this report because HUM 206 has not been offered as regularly as some of the other HUM courses, although the course remains an active offering in the PCC schedule.



As illustrated by the graphical data, HUM 206 has a long history of offerings and enrollments spanning back to the mid-1990's. Although this course has not been offered every term or even every year, as evidenced by the enrollment data that has been significant student interest in the African Art course at the Cascade campus and this course continues to be an active catalogue item. Although many courses experience the strongest enrollment during fall and spring quarters (consistent with overall registration trends throughout the majority of the district), HUM 206 has excelled during the oft hard-to-fill summer quarters, making this course a valuable asset to our Humanities offerings.

Subsection II.VII HUM 214

The following graphical data presents total enrollment in HUM 214 Race and Racism. The enrollment data spans variable quarters, denoted in graph, from spring 2010 through spring 2015.



Final Interpretive Conclusions

As evidenced by the preceding data, PCC offers a wide variety of Humanities courses to serve a variety of student, degree, and program needs. As the enrollment numbers clearly demonstrate, these courses have exhibited stable overall numbers despite severe fluctuations in the national and state economies as well as periods of overall enrollment drought in higher education. Although we represent an aggregate of classes with neither a dedicated full-time position nor central leadership, this is far from a dying department. Rather, our classes are thriving thanks to passionate instructors who bring expertise and excitement to the classroom. With our combined backgrounds, skills, and experiences, we have knit together an outstanding offering of Humanities courses which offer each and every PCC student a unique opportunity for intellectual, academic, as well as personal growth.

R—Appendix 1

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

To complete this Assessment Report, please address the questions below, and send to learningassessment@pcc.edu by **June 20, 2011**; subject line: REPORT Assessment [SAC]

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.

(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).

In 10-11, all SACs should have reported on the Critical Thinking Core Outcome. Were any changes to content, materials, pedagogy, etc. made as a result?

No assessment was done in 09-10, so there was nothing to report. We did include Critical Thinking along with the two Core Outcomes for 10-11, so that we could include our assessment in relation to possible changes for 11-12.

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)?

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

a. Describe the method(s) you used.

Include relevant information about:

- The students (how many, where in your program (one class, a group of classes, end of degree?))
- The nature of the assessment (written work, project, exam, performance task, observation etc.).
- How was the assessment evaluated?

Religious Studies functions under the Humanities SAC. However, we chose to assess just the R 210 (World Religions) classes, as this is a relatively new subject area at PCC, and now has enough sections to make assessment of the classes meaningful. There are no full-time Religious Studies faculty, so the assessment was carried out by two part-time faculty. The two other part-time faculty teaching the class were invited to participate, but declined to do so.

The assessment was done in four of the seven sections of R 210 in the Winter Quarter. About 100 students were involved in the assessment activity. The classes involved included two at Sylvania, one at Rock Creek and one at Cascade.

The assessment was done by giving the students a brief scenario, which asked them to imagine they were planning the next World Parliament of Religions. They were to come up with three worship practices that could be honored at the Parliament, as well as suggesting issues that might arise in trying to carry out the activity and the importance of the issues. We did not presume the classes necessarily covered the actual Parliament, but depended on the instructor to set some context for the students around what such a Parliament involves. The students were given the same scenario in the first and last weeks of the quarter.

Three simple rubrics were devised for use by the instructors in rating the short papers the students produced. The rubrics (appended at the end of this report as a separate file) covered Communication, Critical Thinking and Problem-solving and Cultural Awareness. The two instructors whose classes were assessed met to norm the rubrics and rate the students performance. We used a random selection of 10 examples from the beginning of the term, and 10 from the end, and assessed each example according to each of the three rubrics.

b. Results: What did you learn?

How well did your students do? Do the assessment results match your aspirations for your students?

Did your assessment indicate any areas or aspects in which student achievement could be better?

(If your assessment was scored in some way, it would be helpful to report some of that information. Scores that can be taken apart into meaningful components are often helpful in determining areas that might need attention.)

As shown by the rubrics, we scored each piece of work on a scale from 0-4 for each element, 0 indicating that the element was non-existent, 4 meaning that it was fully present and well-developed. We went through a norming exercise with two pieces of work, which were not included in the assessment.

For Communication, the highest possible ranking was 12. The range of scores for the first round was 1-12, with an mean score of 6.9. At the end of the term, the range was 4-12, with a mean score of 8.6, a gain of 1.7 points in the mean. Initially, half the scores were below 6; by the end of the term, only one was. We interpret this to mean that students grew in their ability to express concepts in Religious Studies in writing.

For Critical Thinking and Problem-Solving, the highest possible ranking was 8. The range of scores for the first round was 0-12, while the range at the end of the term was 1-7. More importantly, though, the mean score at the beginning was 3.8, while at the end it was 4.1. This indicates some a small increase in the ability to think critically around issues in Religious Studies.

For Cultural Awareness, the highest possible ranking was 12. For the first round, the range was 0-12, with the mean at 5.8; by the end of the term, the range was 1-12, with a mean of 8.1, an increase of 2.3. At the beginning of the term, half the scores were less than 6. By the end of the term, only 1 was.

