

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: English and Humanities (M.A.)

SUBMITTED BY: David Brown

DATE: September 15, 2017

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: Assessment score sheets are kept in a folder in the graduate director's office. Scores are uploaded electronically with the assistance of Michael Anuskiewicz in the Office of Institutional Effectiveness. The graduate director collects and retains electronic copies of students' visuals accompanying their presentations. Currently, all electronic records are being moved to Box.

EXECUTIVE SUMMARY

Program description from the Course Catalog:

Marymount's Master of Arts in English and Humanities is a flexible, student-centered, interdisciplinary program of study that immerses students in the unique cultural resources and opportunities of the Washington, DC, area while deepening their understanding of the human condition. Graduate study in the humanities enhances historical consciousness, fosters clear and critical thinking, and hones writing and presentational skills. The program's small seminar classes engage students with the world of ideas through close textual study, individual research, and classroom discussion.

The MA program in English and Humanities prepares students for an array of academic and alternative academic futures. The program prepares students for further advanced study and entry into competitive doctoral programs; for career development or advancement in secondary and community college teaching; or for master's-level careers invested in research, writing, editing, and the nonprofit sector.

This program requires the completion of 33 credit hours of coursework. Students can elect to cap their coursework with either a thesis or an internship practicum. Students planning to pursue advanced work in a doctoral program are encouraged to complete a thesis, which requires an oral defense, while those seeking professional enhancement and/or a career change are encouraged to complete an internship practicum, which requires public presentation.

Degree-seeking students in the English and Humanities MA program are also eligible to pursue the Teaching English at the Community College (TECC) graduate certificate jointly.

The MA program allows students to build their course of study in one of three tracks:

- In the literature track, students engage with and analyze texts from a variety of theoretical perspectives. Literary study enhances cultural awareness and aesthetic appreciation, fosters sensitivity and mental suppleness through the consideration of multiple viewpoints, and encourages critical thinking.
- In the language and composition track, an emphasis is placed on linguistic and rhetorical study, with a practical edge. This course of study heightens understanding of the theoretical and practical aspects of language and perfects students' abilities to critique and improve their own writing in light of its purpose and audience.



- In the humanities track, students engage in humanistic inquiry from a variety of disciplinary perspectives suited to their interests and professional needs, including history and politics, the history of art and architecture, philosophy, literature, and comparative religion.

Upon successful completion of this program, students will be able to

- write and create substantial academic papers and projects in which they analyze source material, develop original arguments, and demonstrate clarity, organization, grace of expression, and audience awareness;
- analyze source material with informed consideration of its historical, cultural, critical and/or theoretical context;
- deliver professional and engaging oral presentations of their academic work that focus on their arguments and ideas, and that show thorough research and preparation; and
- fully acknowledge the use of all forms of intellectual property.

List all of the program’s learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
1.) Students will write and create substantial academic papers and projects in which they analyze source material and develop original arguments.	2014 (as Writing/Multimedia Work Outcome 3), 2015	Assessed in this report	2020
2.) Students will demonstrate clarity, organization, grace of expression, and audience awareness.	2009; 2012 (as Outcome 3), 2015		2018
3.) Students will analyze source material with informed consideration of its historical, cultural, critical and/or theoretical context.	2008, 2010; 2014; 2016 (as Outcome 1; as Writing/ Multimedia Work Outcome 2)		2019
4.) Students will deliver professional and engaging oral presentations of their academic work that focus on their arguments and ideas, and that show thorough research and preparation.	2012; 2016 (as applied to Outcomes 2 and 3)		2019
5.) Students will fully acknowledge the use of all forms of intellectual property.	2009; 2012 (as Outcome 4), 2015	Assessed in this report	2020
6.) Students will evaluate pedagogical theories and research.	2013 (Spring 2014) (as TECC Outcome 2), 2015		2018
7.) Students will apply pedagogical theories and research to college teaching practices.	2016		2019



Describe how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan:

Graduate Studies in English and Humanities fosters academic excellence in the liberal arts and helps to prepare students for master's-level careers in fields such as academia, publishing, communications, grant/professional writing, government, and the non-profit sector. The program offers students a degree with two graduation options—the Master of Arts degree in English and Humanities, and the Master of Arts degree in English with an accompanying certificate in Teaching English at Community Colleges.

