



## SPARE – Instructional Programs (Service and Program Annual Review and Evaluation)

**Program Name:** Arts and Letters

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**Update/Review Year: 2023-24**

### **Student Learning Outcomes Assessment**

1. List your program/discipline outcomes below, with the aggregated student achievement levels

Arts and Letters discipline learning outcomes (DLOs) are adopted from OCCC's [Intended Discipline Learning Outcomes for General Education Courses](#) (IDLO).

Arts and Letter course learning outcomes (CLOs) map to one category in the IDLO document—"Arts & Letters"

These outcomes are:

- **DLO1:** Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life
- **DLO2:** Critically analyze values and ethics within a range of human experience and

On its website, Oregon Coast Community College lists 42 Arts and Letters courses which would map to the Arts and Letters DLOs; however this document will focus only on the Arts and Letters Courses taught in recent years.

In 2022-23, OCCC attempted to run 34 sections of Arts and Letters courses from Summer to Spring terms. Of those sections, 7 were cancelled, and 27 were delivered to students.

The 27 sections that ran included visual art, art history, creative writing, literature, communication and Japanese culture courses. The courses are listed below

ART 102	ART 209	ART 281	ENG 104	ENG 261	WR 241
ART 131	ART 210	COMM 111	ENG 216	JPN 261	WR 242
ART 181	ART 231	COMM 214	ENG 230	WR 240	

The 7 sections that were cancelled include:

ART 231	ART 271	MUS 105	MUS 206
ART 270	COMM 140	MUS 108	

Our Arts and Letters departmental goal is for 80% of students to achieve a level of “competent” or better for each Arts and Letters Discipline Learning Outcome. This achievement will be measured using instructor-submitted CLO assessments combined with our current CLO to DLO mapping.

As this is our department’s first SPARE, we have only begun the process of assessing outcomes. Our current % of outcomes reported is low, after we correct this issue we will be using the following CLO↔DLO mappings to assess the programmatic outcomes for Arts and Letters at the completion of the 2023-2024 year.

ARTS & LETTERS (A&L)			
<b>DLO1:</b> Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life			
<b>Current mappings from CLOs:</b> ART 102 CLO(s): 2; ART 209 CLO(s): 1, 2, 3; ART 210 CLO(s): 2; ENG 104 CLO(s): 1, 4, 5, 6; ENG 216 CLO(s): 1, 4; ENG 230 CLO(s): 1, 2, 3, ; ENG 261 CLO(s): 2, 4; 6; WR 240 CLO(s): 1, 2, 3, 4; WR 241 CLO(s): 1, 2, 3; WR 242 CLO(s): 1, 2			
<b>Courses still to be mapped:</b> ART 131; ART 181; ART 209; ART 210; ART 231; ART 270; ART 271 ART 281; COMM 111; COMM 140; COMM 214; JPN 261; MUS 105; MUS 108; MUS 206; and any additional arts and letters courses run this year (2023-24)			
VALUE	LEVEL	ACHIEVEMENT	%
4	Proficient		
3	Competent		
2	Developing		

1	Emerging		
:		AVG SCORE:	XXXXXX

**DLO2:** Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues

**Current mappings from CLOs:**

ART 102 CLO(s): 1, 2, 3, 4; ART 209 CLO(s): 2, 3; ART 210 CLO(s): 1, 2; 3, 4, 5; ENG 104 CLO(s): 2, 3; z; ENG 216 CLO(s): 2, 3; ENG 230 CLO(s): 4, 5; ENG 261 CLO(s): 1, 3, 5; WR 240 CLO(s): 1, 5; WR 241 CLO(s): 1, 3; WR 242 CLO(s): 1

**Courses still to be mapped:**

ART 131; ART 181; ART 209; ART 210; ART 231; ART 270; ART 271  
ART 281; COMM 111; COMM 140; COMM 214; JPN 261; MUS 105; MUS 108; MUS 206; and any additional arts and letters courses run this year (2023-24)

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OUTCOME	% SCORE <sup>3</sup> COMPETENT	MET/ NOT MET
AL DLO1		
AL DLO2		

2. In the last year, how has assessment of course level SLOs led to improvements in student learning and achievement?

Arts and Letters is a multidisciplinary department with diverse courses taught by instructors with specific expertise. Although our percentage of reporting is low, our faculty are dedicated to continuous improvement process, and many changes have been made with course outcomes in mind.

