

Humanities Program Assessment Plan

Center for Arts & Humanities

Community College of Denver

June. 4, 2018

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HUM Discipline Program Student Learning Outcomes (PSLOs)

PSLO 1: Students will identify the elements of a cultural artifact* using the technical language of the appropriate discipline.

PSLO 2: Students will analyze and interpret cultural artifacts within the contexts they were originally created.

PSLO 3: Students will evaluate the significance of the artifact in the student's contemporary context.

*Artifact, in this context, refers to any appropriate work of art—literary text, painting, sculpture, music, and film, as well as any other work of artistic significance—that might be taught in any HUM course (World Mythology, HUM Survey Sequence [121,122,123], Cultural History of Rock and Roll, Introduction to Film, etc.).

1. Students will identify the elements of a cultural artifact using the technical language of the appropriate discipline. Specifically:

- a. Students will analyze the artifact to its component parts.
- b. Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate knowledge of the artifact's significance.

2. Students will analyze and interpret cultural artifacts within the contexts they were originally created. Specifically:

- a. Students will articulate the cultural, political, and/or economic context and their implications for the artifact's significance.
- b. Students will articulate significant biographical details of the creator's life and their implications for the artifact's significance.
- c. Students will interpret the significance of the artifact in the context of its cultural attitudes toward race, class, gender, and other areas of study.

3. Students will evaluate the significance of the artifact in the student's contemporary context. Specifically:

- a. Students will identify and articulate significant contemporary theories related to race, class, gender and other areas of study.
- b. Students will apply significant theories related to race, class, and gender to interpret the cultural, political, and/or economic contemporary significance of the artifact.

PROGRAM ASSESSMENT USING POETRY INTERPRETATION ESSAYS

1. PSLOs to focus on:

Students will identify the elements of a cultural artifact using the technical language of the appropriate discipline. Specifically:

- a. Students will analyze the artifact to its component parts.
- b. Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate knowledge of the artifact's significance.

2. What will you assess?

Students' ability to perform the PSLOs above in a brief interpretive essay.

3. Assessment Methods

Essays reviewed and evaluated by departmental committee.

4. Time Frame

Students will complete essays in the last third of the semester in all HUM 115 sections.

5. Who Will Do the Assessment?

Department Chair, fulltime faculty and appointed committee.

6. Type of Feedback.

At the end of each evaluation, the committee will analyze evaluation data and write a brief report describing the strengths and weaknesses that the essays demonstrate.

7. Closing the Loop

The department will meet as a whole to discuss findings and develop recommended methods of improving department procedures and curricula.

Humanities Assessment

1. Please read the myth below.
2. Write a 2-3 page essay in which you briefly, in a few sentences, review what you know about the Trickster archetype, and then apply that information to interpret the following passage. In your essay's thesis statement, identify the myth and provide your own statement about the underlying meaning of the story. Then, in the body of your essay, please analyze the particular details of the myth utilizing the appropriate terminology (quoting specifically wherever possible) to explain, support, and develop your interpretation.
3. After you are finished with your essay, please put it in your instructor's dropbox on this site.

Iktomi Takes Back a Gift

[Lakota]

Tunka, Inyan, the Rock, is the oldest divinity in the Lakota cosmology. Everything dies; only the Rock is forever.

Iktomi, the tricky Spider-Man, was starving. There had been no game for a long time. Iktomi was just skin and bones. His empty stomach growled. He was desperate. Then it occurred to him to go for help to Inyan, the Rock, who has great powers, and who might answer his prayers.

Iktomi wrapped himself in his blanket, because it was late in the year and cold. Then he went to a place where a large upright rock was standing. This rock was lila wakan, very sacred. Sometimes people came to pray to it.

When Iktomi arrived at that place he lifted up his hands to Inyan: "Tunkashila, onshimalaye, grandfather, have pity on me. I am hungry. If you do not help me, I will starve to death. I need meat, grandfather."

Iktomi took his blanket from his shoulder and draped it around Inyan. "Here grandfather, tunkashila, accept this gift. It is the only thing I have to give. It will keep you warm. Please let me find something good to eat."

After praying to Inyan for a long time, Iktomi went off to search for food. He had a feeling Inyan would answer his prayers, and he was right. Iktomi had not gone very far when he came upon a freshly killed deer. It had an arrow piercing its neck, the feathered nock sticking out on one side of the neck and the arrowhead on the other.