We designed our student learning outcomes to measure our students' abilities to think critically, contextually and originally; to analyze thoroughly; to research and document fully; to present ideas succinctly and clearly; and to argue persuasively—both in writing and in speech. Across the board, these outcomes relate directly to Marymount's mission to emphasize academic excellence and scholarship within the liberal arts tradition. Given that the Graduate English and Humanities Program's outcomes focus on developing advanced mastery of the very practical and hireable skills of reading, analyzing, researching, writing, and speaking, our outcomes also support the University's dedication to providing learning opportunities that will aid students in career preparation and professional development. We measure our commitment to diversity not only in our curricula development but also in our adherence to the standard expressed in our measurable outcomes that our students approach the subjects that they study contextually, thoroughly, and via multiple perspectives; and we demonstrate our commitment to teaching high standards of ethics in ways such as the importance we give to assessing our students' mastery of documentation practices.

Our assessment practices support Marymount's strategic plan even in the types of documents that we use to measure student learning outcomes. These include substantial student writing projects (each of which is between 15-50 pages of sustained master's-level, argument-driven, research-informed writing) and oral presentations (each of which is between 15-60 minutes in length). The oral presentations in particular serve to promote a sense of community amongst students, alumni, faculty, and staff. Since oral presentations are open to the public—thesis presentations in particular are often attended by students' families, friends, past teachers and mentors, and potential recruits to our program—our means of assessing student learning serves to strengthen Marymount's ties to the larger community, promote greater awareness of Marymount, enhance its reputation, and strengthen recruitment and retention. Our students are active participants in the intellectual life of the university, and share their work at the Student Research Conference and forums like Virginia Humanities Conference.

In addition to the University's mission and strategic plan, our student learning outcomes support several specific aspects of the School of Arts and Sciences' strategic plan. Our outcomes hold students to standards of subject mastery and informed consideration of their subject in historical, cultural, and critical context, we support the use of resources in the local Washington D.C. area and emphasize interdisciplinarity. Practicum oral presentations reinforce the School's commitment to provide students with opportunities to gain real-world experience. Every thesis and seminar paper is a student research effort that is conducted under close faculty supervision.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:

The papers used for the assessment were collected from EN 502 (Engaging Critical Theory) and EN 576 (Literary Proponents of Culture in the 19th and 20th Centuries). The first of these is a foundational course required for all students, and the latter is an elective, advanced literature course. The papers were solicited by the director and submitted by the instructors of each course in electronic form with the students' names redacted. The papers were divided among the entire English faculty with each paper assigned to 2-3 faculty members, who were asked to assess the extent to which:

The student analyzes source material and develops original arguments. (Outcome 1)

The student fully acknowledges the use of all forms of intellectual property. (Outcome 5)



The assessment instrument was an electronic form provided by Institutional Effectiveness. As in previous years, the form contains a 1-5 scale, where:

- 1 = fulfills the outcome inadequately
- 3 = fulfills the outcome adequately
- 5 = fulfills the outcome systematically, at a sophisticated level

One of the strengths of our assessment procedures is the participation of many raters. This improves the reliability of the data reporting. It also reflects the culture of continuous assessment in the department. In addition to participating in graduate assessment, all English faculty also actively participate in the process of grading first-year composition midterm essay exams, which are set up as discussions amongst groups of instructors. We all also actively participate in assessing our gateway English courses at the undergraduate level. As a group, we participate in an ongoing conversation about assessment standards at monthly department meetings. This results in a solid understanding of operational definitions and assessment norms as well as a clear sense of the distinction between assessment and grading, two similar but separate evaluation processes.

The strength of our assessment process also presents a challenge. By inviting the participation of the entire English faculty, the process also puts a strain on already scarce faculty time. This is difficult to avoid, however, as including spring courses in the evaluation requires the evaluation to be completed during the summer.

