

# Assessment Report for the Humanistic Distribution AY 2014-15

## Assessment Plan

Student Learning Outcomes Assessed: Upon completion of the core curriculum, students will have demonstrated the ability to

- Describe the historical development, the interconnectedness or complexity of different societies.
- Evaluate the significance of texts and data.

Assessment Activities:

- Rubric Scoring, Random Sample of Student Work
- Discussion of Results
- Development of Action Plans

Rubrics:

- Core Curriculum SLOs
  - **Historical Development:** Describe the historical development, the interconnectedness or complexity of different societies.
  - **Evaluate Texts:** Evaluate the significance of texts and data.
- Critical Thinking AAC&U VALUE
  - Explanation
  - Evidence
  - Position
  - Conclusions
- Reading AAC&U VALUE
  - Comprehension
  - Relationship
  - Analysis
  - Interpretation

Assessors:

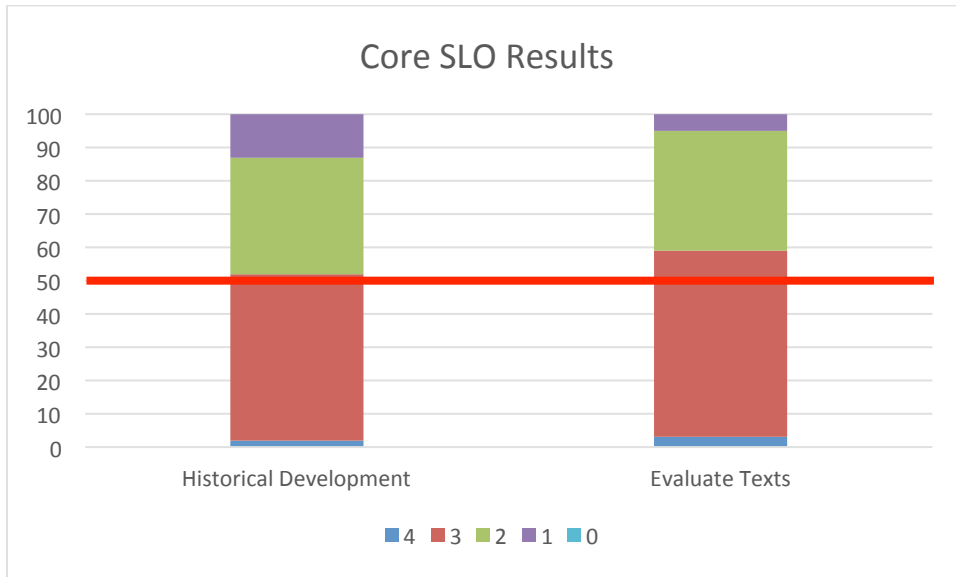
- Buck, History
- Morgan, Philosophy
- Thompson, Religion

## Assessment Results

Assessment Baseline:

**50% of students assessed will score a 2 or higher on each assessed criterion.**

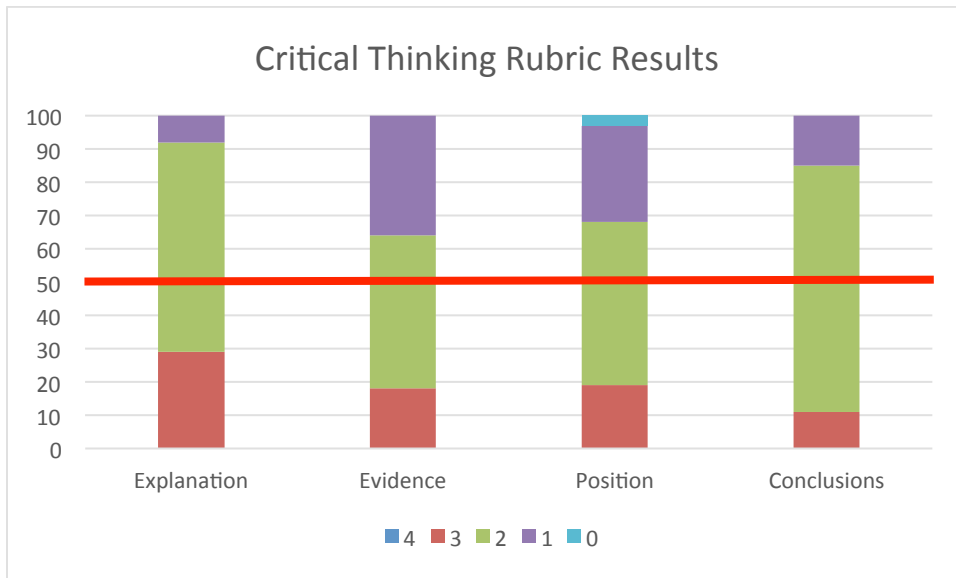
Assessment of Core Learning Outcome:



