

Detailed Assessment Report

As of: 5/08/2015 04:02 PM EDT

2012-2013 Humanities BA

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The mission of the Humanities major is to provide an interdisciplinary degree in humanities to students who are interested in philosophy, foreign language, fine arts, theater, music, folklore, new media, English, languages, and/or communication arts.

The Humanities major meets the goals of the IU Kokomo mission statement in that it offers a bachelor's degree and fulfills the mission of "enhancing research, creative work, and other scholarly activity" and strengthens the "cultural vitality" of the region (IU Kokomo Mission Statement).

Goals

G 1:Communication Skills

Communication Skills

G 2:Humanities Literacy

Humanities Literacy

Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

S 1:Read Critically: Description. Comp#1

Read Critically: Description

S 2:Read Critically: Analysis. Comp#2

Read Critically: Analysis.

S 3:Listen Critically: Description. Comp#1

Listen Critically: Description

S 4:Listen Critically: Analysis. Comp#2

Listen Critically: Analysis.

S 5:Write Effectively: Audience awareness/tone. Comp#1

Write Effectively: Audience awareness/tone.

Related Artifacts/Objects:

A 1:Senior Seminar Capstone Papers

Seniors in ENG-L495 Senior Seminar, the required capstone course for the Humanities major, were originally asked to submit a paper from a humanities course in the major for review by the Humanities major faculty.

This year 4 students in the course were Humanities majors. One paper was collected from each student for assessment purposes.

Source of Evidence: Capstone course assignments measuring mastery
Given that the degree is small and thus a limited number of papers for assessment are collected each year in this cycle we are continuing to assess Goal #1, Outcome 3 as was begun in the previous assessment cycle.

The benchmark specified in the plan for seniors remains as follows: we expect all (100%) to demonstrate the highest level of achievement of outcomes.

Benchmark:

The benchmark specified in the plan for seniors remains as follows: we expect all (100%) to demonstrate the highest level of achievement of outcomes.

Findings (2012-2013) - Benchmark: Met

4 student papers were assessed. We found that 100% met this benchmark. However, given the small sample size we plan to continue to assess this goal/outcome in the next assessment cycle and are considering alternative assessment methods as a single paper from each student may not be a comprehensive view of student work and learning.

S 6:Write Effectively: Organization. Comp#2

Write Effectively: Organization.

Related Artifacts/Objects:

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S 7:Write Effectively: Word choice/style. Comp#3

Write Effectively: Word choice/style.

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S 8:Write Effectively: Evidence. Comp#4

Write Effectively: Evidence. Comp#4

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S 9: Critically view artistic works from multiple perspectives: Description. Comp#1
Critically view artistic works from multiple perspectives: Description.

S 10: Critically view artistic works from multiple perspectives: Analysis. Comp#2
Critically view artistic works from multiple perspectives: Analysis.

S 11: Critically view artistic works from multiple perspectives: Interpretation. Comp#4
Critically view artistic works from multiple perspectives: Evaluation. Comp#4

S 12: Critically view artistic works from multiple perspectives: Evaluation. Comp#3
Critically view artistic works from multiple perspectives: Evaluation.

S 13: Speak Effectively: Audience awareness/tone. Comp#1
Speak Effectively: Audience awareness/tone.

S 14: Speak Effectively: Organization. Comp#2
Speak Effectively: Organization.

S 15: Speak Effectively: Word choice/style. Comp#3
Speak Effectively: Word choice/style.

S 16: Speak Effectively: Evidence. Comp#4
Speak Effectively: Evidence.

S 17: Argue Effectively: Sufficient evidence. Comp#1
Argue Effectively: Sufficient evidence.

S 18: Argue Effectively: Credibility of evidence. Comp#2
Argue Effectively: Credibility of evidence.

S 19: Argue Effectively: Appropriateness of evidence. Comp#3
Argue Effectively: Appropriateness of evidence.

S 20: Argue Effectively: Logical argument. Comp#4

Argue Effectively: Logical argument.

S 21: Articulate how intellectual traditions have shaped present cultures: Description of tradition. Comp#1

Articulate how intellectual traditions have shaped present cultures: Description of tradition.

S 22: Articulate how intellectual traditions have shaped present cultures: Application to present day. Comp#2

Articulate how intellectual traditions have shaped present cultures: Application to present day.

S 23: Evaluate literary or philosophical works: Description. Comp#1

Evaluate literary or philosophical works: Description.

S 24: Evaluate literary or philosophical works: Meaning/significance. Comp#2

Evaluate literary or philosophical works: Meaning/significance.

S 25: Evaluate literary or philosophical works: Evaluation/reflection. Comp#3

Evaluate literary or philosophical works: Evaluation/reflection.

S 26: Evaluate experiences in the fine or performing arts: Emotional impact. Comp#1

Evaluate experiences in the fine or performing arts: Emotional impact.

S 27: Evaluate experiences in the fine or performing arts: Intellectual impact. Comp#2

Evaluate experiences in the fine or performing arts: Intellectual impact.

S 28: Evaluate experiences in the fine or performing arts: Compare works. Comp#3

Evaluate experiences in the fine or performing arts: Compare works.

S 29: Evaluate experiences in the fine or performing arts: Contrast works. Comp#4

Evaluate experiences in the fine or performing arts: Contrast works.

Analysis Questions and Analysis Answers

What did you learn about your students' learning from the assessment process in the most recent year?

Of the 4 students assessed in this cycle all met the benchmarks for Goal 2, Outcome 3 (write effectively). Assessment of this goal/outcome was continued from a previous assessment cycle due to small sample size (1 student in the previous cycle).

How widely and frequently have these results been discussed with your program faculty?

The Humanities BA is in a unique position since it draws on disciplines and courses from a wide variety of different faculty and disciplines. At present these results have not been widely discussed among program faculty. Currently one faculty member focuses on assessment of this BA. This needs to be altered into better assessment practices where at least a small group of faculty from the wider department become involved in assessing this major. Overhauling the assessment process at all levels for this major is a primary goal for 2014-2015.

What do these results mean for your program?

The results show that our Humanities BA students are meeting the benchmarks. However weakness in our assessment process needs to be critically examined and revised so that the process becomes less focused on entering data for the sake of entering data.

What are your next steps going forward?

1. Work with the currently visiting Assessment Coach to examine the Humanities BA outcomes/goals and determine if they need to be updated, reworded or simplified to become more meaningful and useful for assessment.
2. Consider altering the data we collect for assessment purposes. Currently a single paper from senior seminar is collected from each graduating Humanities BA student. Because the has a small number of majors this means that in each year we collect a limited amount of data and that those papers we do collect many not be comprehensive enough to fully and accurately assess student learning for the entire major. Going forward we will consider whether moving to a portfolio or some other type of assessment might be more productive