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
Students will analyze source material with informed consideration of its historical, cultural, critical and/or theoretical context.	These are solid scores for the MA program, and we do not plan any significant revision.	NA
Students will deliver professional and engaging oral presentations of their academic work that focus on their arguments and ideas, and that show thorough research and preparation.	The assessment results for this outcome indicate that our curriculum is doing exceptionally well in this area and not in of need of modification.	NA

Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:

The narrative portions of last year’s report received positive feedback. The response to the data reporting, likewise, received some positive responses, but also included a number of suggestions.

Some of affirmative reactions were related to the inclusion of a large number of faculty in the assessment of outcomes:

Love the model of using so many faculty in this process. This is truly exemplary!

This assessment cycle continues that practice by having as many of the English faculty participate as possible. The purpose of that participation is not only to generate data for the report, but also to provide a focus for departmental discussions of expectations, student performance, and program outcomes going forward.

There were, however, a few suggestions for making the data reporting more robust. Most of these express a wish to see more descriptive analysis and detail:

Suggestion on the Direct Measure regarding Performance Standard. Why not state the number of students reach "3" or above.

Means are reported, as well as "min" "max," but another indicator of the distribution of ratings would be helpful. Try reporting the standard deviation or a frequency chart.

In an effort to address these recommendations, the discussion of the outcomes includes analysis of aggregated and disaggregated data. The data is also presented in a series of charts to better show not just typical student performance, but also distribution and variation in student performance.

Finally, there was a desire for an articulation of planned improvements:

While it is clear you are proud of students' performance, there have got to be areas where improvement is possible! Try raising your performance standard significantly, or add additional items to your assessment.

Each of the outcomes assessed in this report are accompanied by an plan to either increase rater reliability in our assessments or to improve students' outcomes, even where students are already performing well.

Outcomes Assessment 2016-2017

Learning Outcome 1:

Assessment Activity

Outcome Measures	Performance Standard	Data Collection	Analysis
<i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<i>Define and explain acceptable level of student performance.</i>	<i>Discuss the data collected and student population</i>	<i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct assessment: 11 student papers—7 graduate seminar papers from EN 502 and 4 from EN 576—rated by	The form uses five levels of measurement, from 1-5, with a rating of "3" equivalent to "fulfills the outcome adequately."	The papers used for the assessment were collected from EN 502 and EN 576. The first of these is a foundational course required for all	Papers were analyzed by determining performance typical (using medians) and range of performance (using quartiles). This was done for the aggregated papers and for each individual paper. The results show that 1) median student performance is above 3 for both assessed courses,

graduate faculty with a shared rubric.		students, and the latter is an advanced literature course.	and 2) 10 of 11 papers have a median score above the 3 threshold.
Indirect assessment: Endorsement of the quality of the students' work on the part of the larger academic community. Results from the Graduating Students Survey.	Acceptance at research conferences and feedback from the program surveys.	Information is collected as our students' progress through the program and graduating students participate in an exit survey.	The graduating student surveys were reviewed for students' perceptions of their own proficiencies upon exiting the program. Additionally, information was collected regarding students' participation in conferences. The surveys show 100% of graduating students view their skills related to the outcome as good or excellent. Their perceptions are supported by their participation in conferences and award-winning presentations.

Interpretation of Results

Extent this learning outcome has been achieved by students (Use both direct and indirect measure results):

I want to begin by looking at assessed student performance in aggregate. One way to visualize the range of assessed student performance, as well as typical (median) performance is with box plots. Figure 1 (below) shows box plots for each assessed course's scores on Learning Outcome 1 (*analyzing source material and developing original arguments*).

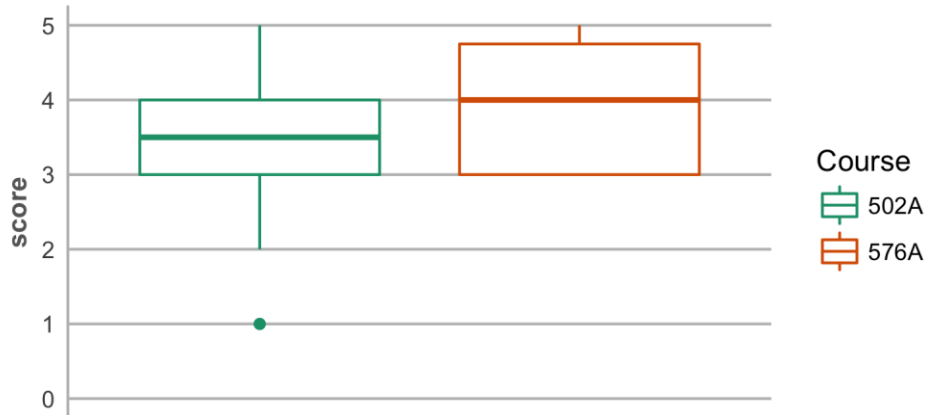


Figure 1: Box plots for Learning Outcome 1 (*analyzing source material and developing original arguments*) and separated by course.

