

**Assessment of Student Learning Outcomes  
Report from the General Education Assessment Subcommittee**

General Education Category #5: Humanities

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Subcommittee Members:

Shannon McRae (chair), English; Andrew Cullison, Philosophy; Bond Benton, Communication

Overview of Process

The subcommittee was charged with evaluating a minimum 20% sample of students enrolled in courses satisfying the General Education Category 5 (Humanities) requirement, for evidence of the proportion of students who exceeded, met, approached, and failed to meet the Humanities General Education requirement in the spring semester of 2014.

Assessment Task

The Humanities General Education Requirement has the following learning outcome:

"Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program."

Methodology

In selecting our sample, we attempted to choose courses that represented different departments within the Humanities division, in order to properly represent the range of courses and students who took them. We sent out a request to all instructors of Humanities courses for Spring 2014, most of whom were willing to participate. The courses represented are:

MUED 300.01	Foundations in Music Education III
COMM 302.01	Rhetoric and Criticism
MUED 300.02	Foundations in Music Education III
MUS 270.01/02	History of American Pop Music
ENGL 211.05/06	World Poetry
ENGL 207.01/02	Drama and Film
ENGL 207.03/04	Drama and Film
HONR 225.01	Freshman Honors Seminar
ENGL 209.03/04	Novels and Tales
ENGL 209.07/08	Novels and Tales
ARTH 211.01/02	Medieval Art
PHIL 115.02	Introduction to Philosophy
ENGL 211.03/04	World Poetry
Engl 207.05/06	Drama and Film
ENGL 216.01	Science Fiction

Last time the Humanities General Education Subcommittee undertook this study, in 2011, they were required only to use final grades as their measure of student success. In their report, this subcommittee expressed concern that while such a method measured student success in a particular Humanities course, it was not necessarily a fully reliable indicator of whether the relevant learning outcome specific to a GenEd Humanities criteria had been met. In order to remedy this, their suggestion was to include grades in the report for one assignment designated by the instructor as specific to the GenEd Humanities goals, as well as the final grades. We therefore took their suggestion for this report. The results are as follows:

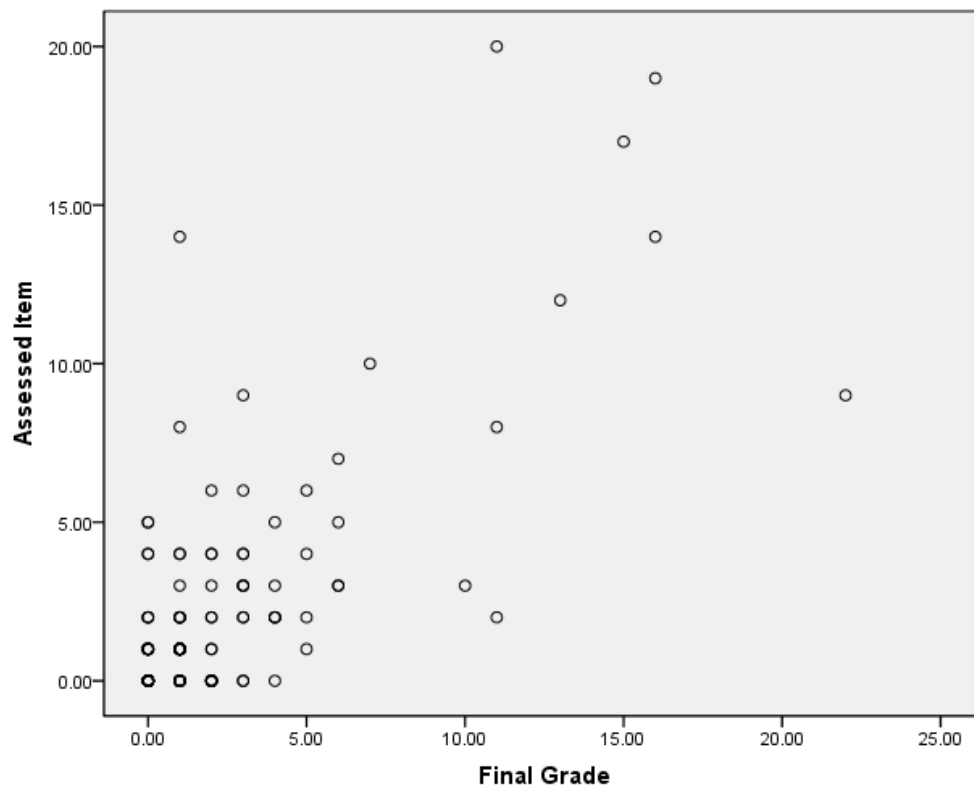
### Analysis of Assessed Results

The analysis of the results of this assessment show a number interesting and relevant outcomes. Specifically, the assessed assignment was shown to strongly correlate with students final grades, with correlation significant at the 0.01 level. This suggests a compelling overlap between student outcomes and the competencies analyzed in this assessment. In essence, the competencies looked at in this assessment reliably forecast overall student success in the course.