For example, in collaboration with faculty from other institutions, A&L faculty attended statewide meetings for Common Course Numbering (CCN) in literature and communication courses, ensuring our A&L offerings align with other schools in the Oregon.

From a classroom perspective, examples of focused changes based on CLO assessment in 2022-2023 are

- Flexibility with student barriers (online quizzes)
- Flexibility with student learning (topic selection)
- Utilized technologies like canvas quizzes to build objective assessments of students' week-to-week achievement levels. This allows the instructor to be more responsive and adjust teaching based on student needs.
- Added more reflections to assignments
- Added assignments that emphasize the analysis, interpretation, and discussion cycle in visual culture. These changes led to more practice with the cycle but also allowed more student-to-student learning.
- In Comm 111 In the interest of working toward better meeting the needs of neuro-diverse students, assessment methods were added in the Spring 2023 term to include optional (extra-credit) assignment choices. These optional assignments were available to everyone. They consisted of quizzes, reflections, research, and exercises.

3. In the last year, how has assessment of program-level SLOs led to improvements in student achievement and completion?

Because 2022-2023 is the first year of formal mapping and assessment of DLOs, we do not have a strong understanding of our student completion or student achievement throughout the Arts and Letters courses. There is currently no sequence of courses in Arts and Letters, and our courses are diverse from a variety of disciplines, which complicates the matter. But we look forward to continued collection of data and improved data processes so we can strengthen our classes and make more data-informed decisions.

4. What challenges remain to make course and program level Student Learning Outcome Assessment more effective for your program?

As mentioned previously, Arts and Letters is a multidisciplinary department with diverse courses taught by instructors with specific expertise. This makes finding common ground difficult sometimes, and complicates goal setting, assessment, mapping, and thinking of sequences, especially compared to other departments like the sciences, English and writing, and math.

Furthermore, the PT:FT ratio in this department varies each year depending on course offerings and employee turnover, but the ratio is always heavily skewed towards PT Faculty.. Even though our part time faculty are committed and high-quality instructors, most, if not all of these part-time faculty have other professional commitments outside of OCCC. This makes it incredibly difficult for us to meet as a

department, even during in-services, when many faculty cannot attend the full in-service schedule. Several Arts and Letters faculty have not been able to attend our meetings, and because of this, our department is still working on building an understanding of who teaches our courses, which courses have been offered, how each course has been taught and assessed, and what changed can be made in those courses to better serve our students.

All of these factors have also led to a relatively low percentage of CLO assessment data in our department. They also hinder our ability to build a culture of assessment and make data-informed decisions because of the difficulty to meet as a whole and better understand the size and scope of our department and its offerings and the achievements of students in our classrooms.

### **Update on Program/Discipline Goals and Objectives:**

1. Provide an update below on your program/discipline's progress toward achievement of short-term objectives you established in your previous review/annual update. Are there challenges that have been encountered in accomplishing your objectives?

Because this is our first year completing the SPARE, no update on past goals is available.

2. As you look forward to this current academic year, identify two or more short-term objectives below that will continue to promote progress toward the institution's mission of achieving equitable outcomes for students at the College? Where are the largest equity gaps in your program/discipline? Which groups are most impacted? Where in the educational pathway are the largest gaps (enrollment, retention/drop rates, success, transfer)?

#### **Goal One—**

**BUILD CONTEXT AND A PLAN:** Identify all Arts & Letters courses and their instructors. Collect all course descriptions, outcomes, and previously reported assessment data. Using this information, we'll begin to build an assessment plan for the future academic years.