For 502, the scores are close to normally distributed with one statistical outlier (the dot at the bottom). The interquartile range (the middle 50% represented by the box) is a spread between 3 and 4, with the median of 3.5. The interquartile range for 576 (IQR = 1.75) is larger than it is for 502 (IQR = 1.00); however no paper was

assigned a score lower than 3. Thus, the range approaches 5 at its upper limit, with a median of 4 (and a mean of 3.7). Additionally, the standard deviation for 502 is larger than it is in 576 ($\sigma = 1.00$ vs. $\sigma = 0.80$), which reflects the non-normal distribution of scores in the latter.

For a more detailed view of the scoring, Figure 2 shows the range and median scores for each assessed paper. The plots highlight the greater dispersion of scores in 502, which might be a result of its larger sample size, but may also reflect the more disparate proficiencies of students early in their graduate school experience. The plots also show that only 1 of the 11 papers has a median score below 3 and no paper received scores below 3 from multiple raters. Thus, the disaggregated data supports the overall conclusion that students are achieving the learning outcome.

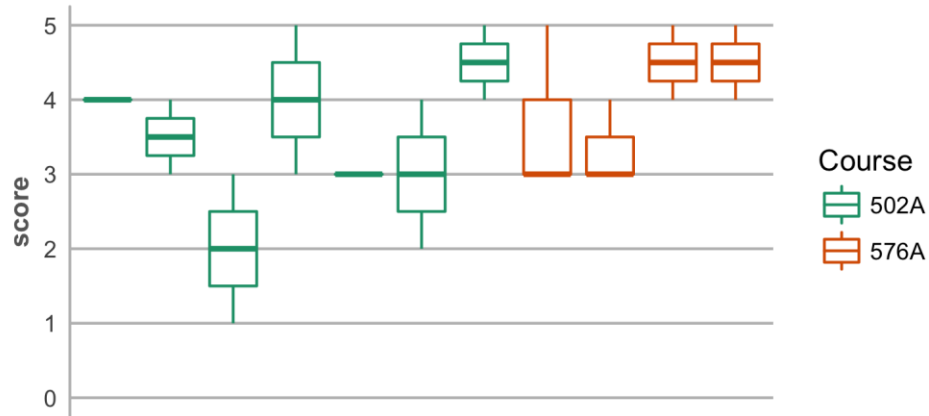


Figure 2: Box plots showing scores assigned to each essay on Learning Outcome 1 (analyzing source material and developing original arguments) and color-coded by course.

That students are achieving the targeted outcome is additionally supported by indirect measures. Our exit survey of graduating students contains a number of questions that are related to or informed by students' perceptions of themselves as having facility with original arguments. These include students' self-reported ability to:

- Conduct research to support a position.
- Develop a coherent written argument.
- Deliver a coherent oral presentation.
- Apply knowledge and skills to new situations.
- Solve problems in your field using your knowledge and skills.

Of the 3 students who participated in the survey, 100% reported their proficiencies with all of the above as either good or excellent.

Students' engagement with the larger scholarly community confirms their perceived self-efficacy. For example, one of our graduating students had her memoir accepted at the Virginia Humanities Conference. Three others had their creative works performed at the DC Fringe Festival. All eight students in EN 550 had their



posters accepted for the Marymount Student Research Conference. Finally, a student presented a paper at the Sigma Tau Delta Conference for which he earned an Honorable Mention award.

Program strengths and opportunities for improvement relative to assessment of outcome:

The broad patterns in the data point to the effectiveness of the program in supporting this outcome. On the whole, students in the foundational course produced outcomes that slightly exceed what would be expected. The aggregate scores also show a higher median in the elective course than in the foundational one. This, too, accords with expectations. In the former, we would hope to see more advanced proficiencies than in the latter.

