

Humanities Major Assessment Report  
Academic Year 2005-2006

I. Brief Summary of Assessment Plan

The Humanities Major Assessment plan included two primary Goals and their respective Outcomes.

Goal #1. Communication Skills: Students will be able to—  
read critically; listen critically; write effectively; critically view artistic works from multiple perspectives; speak effectively.

Goal #2. Humanities Literacy: Students will be able to—  
argue effectively; articulate how intellectual traditions have shaped present cultures; evaluate literary or philosophical works; evaluate experiences in the fine or performing arts.

The Humanities Major faculty assessed Goal #1. Communication Skills: Students will be able to—

Outcome #3. Write effectively.

Component #1. Audience awareness/tone

Good: Text uses precise vocabulary, examples familiar to the stated audience, and tone that engages the audience.

Fair: Text uses appropriate vocabulary, examples adapted for the stated audience, and appropriate tone for the stated audience.

Inadequate: Vocabulary is inappropriate (e.g., slang or terms used incorrectly), or appropriate examples are not selected for the stated audience, or tone creates distance between writer and reader.

Component #2. Organization

Good: Text has an effective thesis statement and paragraphs are developed with ample supporting evidence.

Fair: Text has a clear central point and is organized in a logical manner, with Introduction/Body/Conclusion.

Inadequate: Writing has no clear central point or lacks logical order or sufficient development.

Component #3. Word choice/style

Good: Text uses college-level vocabulary and discipline-specific terminology. Varied sentence structures are enhanced by transitions.

Fair: Text uses college-level vocabulary and varied sentence structures.

Inadequate: Vocabulary is insufficiently academic or text lacks sentence variety.

Component #4. Evidence

Good: Text provides ample general and specific evidence. Evidence is discussed, developed, or explained and text uses appropriate documentation.

Fair: Text provides both general and specific support and uses appropriate

documentation.  
Inadequate: Text provides only general evidence or lacks sufficient development or inappropriately uses sources.

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

No major changes in goals, outcomes, components, and performance characteristics were made to the plan, as assessed for 2005-2006.

## II. Assessment Methods

Seniors who were Humanities majors were asked to submit a humanities paper (from a humanities course in the major) for review by the Humanities Major faculty. Only one student submitted a paper for assessment.

Each of the Humanities Major faculty was given a copy of the rubric in the form of a check sheet. The rubric included each of the components for Goal #1 Communication Skills: Students will be able to (Outcome #3) Write Effectively. Four Humanities Major faculty and the Chair of Humanities participated in the assessment.

No assessment methods were changed after the Humanities Major plan was submitted.

## III. Description of Assessment Results

Only one student submitted a paper for assessment. The faculty unanimously gave this student the highest level of achievement for all performance characteristics for (Outcome #3) Write effectively. This student achieved the benchmark acceptable for a senior.

With such limited data, the Humanities Major faculty were unable to interpret these results, other than expectations were met by one senior.

## IV. Using Assessment for Program Improvement

No implications from the assessment results affected program improvement. The Humanities Major faculty plan to collect papers for next year's assessment (2007) in the Senior Seminar, spring semester. Plans are also being discussed for acquiring papers from sophomore and junior Humanities majors.

## V. Dissemination of Results

No specific plan has been devised for dissemination of the assessment of one paper from one student to faculty, staff, and students. Obviously, data is lacking.