### Core Learning Outcomes

- *Historical Development*: With 87% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Evaluate Texts*: With 95% of the student samples scoring a 2 or higher, we **met** our assessment goal.

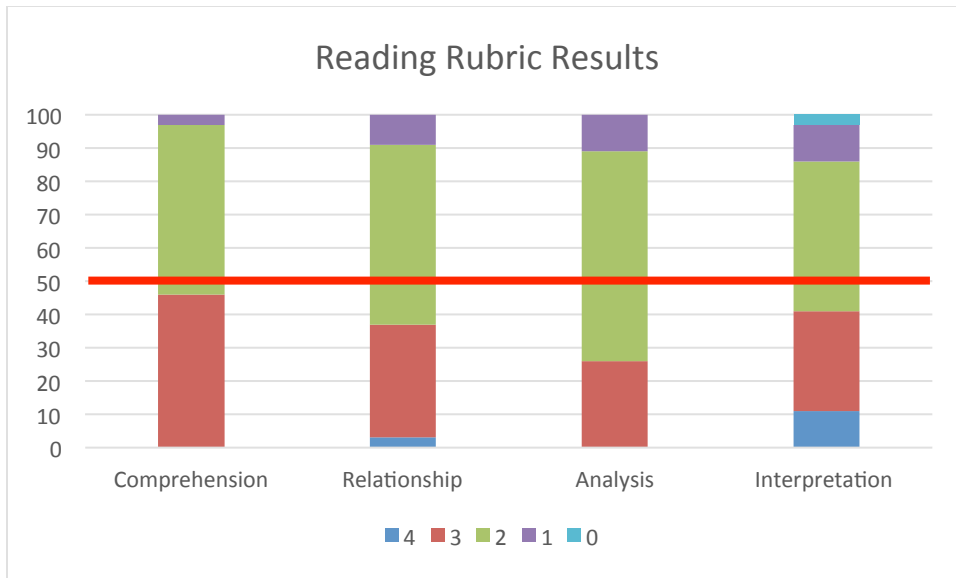
## Assessment of Critical Thinking



### Critical Thinking VALUE Rubric

- *Explanations*: With 92% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Evidence*: With 64% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Position*: With 68% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Conclusions*: With 85% of the student samples scoring a 2 or higher, we **met** our assessment goal.

## Assessment of Reading



### Reading VALUE Rubric

- *Comprehension*: With 97% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Relationship*: With 91% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Analysis*: With 89% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Interpretation*: With 86% of the student samples scoring a 2 or higher, we **met** our assessment goal.

## **Reflection**

- While the students met the expectations, we found a problem with the sample assignments. The majority dealt with only one of the Core SLOs we hoped to assess.
- We discussed the Core SLO: Describe the historical development, the interconnectedness or complexity of different societies. As a group, we thought the terms were vague.
- We discussed how the student learning was at the level that we wanted based on the fact that this might be the only Humanities course a student would take at Thiel College.

## **Action Items**

1. The Humanities faculty will develop:
  - a. Core SLO specifically addressing the Humanistic Distribution;
  - b. The criteria for the assignment to be used in assessment;
  - c. Determine which parts of the AAC&U rubrics will be required components for all courses in the distribution;
  - d. Determine if there should only be certain courses that count toward the distribution or if all humanities courses will continue to count.
2. Using the AAC&U VALUE Rubrics as a model, we will develop a glossary of definitions for terms in the Core SLO.
3. We recommend that raising the baseline for assessment to 75% of the students will score:
  - a. A 3 or better on the Core SLO rubric.
  - b. A 2 or better on the AAC&U VALUE rubrics.