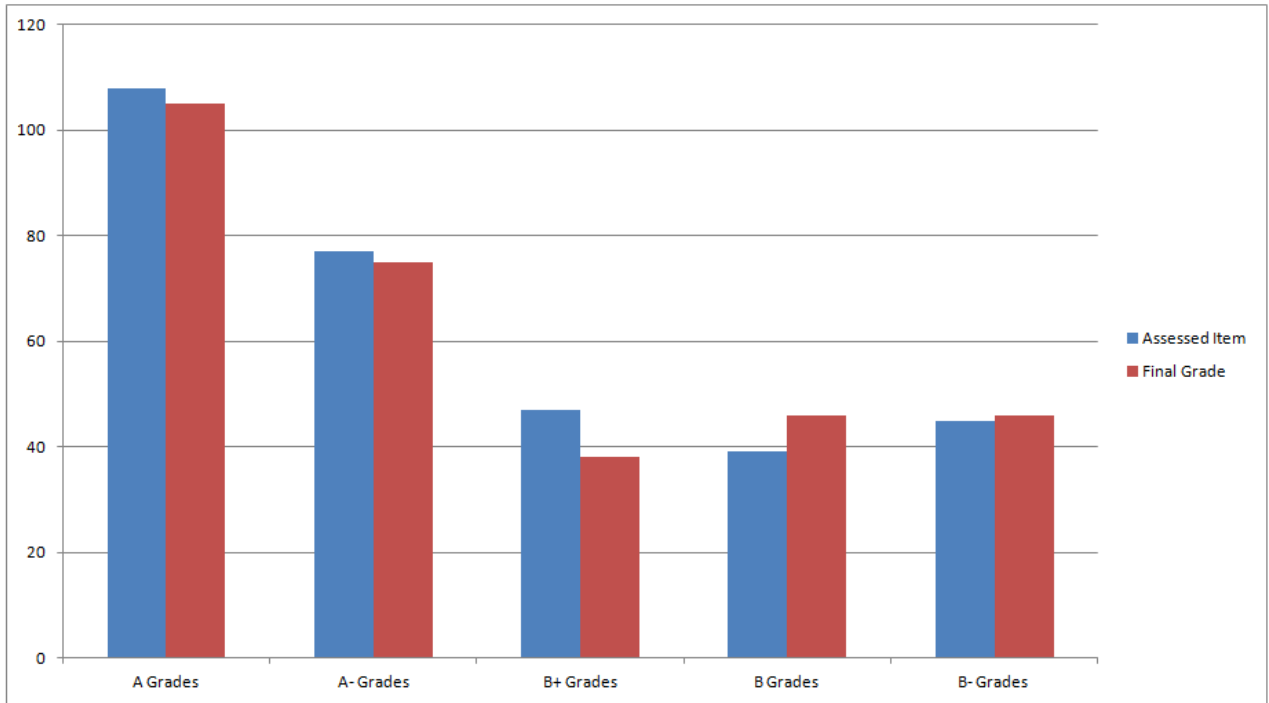
**Correlations**

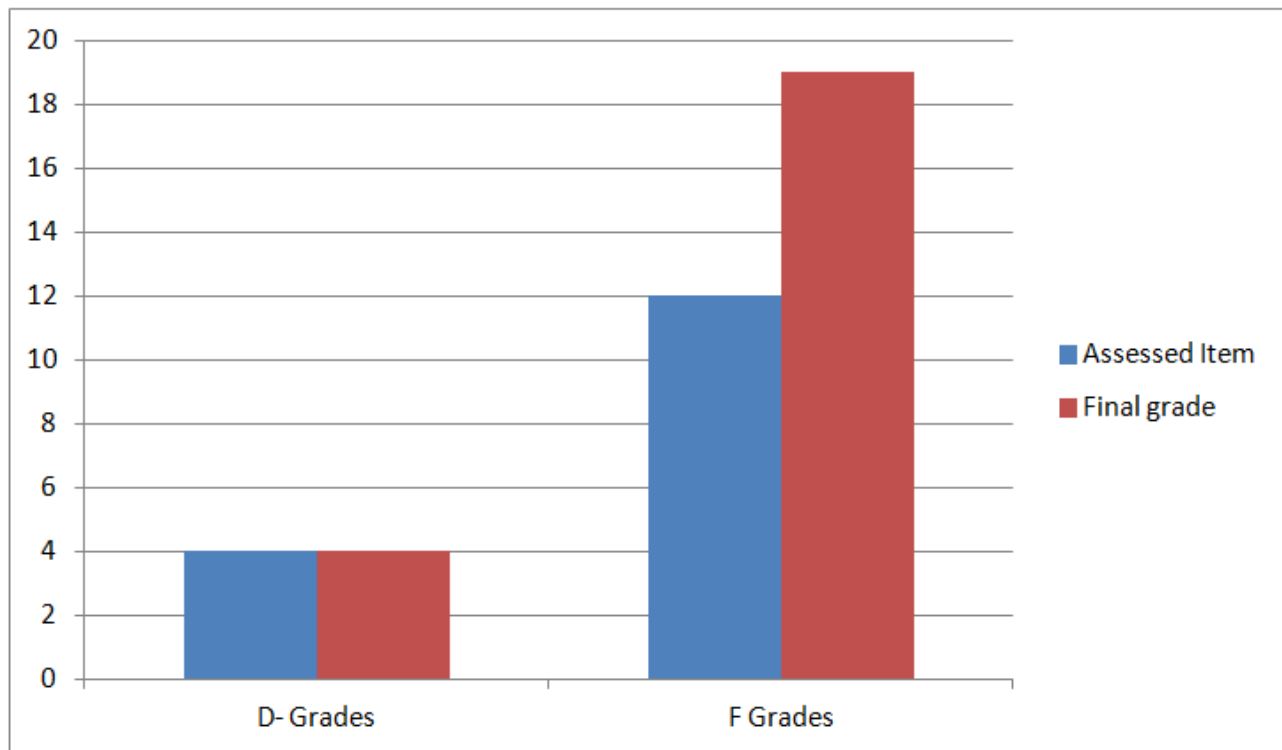
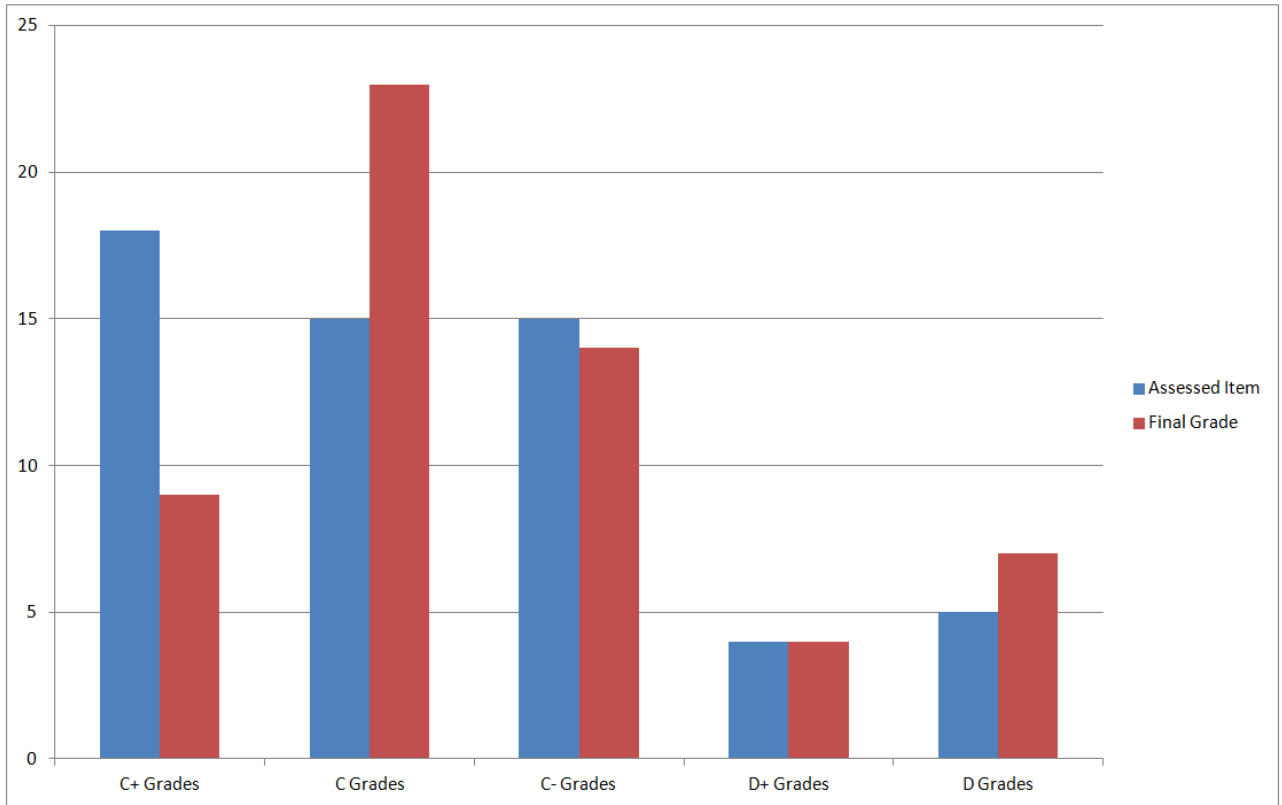
		Assessed	Final
Assessed Assignment	Pearson Correlation	1	.735**
	Sig. (2-tailed)		.000
	N	139	139
Final Grade	Pearson Correlation	.735**	1
	Sig. (2-tailed)	.000	
	N	139	139

\*\* . Correlation is significant at the 0.01 level (2-tailed).



More relevant to the overall assessment was the fact that the student achievement was excellent on the competencies examined by the assessment with over two-thirds of all students earning at least a B grade on the item. Further linkage between the competencies fundamental to the assessed item and the students' overall course outcome are defined below.





In sum, the collected data builds a strong case for student success in meeting the core competencies addressed in this study. It also suggests a statistically compelling argument for the necessity of these competencies in achieving overall student success in the evaluated courses.