



Humanities | 2016-2017 Assessment Plan

1. Please review last year's assessment results (2015-2016) as well as the Academic Program Assessment Report with the faculty in your program. How does your program plan to take these results into consideration in future programmatic planning?

This year we are implementing the recommendations the HUS assessment subcommittee made in 2015-16, which related to the 2014-15 plan. These recommendations will impact this year's assessment as we plan to assess the same learning outcomes and to consider whether or not we see any improvements. Following this schedule, the 2016-17 HUS assessment subcommittee will review last year's plan and make recommendations for possible changes to the unit by June 1, 2017.

2. Please review your program's Learning Outcomes. Do any of them need to be updated or clarified?

Learning Outcome #2: Students will acquire essential life skills, including the ability to reflect critically on texts and artifacts, to recognize and appreciate nuance and complexity of meaning, and to express themselves in a clear, organized, and well-reasoned manner. (UNDER REVIEW in 2016-17)

- a. Please provide brief indications of the kinds of assessment that might be used to assess each outcome.

1. Students will acquire an understanding of what it means to be human by studying and analyzing important works and ideas in literature, philosophy, language, and history.
 - Assessment: direct: essays, blog posts, written reflections and discussion posts
2. Students will acquire essential life skills, including the ability to reflect critically on texts and artifacts, to recognize and appreciate nuance and complexity of meaning, and to express themselves in a clear, organized, and well-reasoned manner.
 - Assessment: direct: essays, blog posts, podcasts, written reflections and discussion posts
3. Students will be transformed and given greater self-awareness by understanding the historical and cultural context for human values through the study of literature, philosophy, language, and history.
 - Assessment: direct: essays, blog posts, written reflections, podcasts and discussion posts; indirect: survey
4. Study of the Humanities imparts a fundamental understanding of:
 - the significance and chronology of major events and movements in World civilization;
 - i. Assessment: direct: essay, exams and multiple choice tests.
 - a range of literature, representative of different literary forms and historical contexts;
 - i. Assessment: direct: essays, exams, discussion posts.

- the role of the humanities in identifying and clarifying individual and social values in a culture and understanding the implications of decisions made on the basis of those values.
 - i. Assessment: direct: essays, written reflections, podcasts, blog posts, discussion posts; indirect: surveys.

- b. Please compare your Learning Outcomes to the University's main learning objectives. Which programmatic outcomes match university mission outcomes?

Learning Outcome #2 matches the University's objectives relating to interdisciplinary, problem-focused education, critical thinking, and an engaged citizenship.

- 3. Which outcome will you assess this year (2016-2017)?

Learning Outcome #2: Students will acquire essential life skills, including the ability to reflect critically on texts and artifacts, to recognize and appreciate nuance and complexity of meaning, and to express themselves in a clear, organized, and well-reasoned manner.

- 4. Which technique will you use to assess this outcome?

We will directly assess student writing in upper level humanities courses offered in Spring 2017. We will collect student writing from majors and minors in a series of upper-level courses, including at least one online class.

In accordance with the recommendations of last year's subcommittee, we will assess two forms of student expression: argumentative writing (essays) and reflective writing (journals, blog posts, reflection essays).

- If we find that we do not have enough examples of reflective student writing, we will only assess the sample of argumentative writing that we collect.

We will design two related, yet distinct rubrics to assess these two forms of writing.

Finally, we will compare results to the results of the 2014-15 report to see if we may draw any conclusions about whether or not our results show an increase or decrease in student achievement of this outcome. We will also use this to help us finalize the revision of this learning outcome, which we will complete with the report in June 2017.

- 5. Which course or group of students will you assess on the outcome chosen above and when?

We will select roughly 30 examples of student writing from our majors and minors in our upper level offerings for Spring 2017. We intend to draw from several upper level courses that require argumentative and/or reflective writing.