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

4.

(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)

This is an important part of what is expected as a result of assessment. It is not enough to say “we are doing great”. We are expected to be self-examining, and curious about what we might do better.

Our results were not a great surprise. Given the nature of World Religions, we anticipated the greatest gains would be in Cultural Awareness. The increase in Communication skill was also expected. The much lower increase in Critical Thinking probably reflects the fact that the course is more focused on introducing students to various religions than it is on looking at issues related to them, although the need to think critically around issues of religious practice and tolerance of various beliefs certainly is touched on in the classes.

Given that this was our first attempt at discipline-level assessment, several points about the assessment itself were immediately apparent. The very low scores came from students who appeared to not take the exercise seriously. Since it was made clear that the exercise was not related to grading, some students seemed to think it didn't matter if they provided thoughtful answers. This leads us to believe we either need to reframe how we approach assessment, or allow students who find the idea to be too much of a bother to not submit anything at all; a poorly done artifact due to lack of interest on the part of a student does not help us determine where we need to improve.

It also seemed to us that some students were taking the class without actually having completed the pre-requisites (based on the quality of writing). The new system that keeps students out will probably make a difference in that area in the future. We also determined that the instructions with the exercise were ambiguous, and that the exercise itself needed more information to help the students have context for their answers. And students needed to be specifically told to write their answers in fully developed paragraphs, if that's what we were looking for (which it was).

As for what the assessment will do for how the classes are taught—at least for the two who participated—we plan to find ways to introduce more opportunities for students to think critically about issues around religion, and to consider what they might suggest for ways to mediate conflict among religions. We'll continue as we have in the area of presenting the religions we cover, as it was evident students were gaining a good grasp on them. And we'll continue working on helping the students learn the vocabulary for discussing religions—again, beyond that, we'll see what kind of difference the new

enforcement of pre-requisites makes in the work students produce before deciding that we need to do more than that on communication.

Religious Studies Rubrics 2010-2011

Program Assessment Rubric
Religious Studies: Communication
2010-2011

Program Assessment Rubric

Religious Studies: Critical Thinking and Problem Solving

Communication Rubric for assessing R 210 2010-2011	Level 4 Excellent communication skills	Level 3 Very good communication skills	Level 2 Adequate communication skills	Level 1 Basic communication skills
Level of understanding of the assignment as shown in the written work	Demonstrates full understanding of the situation presented and its implications	Demonstrates full understanding of the situation; understands some of the implications	Demonstrates full understanding of the situation, but misses implications OR Demonstrates partial understanding of the situation, and understands some of the implications	Demonstrates partial understanding of the situation, does not address any of the implications
Complexity and clarity of ideas offered, including correct use of written English	Uses written English to convey complex ideas clearly; no technical errors in the writing	Uses written English to convey complex ideas with slight loss of clarity; minor technical errors in writing	Uses written English to convey basic ideas with slight loss of clarity OR attempts to convey complex ideas but without clarity; minor technical errors in writing	Uses written English to convey basic ideas, but without clarity; major technical errors in writing
Technical terms for Religious Studies used correctly	Technical terms are used where appropriate throughout the writing and all are used correctly	Technical terms are used, but not in every appropriate context; all terms are used correctly	Few technical terms are used OR there are errors in the use	No technical terms are used OR all terms are used incorrectly

2010-2011

Critical Thinking and Problem Solving Rubric for assessing R 210 2010-2011	Level 4 Excellent critical thinking and problem solving skills	Level 3 Very good critical thinking and problem solving skills	Level 2 Adequate critical thinking and problem solving skills	Level 1 Basic critical thinking and problem solving skills
Evidence of thinking critically about the presented situation	Situation is fully analyzed and important issues identified	Situation is analyzed and at least one important issue identified	Limited analysis is done and an issue of lesser importance is identified	An issue is mentioned without analysis OR limited analysis is done
Creative plan offered to deal with presented situation	Fully developed, well-thought out and creative solution presented	Solution offered is not fully developed or does not address issues fully	Solution is given only in very basic form, with minimal consideration of issues	Solution is offered in very basic form; no issues are addressed in it

Program Assessment Rubric
 Religious Studies: Cultural Awareness
 2010-2011

Cultural Awareness Rubric for assessing R210 2010-2011	Level 4	Level 3	Level 2	Level 1
	Very high level of cultural awareness	High level of cultural awareness	Moderate level of cultural awareness	Limited cultural awareness
Use of religious terms and concepts for religions discussed (quantity)	Appropriate terms and concepts included for all religions discussed	Appropriate terms and concepts included for some religions OR some terms and concepts for all religions,	A few terms and concepts mentioned for some religions	Little or no mention of specific religious terminology or concepts
Depth of cultural understanding evidenced	Deep understanding of all religions discussed	Understanding is in evidence, but superficial in some areas	Some understanding demonstrated, mostly superficial	Very little understanding of religions in evidence
Depth of interaction with ideas of various religions discussed	Engages religious ideas at a deep level	Engages some of the ideas at a deep level	Engages at least some of the ideas	No engagement, simply presents ideas

R—Appendix 2

Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: __Religious Studies_____

Contact person: _Martha Bailey__

For LDC/DE: Core outcome(s) assessed: _Professional Competence, Self-Reflection_____

For CTE: Degree or certificate* assessed: _____

*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and
send to learningassessment@pcc.edu by **June 21, 2013** with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to **describe the connection** between the assessment results and the changes made.

