



SLO Assessment Cycle for HUMI 20

The Greek Achievement SLO Modified: [03/03/2011]

Erin Sanders's Team Members:

Outcomes:

Outcome 1: Statement Modified: [06/11/2010]

Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [03/30/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors:

Assessment Tools: Portfolios

Sections being assessed: .61

Outcome 1: Reflect & Enhance Modified: [03/30/2011]

Number of people involved in Phase III: 1

Changes:

Methods:

Course embedded assessment in the form of a collection of analyses of contemporary film, architecture and art. The project was completed by students in the form of a "portfolio" of current cultural pieces, objective analysis and brief research for future use. The "portfolio" was turned in to the instructor for assessment.

Summary:

Goal: To measure student contextualization and analysis of the contemporary cultural texts in order to interpret their Ancient Greek origins through a course embedded assessment-- a project that required critical thinking as well as objective analysis.

For this project, 65% of the students demonstrated complex abilities and understanding, 30% demonstrated above satisfactory abilities and understanding, and 5% demonstrated satisfactory abilities and understanding. No students demonstrated below satisfactory abilities and understanding or very little ability and understanding.

Enhancement (Part I):

Results were as expected indicating that the assessment worked well. The exercise provided a measurable assessment and would be used again in the future.

Enhancement (Part II):

It did become clear that more emphasis needs to be spent helping the students to understand the purpose of the project. Many did not choose pieces that were engaging for their own interests. When the assignment is given a discussion on the reasoning behind the exercise could be given to give the students a better understanding of how they should approach it.

Outcome 2: Statement Modified: [06/11/2010]

Evaluate the impact of other cultures on Greek society.

Outcome 2: Assessment Planning Modified: [03/30/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors:

Assessment Tools: Logs

Sections being assessed: .61

Outcome 2: Reflect & Enhance Modified: [03/30/2011]

Number of people involved in Phase III: 1

Changes:**Methods:**

Course embedded assessment in the form of weekly blog posts. The project was completed by students in the form of critical thinking responses to articles posted on the course website. The blog comment entries were assessed by the instructor on a weekly basis.

Summary:

Goal: To measure student interpretation and evaluation of the impact of other cultures on Greek society students were required to think critically about topics such as xenophobia, slavery and importation of "foreign" religious figures and to demonstrate how Greek culture was influenced by outside influences through a course embedded assessment-- a weekly blog post that required outside research and critical thinking which was to be posted on the course blog.

For this project, 40% of the students demonstrated complex abilities and understanding, 24% demonstrated above satisfactory abilities and understanding, 5% demonstrated satisfactory abilities and understanding, 16% demonstrated below satisfactory abilities and understanding and 15% demonstrated very little ability and understanding.

Enhancement (Part I):

While results were less satisfactory than expected, the assessment worked well. It served to reinforce critical thinking skills outside of instructor lead classroom discussion. It also helped the instructor to understand which outcomes needed more focus before the next assessment. The exercise provided a measurable assessment and would be used again in the future.

Enhancement (Part II):

More time needs to be spent helping the students to understand the importance of the critical thinking component of the assignment. It could be more effective to have a weekly discussion of the blog responses at the beginning and end of each week.

Easy computer/online access is required for students to be successful with this outcome.

Outcome 3: Statement Modified: [06/11/2010]

Demonstrate how Greek culture has influenced the world.

Outcome 3: Assessment Planning Modified: [03/30/2011]**Assessment Strategy Used:**

Quarter: Winter 2011

Assessors:

Assessment Tools: Performances/Demonstrations •

Papers/Essays

Sections being assessed: .61

Outcome 3: Reflect & Enhance Modified: [03/30/2011]

Number of people involved in Phase III: 1

Changes:**Methods:**

Course embedded assessment in the form of a final presentation. The project was completed by students in the form of a creative presentation and individual essay. The presentation was assessed in class and the essay was turned in to the instructor for assessment.

Summary:

Goal: To measure student interpretation and communication of the correlations between Ancient Greek society and culture and current day society and culture by demonstrating how Greek culture has influenced the world through a course embedded assessment-- a final project that required critical thinking and that was to be presented in a creative and engaging manner.

For this project, 47% of the students demonstrated complex abilities and understanding, 35% demonstrated above satisfactory abilities and understanding, and 18% demonstrated satisfactory abilities and understanding. No students demonstrated below satisfactory abilities and understanding or very little ability and understanding.

Enhancement (Part I):

Results were as expected indicating that the assessment worked well. It not only served as a learning opportunity, but a teaching opportunity for the students. The exercise provided a measurable assessment and would be used again in the future.

It did become clear that more emphasis needs to be spent helping the students to understand the initial phase of the project. Many did not think carefully before choosing modern day pieces to analyze. When the assignment is given a discussion on the reasoning behind the exercise could be given to give the students a better understanding of how they should approach it.

Enhancement (Part II):

Smart classrooms with a computer/overhead screen console is required for this exercise to be successful. Also, moveable desks/chairs for group work which allows for the students to interact effectively.

[Number of Outcomes for HUMI 20: 3]