

2023-24 General Education Learning Outcome Report – Arts and Humanities

Definition: Students will be able to identify and utilize analytical, critical, and speculative methods in understanding the human condition as articulated in literature, philosophy, religion, and the visual and performing arts.

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Date	June 2024
Course (e.g., CS 101)	HU 227 – American Indians Representation in Film
Number of students assessed using the assignment below (not the # in the class)	Students from two recent HU 227 Class Sessions
Semester and year assessed (e.g., fall 2023)	Fall 2023
Identify the specific graded summative assessment(s)	The Graded Summative Assessment is the “Seven Questions” – Movie Critique

Fill in the columns for the indicators that can be assessed using the specific graded summative assessment identified above (enter “NA” on the other rows)

General education indicators (break the skill down into 1-4 measurable indicators): <i>Students were able to...</i>	Results of assessment: For each indicator, indicate the % or # of students who performed below, at, or above expected levels (only include students whose work you assessed)			Reflections: For each indicator, write reflections on anything that stood out for you (e.g., changes in teaching, learning, or assessment strategies; areas for student growth; areas where students excelled).
	% or # below expected level (D/F grade)	% or # at expected level (C grade)	% or # above expected level (A/B grade)	
1. Analytical methods, students should ID the "big idea".	35%	50%	8%	Students review, during lecture Week 1 and 2, critical thinking, movie genres and the “big idea” of the movie; Question #7 asks the students to ID this “big idea”.
2. Critical methods, students can determine AI women’s roles.	37%	50%	8%	HU 227 discussions cover the roles of American Indian women in the movies, with four major roles isolated by the text author. This is question #6.
3. Speculative methods: students observe Hollywood portrayals of American Indians; distinguish construct v. deconstruct.	41%	40%	8%	HU 227 discussion in Week 3 focusses on stereotypes of American Indians in American society; within Hollywood productions: Question #5 asks the student to speculate on whether the movie constructs or deconstructs stereotypes with examples.
Teaching/learning success: Explain any teaching or learning strategies you found to be effective for students to demonstrate this general education learning outcome.	<p>1 – Analytical method – locating the “big idea” is not a simple task in view of plot complexity and often diluted roles of American Indian characters. This requires practice.</p> <p>2 – Critical method – the student must isolate the American Indian women’s roles, and apply a category; this will call on the student to choose a predominant role.</p> <p>3 – Speculative method – As usual, with cinema, the student has to choose from one of two or three “big ideas”, which is fine, along with the rationale for the choice. Students often want there to be a “right answer”.</p>			
Next steps to improve student learning: Explain any teaching or learning strategies or curriculum you will change in the future to improve student learning with regard to this general education learning outcome.	<p>The assignments analyzed point to the need for an increased amount of time to practice all three of these indicators. The newness of this process brings about anxiety for the younger students, although the older or “adult students” are not experiencing the degree of anxiety, likely due to their life experience. The improvement chosen from these GELO results is to involve the students in a roundtable discussion on each of these questions weeks 1 to 4.</p>			