#### **Goal Two—**

**UNDERSTAND ARTS AND LETTERS:** Understand our diverse department and the varied disciplines within it. How do our courses overlap? How do they support each other? How do they map to the Arts & Letters outcomes? Is there a logical sequence or combination of A&L course that would benefit our students? Etc.

Short-term Equity and Inclusion Objectives for the current academic year:

#### **Equity and Inclusion Goal—**

- Identifying student needs and the barriers that affect their learning in order to make a future plan.

3. As you look to the next fiscal year (subsequent to this reporting year), identify two or more short-term objectives below that will continue to promote progress toward your program/discipline's achievement of your long-term goals.

Our objectives are:

- By end of academic year, collect data and analyze any differences in student achievement in Hyflex, hybrid, blended, online, and on ground modalities (including differences between NC and CC classrooms), especially applying an equity lens
- By end of academic year, collect data and analyze our student success data, in order identify equity gaps in Arts and Letter's course enrollment, retention/drop rates, and success)
- Affordable textbook cost for all Arts and Letters courses: all course texts under \$40 and at least 75% of Arts and Letters courses should be free of book cost.

### Requests for Resources for the Next Fiscal Year (Subsequent to Reporting Year)

1. For any specific aspect of a goal or objective listed above that would require additional financial resources, complete the form below. If you are aware of a potential funding source other than college general funds, identify the potential source below.

Type of Resource	Requested Amount	Potential Funding Source
Full time instructor or ¾ time instructor	\$_____	General Funding
Funds for faculty's technology costs, upgrades, and upkeep for instruction related purposes	\$1400	General Funding
Funds for access to Arts and Letters related resources (museums, paywalls, lectures, etc.)	\$600	General Funding

## *2. Describe the purpose of the resource request.*

Full or ¾ time faculty will help the department in many ways, including by providing more capacity and stability. This could also help many of our canceled courses run, for example the additional capacity and stability could help our valuable Spanish two courses run, or commit time to building sequences or specific pathways to steer students through as they earn their Arts and Letters courses.

Funding for technology costs, upgrades, and upkeep for instruction related purposes will ensure that our technologically bound courses operate to their full potential, and any technologically bound learning tools like videos, etc are fully functional and able to provide students with their best opportunities to learn.

Funding for Access to Arts and Letters related resources will faculty ensure they have access to meaningful, effective, materials and experiences to meet our goals of enrichment and providing a wide range of human experiences to be analyzed.

## *3. How does this request further college fulfillment of the college mission and its Core Theme objectives?*

### *Student Success*

- *Increasing campus connections and reinvigorating our campus culture across the county.*
- *Allowing more access to face-to-face courses and supplemental instruction.*
- *Improving assessment process, assessment culture, and data-informed decisions to which will improve courses, their design and delivery, and their assessment and interconnectivity.*
- *Increasing our understanding of differences in success across modalities to ensure consistent, effective instruction in all modes of delivery.*
- *Increasing our understand our students, their needs, and any gaps in student achievement, helping us tailor teaching and supplemental instruction to students.*
- *Improving our ability to mentor students throughout their OCCC journey, increasing retention and completion.*
- *Decreasing problems related to delivering streams and online classes*
- *Decreasing barriers for students and faculty*
- *Widening opportunities for research and professional development*
- *further enriching campus life with public reading and events, film series, and other projects*

### *Educational Pathways*

- *Providing a full time or three quarter time faculty allows for more of an Arts and Letters presence on campus, and potential creating more Arts and Letters access at both Central Campus and Lincoln City Center.*
- *Adding faculty grows capacity for more informed decisions about pathway sequences, not just in WR and ENG but also in interdisciplinary pathways*

- *Adding capacity leads to a better understanding of differences in achievement across modalities to help ensure uniformity in pathways with diverse modalities, including online, blended, and HyFlex*
- *Funding technological costs for faculty ensures effective, adaptable teaching across modalities.*