The gap between 502 and 576, in fact, is even greater than Figures 1 and 2 make them appear. The assessment protocols in the English department call for greater stringency as the courses progress: a 3 in 502 would represent meeting the standard of foundational proficiency, while a 3 in 576 would mark advanced proficiency in that standard. Thus, the results from 576 illustrate the substantive gains made by students as they progress through the program.

While the general picture speaks to the program's strengths in meeting its targeted outcomes, there is some variation that is worth noting. For one, there is a spread of 2 points among raters for 4 of the assessed papers. That spread presents an opportunity for departmental discussion of program objectives, how those objectives are operationalized in course settings, and the assessment of those objectives.

It is noteworthy that there is more agreement than disagreement among the data. That said, it will be important to investigate what is motivating those instances where there is greater spread in the scoring of a particular paper. Is it because a reader recognizes something that other raters missed? Or are there differing applications of the scoring standards? The latter seems unlikely, given that there is otherwise close alignment among raters. However, there may be questions regarding the application of standards in specific contexts or under specific conditions. In either case, discussion of the outcomes will be beneficial as an exercise not only in reinforcing norms, but also in evaluating our curricular practices.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

The outcomes will be discussed twice with the English faculty – once in the fall and once in the spring – focusing on:

- Examining reasons for scoring discrepancies in papers with a scoring range greater than 1.
- Strengthening our shared understanding of assessment norms.

I would also like to add a comment option to the rubric next year. This would allow raters to share their reason for assigning scores, particularly scores at the extreme ends of the scale, which would, in turn, aid in the interpretation of data.

Learning Outcome 5:

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct assessment: 11 student papers—7 graduate seminar papers from EN 502 and 4 from EN 576—rated by graduate faculty with a shared rubric.	The form uses five levels of measurement, from 1-5, with a rating of "3" equivalent to "fulfills the outcome adequately."	The papers used for the assessment were collected from EN 502 and EN 576. The first of these is a foundational course required for all students, and the latter is an advanced literature course.	Papers were analyzed by determining performance typical (using medians) and range of performance (using quartiles). This was done for the aggregated papers and for each individual paper. The results show that 1) median student performance is above 3 for both assessed courses, and 2) 10 of 11 papers have a median score above the 3 threshold.
Indirect assessment: Endorsement of the quality of the students' work on the part of the larger academic community. Results from the Graduating Students Survey.	Acceptance at research conferences and feedback from the program surveys.	Information is collected as our students' progress through the program.	The graduating student surveys were reviewed for students' perceptions of their own proficiencies upon exiting the program. Additionally, information was collected regarding students' participation in conferences. The surveys show 100% of graduating students view their skills related to the outcome as good or excellent. Their perceptions are supported by their participation in conferences.

Interpretation of Results

Extent this learning outcome has been achieved by students *(Use both direct and indirect measure results):*

As with the previous outcome, I want to begin by looking at the aggregate scores, and again a box plot is helpful in visualizing both the range of variation in assessed student performance and typical (median) student performance. The plot shows both 502 and 576 with median scores of 4. However, the interquartile range for 576 is much narrower (IQR = 0.75, $\sigma = 0.5$) than it is for 502 (IQR = 2, $\sigma = 1.12$). As with the previously discussed learning outcome, the more tightly grouped scores in 576 may represent a stabilizing of students' proficiencies as they advance through the program.

