

Report : Assessment Cycle Details for : Humanities

Report Generated by Taskstream

Workspace : Academic Program Assessment and Planning Workspace

Assessment Plan: 2017-2018 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template : IU Kokomo Academic Assessment Template

Report Generated : Thursday, May 31, 2018

Measures and Findings

Humanities Outcome Set

Outcome

1.3 Write Effectively

Component #1. Audience awareness/tone

Component #2. Organization

Component #3. Word choice/style

Component #4. Evidence

Mapped to:

No Mapping

Measure

Review of Written Work

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description :

We will collect papers from humanities majors that are 5 pages or more. These students take courses in multiple departments: Communication and Performing Arts, English and Language Studies, Mew Media Art and Technology, and History, Political Science, and Philosophy. A list of majors will be used to collect any available papers from classes in these departments. Papers will be evaluated by the instructor in order to determine if they are meeting the degree outcomes.

Acceptable Target :

20 papers. (There are about 20 majors--1 paper per student would be ideal).

Implementation Plan (timeline) :

Collect papers and evaluate in Fall 2017

Key/Responsible Personnel :

Chris Darr, CAPA (primary responsibility)

Joe Keener, ELS

Minda Douglas, NMAT

Sarah Heath, HPSP

Supporting Attachments :

Findings

for Review of Written Work

Summary of Findings :

Per the assessment plan filed last year, Chris Darr (primary assessment coordinator) collected papers from Humanities majors in Fall 2017.

First, a list of Humanities majors was generated using AdRx. Twenty-three were identified. Next, Darr distributed the list to the other chairs (Keener, Douglas, Heath), who asked their faculty for papers written by students on the list. Instructors were told to identify the nature of the assignment and to inform the chair of the grade the student received. The chairs agreed that a grade of B or higher would indicate an acceptable level of writing proficiency. If multiple papers from the same student were received, only one was used. Using this method, only seven papers were obtained.

Of the seven papers submitted, three were given a grade of B and four were given a grade of A. Paper length and the nature of the assignment varied. One was a 15-page senior seminar paper, while the others were shorter and varied from reflection papers to short analysis papers.

The papers "exceed" acceptable achievement, with the caution that the findings are based on an extremely small sample size.

Acceptable Target Achievement:

Exceeded

Reflections/Notes :

This process proved to be more difficult than anticipated, and not nearly enough papers were collected to generate any sort of meaningful data—it is not wise to generalize too much from such a small sample size. One factor may be the fact that many of the 23 majors are focused on the performing arts (theatre and music) and may not have been in classes that require writing.

Substantiating Evidence :