Explanatory note: The Religious Studies "SAC" has been administratively housed under the Humanities SAC for the last 5 years. However, the Humanities SAC has not had leadership for the past academic year. The Religious Studies courses are all taught by part-time faculty, many of whom only teach a single class in a couple of terms out of the year. Hence, doing any assessment has been a challenge.

In the 2010-2011 year, Martha Bailey led an effort to assess three of the outcomes, Communication, Critical Thinking and Problem Solving and Cultural Awareness. The only other faculty member to participate in that effort was George Gray. We did not do a good job of planning for tracking the effects of changes made, and so have nothing to report on that score. This is in part because we have never met as a group, and it is not clear if all of the faculty even are aware of the learning assessment process.

Martha wrote a survey to be administered through Survey Monkey for 2011-2012. However, it went out late in the Spring term, and was only taken by 17 students, out of 100+ enrolled in World Religions at the time. Hence, the results had no value for assessment. It was decided to readminister the survey in Winter 2013, which was done, and which is reported below. Without some change in administrative leadership/help, it is hard to see how the results of this effort will have any more impact than the prior ones.

For each outcome assessed this year:

2. Describe the assessment design (tool and processes) used. Include relevant information about:

- The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
- The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?
- Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.
- How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

The 2012-13 assessment was done using Survey Monkey to ask a series of questions on Professional Competence and Self-Reflection. The questions were built from the detailed descriptions and sample indicators for the Core Outcomes, found on the PCC Website. Our desire was to gain the students' perspectives on what they had gained, particularly since World Religions is essentially a stand alone class in the discipline (Asian Religions has been taught one time). This is an indirect assessment, but we did not feel we had a better way to capture 1) if a student found the class helpful in preparing for his or her anticipated career and 2) if a student found the class guided them in self-reflection.

The survey included a series of statements for each of the Core Outcomes assessed, for which the student could indicate a range of reactions from Strongly Agree to Strongly Disagree. There was also a place for open-ended comments. A small amount of demographic data was also gathered. The most interesting, which grew from the results of the 2010-2011 assessment, which showed severe writing issues, was that two years later, the vast majority of students taking the class had completed Writing 121.

It is possible that in the future, if the instructors met and agreed on such, we could design a shared assignment that would directly assess self-reflection. However, given the nature of the course, we believe that the survey may continue to be the best tool for gathering information on professional competence.

The survey was made available to all 155 or so students who were enrolled in World Religions in the Winter quarter at the time the survey was administered. This is the only course we had to assess, and we felt the only way to get relevant results was to use the widest pool possible. Of the 155, 81 answered some or all of the questions on the survey. We believe that a 52% response rate is sufficient to use the survey to draw conclusions about the course. The survey and results will be appended to this report.

Because this was a survey, there was no concern for consistency of assessment. Two of the faculty, Joanna Hart and Martha Bailey, met and put together the comments that follow.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?
 - If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
 - Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

On the core outcome of Professional Competence, the vast majority of respondents agree or strongly agree that the World Religions class enhanced their competence as future professionals in a wide range of fields. The percentages ranged from 77% to 86%, depending on the question. These results show that the course is already meeting the felt need for competence around religions. The students recognize, as shown in the comment section, that they live in, and will be professionals in, a pluralistic world. Students mentioned the value for the course in areas such as nursing, anthropology, psychology, other health careers, history, writing, education at various levels, social work, human development, conservation, counseling, and other unspecified fields as well. Many students echoed the comment made by one that “I have a much better understanding of the religions we studied in class which will definitely help me to better communicate with future clients.”

On the core outcome of Self-Reflection, again, the vast majority of respondents agree or strongly agree that the World Religions class helped them reflect on questions around religion, although 4 students did not answer this set of questions. The percentages ranged from 69% to 89% depending on the question. There were larger numbers who were ambivalent about the value of the course on their self-reflection, which probably is because many students who take the course have already been thinking deeply about religion, and that is why they are taking the course. There were fewer comments in the open-ended section, but those who did noted that they did deeper or further reflection about both their own and others’ beliefs.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students’ attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc.).

Given the results, with the high numbers of students saying that the class is meeting their expectations and needs, there does not seem to be a need for any particular systemic changes. There may be a need for individual instructors to connect with those students who are not finding the class helpful in these ways, but that is probably a one-on-one concern.

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a

different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

As mentioned above, we will probably keep the survey on Professional Competence to administer again, given the useful information generated. However, there may be a more effective way to assess Self-reflection. But to do that, there will need to be agreement among the Religious Studies faculty on exactly what to do and how. It is difficult when the faculty who make plans, say in the Fall term, are not identical with the faculty who would need to administer the planned assessment in the Winter term. This is where the SAC needs either outside leadership, or greater authority vested in one or more of the SAC members.