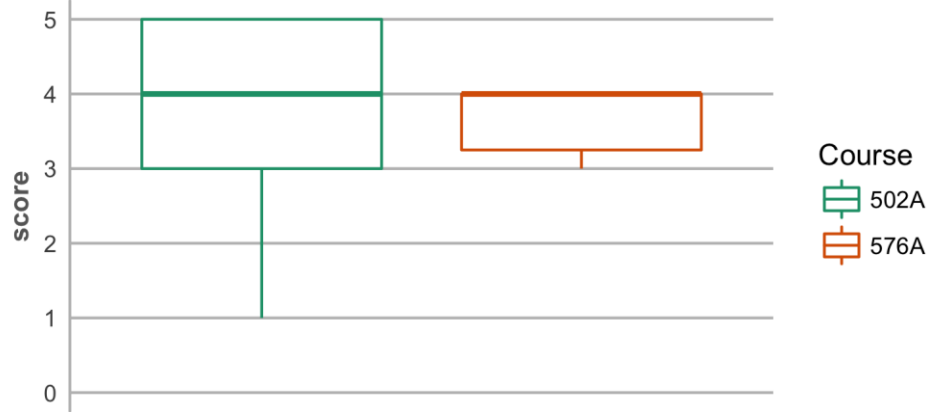


Figure 3: Box plots for Learning Outcome 5 (fully acknowledging the use of all forms of intellectual property) and separated by course.

Figure 4 shows the range of scores for each individual paper. Among the 11 assessed papers, only 1 was assigned a score of below 3 by a single rater. That paper was also the only one with a median score below 3. The other 10 papers all have median scores of 3 or above. Among those, 2 – both from 502 – have median scores of 5.

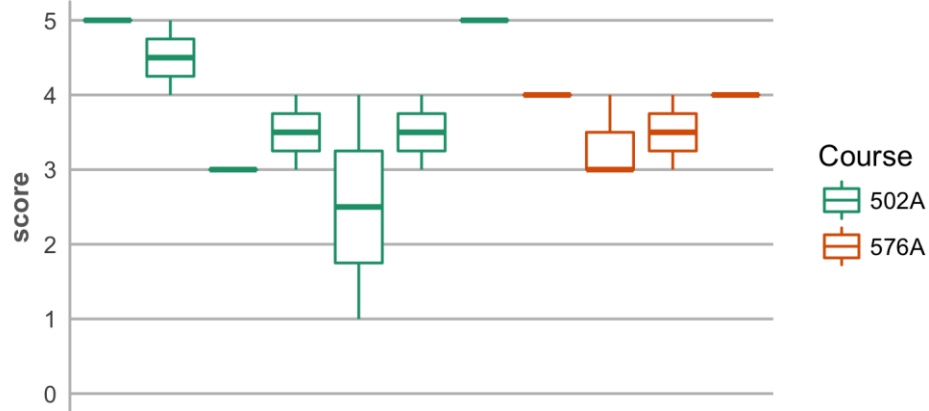


Figure 4: Box plots showing scores assigned to each essay on Learning Outcome 5 (fully acknowledging the use of all forms of intellectual property) and color-coded by course.



Both the aggregated and disaggregated data demonstrate students' success on this outcome. Too, they show students' improvement as they move from foundational to advanced courses. As explained under the previous outcome, the criteria applied to the courses are different. Thus, even though the means for the two courses are the same (4.0), the scores indicate more advanced proficiencies in 576.

In 502, 5 of the 7 papers received at least one 4 or 5, and 2 papers were consensus 5's. The number of scores 4 or above speaks to rigorous attention to the use of sources in academic writing in the program's foundational courses. Finally, it is also clear that there is high consistency in the raters' evaluations. As Figure 4 illustrates, only one paper has a range greater than 1.

Indirect measures further confirm that this outcome was achieved by students. In our graduating student survey, two questions directly address this outcome:

- Find appropriate sources of information.
- Evaluate the quality of information (e.g. scholarly articles, newspapers).

All respondents evaluated their abilities as good or excellent upon exiting the program. Furthermore, as noted under the previous outcome we had almost all of our students participate in at least one presentation of their research. Although that kind of scholarly engagement is most strongly indicative of students' ability to articulate the exigencies and aims of their research, undergirding those skills is the facility to position their work in relation to the work of others' in their field. That, in turn, requires the acknowledgment of intellectual property.

Program strengths and opportunities for improvement relative to assessment of outcome:

Both direct and indirect measures demonstrate that students in the program have achieved this outcome. The high marks awarded to 5 of the 7 papers in 502 shows the attention that is paid to this outcome in our foundational courses and the success of those courses in developing students' facility with intellectual property. Additionally, the high level of rater agreement on the scores indicates the faculty's shared interpretation of the outcome.