“Ohan,” said Iktomi, “the deer has been able to run for a distance after being hit and the hunter has lost it. Inyan has arranged it that way. Well, that is only fair. Did I not give him my blanket? Well, anyhow, pilamaya, tunkashila—thank you, grandfather!”

Iktomi took his sharp knife out of its beaded knife sheath and began to skin and dress the deer. Then he gathered wood and, with his strike-a-light and tinder, made a fire. There was not much wood and it was wet. It wasn't much of a fire. And it had grown very cold. Iktomi was shivering. His teeth were chattering. He was saying to himself: “What good is my blanket to Inyan? He is just a rock. He does not feel either cold or heat. He does not need it. And, anyway, I don't think Inyan had anything to do with my finding this deer. I am smart. I saw certain tracks. I smelled the deer. So there, I did it all by myself. I did not have to give Inyan anything. I shall take my blanket back!”

Iktomi went back to the sacred rock. He took the blanket off him. “Tunkashila,” he said, “this blanket is mine. I am freezing. You don't need this blanket; I do.”

Iktomi wrapped the blanket tightly around his body. “Ah, that feels good,” he said. “Imagine, giving a blanket to a rock!”

When Iktomi came back to the place where he had left the deer, he discovered it had disappeared—vanished, gone! Only a heap of dry bones was left. There were no tracks or any signs that somebody had dragged the deer away. It had been transformed into dry bones by a powerful magic.

“How mean of Inyan,” said Iktomi, “and how stupid of me. I should have eaten first and then taken the blanket back.”

HUM Program Assessment Rubric

PSLO 1. Students will identify the elements of a cultural artifact using the technical language of the appropriate discipline. Specifically:

- a. Students will analyze the artifact to its component parts.
- b. Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate knowledge of the artifact's significance.

	Exemplary Demonstration of Outcome	Outcome Demonstrated	Outcome Developing	Zero to minimal evidence of progress toward outcome
Students will analyze the artifact to its component parts.	Specific, precisely accurate, and thorough identification of elements applying discipline-appropriate terminology demonstrated	Discipline-appropriate terms are applied to identify multiple elements, and are most often used precisely.	Discipline-appropriate terms are applied to identify multiple elements, but command of terms is imprecise.	Discipline-appropriate terms absent or applied entirely inaccurately.
Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate knowledge of the artifact's significance.	Statement of connections between elements and articulations of their significance is coherent, precise, and defensible.	Statement of the significance of elements is almost always present, coherent, precise, and defensible.	Statement of the significance of elements is usually present and generally coherent, but includes some imprecision or vagueness.	Statement of the significance of elements is absent or consistently incoherent.

Assessment Process Matrix

Assessment Process	What	Who will conduct it	When
Preparation	Develop assessment plan, distribute plan to instructors of HUM 115, form HUM program assessment team from dept. faculty. Revision of these materials is ongoing and will be revisited in dept. meetings each fall and spring.	Dept. faculty	Fall 2016/ongoing revision
Data Collection	Interpretation essays from all sections of HUM 115 will be collected via D2L dropbox	Instructors of HUM 115 deliver instructions and materials to students, students submit completed essays to D2L	This will happen by the end of each spring semester (eventually outcomes and courses will rotate)
Analysis	Each fall, HUM program assessment committee faculty (full time and adjunct) will score essays using the rubric we've developed, producing qualitative data.	Dept. faculty (program assessment committee)	This will happen early in each fall semester
Reporting/Use	The HUM program assessment committee will produce a report including scoring data and discussion of trends/patterns in data. The HUM dept. will meet to discuss the report and recommend changes to procedures, curricula, or suggest best practices to best support student success in accomplishing PSLOs.	Dept. faculty	Report will be completed each fall, dept. meetings in late fall will set recommendations to be implemented going into the next assessment loop.

Curriculum Mapping

Program: Humanities

Revised Date: January 31, 2017

Program Student Learning Outcomes

Key

I = Introduced

E = Emphasized

U = Utilized

A = Currently Formally Assessed

Course	PSLO 1	PSLO 2
HUM 103	I, E, U,	I, E, U
HUM 115	I, E, U, A/Essay	I, E, U
HUM 121	I, E, U	I, E, U
HUM 122	I, E, U	I, E, U
HUM 123	I, E, U,	I, E, U