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 is 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.