There is one exception to that overall pattern of agreement. One paper has a spread of 3. The discrepancy in scoring is likely the result of one rater responding to something that was unremarked by other raters. Such occasional discrepancies are inevitable, given the length and complexity of the documents being assessed. Nonetheless, it will be useful to review this paper with the department faculty in order to identify and discuss the cause of the scoring difference.

A review of the 576 papers might prove even more instructive. As noted above, 2 papers from 502 earned consensus scores of 5, which reflects the attention given to the sourcing of arguments in the foundational courses. That no rater assigned a 5 to any paper in 576 may simply be the result of a very small sample size. However, it will be worth exploring what might have improved the scores of the 576 papers and whether there are any specific instructional strategies that might be implemented in the advanced courses to raise students' outcomes.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

The outcomes will be discussed twice with the English faculty – once in the fall and once in the spring – focusing on:

- Examining reasons for scoring discrepancies in the single paper with a scoring range greater than 1.
- Examining reasons for the lack of any paper being rated a 5 in the advanced course.
- Exploring possible strategies for raising students' proficiencies in advanced courses based on the discussion of the previous bullet point.



As I stated under the first outcome, I would also like to add a comment option to the rubric next year. This would allow raters to share their reason for assigning scores, particularly scores at the extreme ends of the scale, which would, in turn, aid in the interpretation of data.

Appendices

Curriculum Map

These will be sent for review and feedback to the Liberal Arts Core Committee.

GRADUATE CURRICULUM MAP

Degree Program: English and the Humanities

Year: 2016-17

Program Outcomes:

Program Outcome	Critical Reading ¹	Written Communication	Oral Communication/Persuasive Argument	Identification, Investigation, and Application of Theory and Principles of the Discipline	Scholarly Presentation and the Use Resource Materials
Students will write and create substantial academic papers and projects in which they analyze source material and develop original arguments.	X	X		X	X
Students will demonstrate clarity, organization, grace of expression, and audience awareness.		X	X		X
Students will analyze source material with informed consideration of its historical, cultural, critical and/or theoretical context.	X	X		X	X
Students will deliver professional and engaging oral presentations of their academic work that focus on their arguments and ideas, and that show thorough research and preparation.	X		X	X	X
Students will fully acknowledge the use of all forms of intellectual property.	X	X	X		X

¹ Graduate program competencies derived from GSC Committee Requirements for New Graduate Programs: "Achieving this criteria may be demonstrated by, but is not limited to:

1. Course content that is increasingly more complex and rigorous than UG courses (course objectives, learning activities, outcome expectations, etc.)
2. Coursework that produces graduates with advanced skills in reading critically.
3. Coursework that produces graduates with advanced skills in writing clearly.
4. Coursework that produces graduates with advanced skills in arguing persuasively.
5. Coursework that produces graduates competent in identifying, investigating, and applying theory and principles of the discipline to new ideas, problems, and materials.
6. Competence in the scholarly presentation of the results of independent study and in the use of bibliographic and other resource materials with emphasis on primary sources for data.
7. A capstone or final integrative activity that demonstrates achievement of graduate-level knowledge and application of the theory and principles of the discipline"

Students will evaluate pedagogical theories and research.	X	X		X	X
Students will apply pedagogical theories and research to college teaching practices.	X	X	X	X	X

Curriculum Map:

For each course, indicate which competencies are included using the following key. Please refer to the director of assessment in Planning and Institutional Effectiveness if you need more detailed explanation of the four core competencies.

Level of instruction: F-foundational, A-advanced, M-mastery

Assessment: PR-project, P-paper, E-exam, O-oral presentation, I-internship, OT-other (explain briefly)

Required Course	Critical Reading ¹		Written Communication		Oral Communication/Persuasive Argument		Identification, Investigation, and Application of Theory and Principles of the Discipline		Scholarly Presentation and Use of Resource Materials	
	Level	Assess	Level	Assess	Level	Assess	Level	Assess	Level	Assess
501	F	P, O	F	P	F	O	F	P, O	F	P, O
502	F	P, O	F	P	F	O	F	P, O	F	P, O
690	M	P, O	M	P	M	O	M	P, O	M	P, O
695	M	P, O	M	P, I	M	O, I	M	P, O, I	M	P, O