

Intellectual Foundations Assessment: HUMANITIES Report and Data Analysis Fall 2018

IF14 courses in the Humanities were assessed in the Fall 2018 semester using a new 3-step method. In the first step, students are asked early in the semester (Week 3) to respond to survey questions that read: *How confident are you in your ability to: (fill in the SLO(s) the course is designed to address)*. In the second step, students are asked later in the semester (Week 13) to respond to the same questions, *in light of having taken this course*. Changes in aggregate results are recorded. In the third step, at the conclusion of the semester faculty are asked to respond to an online survey to: 1) reflect on the aggregated differences between the pre- and post-test data from students; 2) attach examples of student work that *Do not meet standard, Approach standard, Meet standard, and Exceed standard*; 3) note the number of students in each of these performance levels; and 4) make note of any changes planned for the next time they teach this course to raise the quality of student work.

This method results in three types of data: 1) Data at the level of the student, 2) data at the level of the course section, and 3) data at the level of the instructor. All three types are analyzed in this report. Overall, 37 of 52 course sections reported data for a 71% response rate.

1. **Student Data Analysis.** Summary statistics describe student opinions on levels of familiarity with each of the SLOs at the beginning of the course and at the end of the course. Summary statistics also describe faculty assessment of student work.
2. **Course Section Data Analysis.** Course sections are analyzed on the basis of the percent of students who Met or Exceeded the SLO standard (as assessed by the instructor for each section).
3. **Instructor Feedback Data Analysis.** Instructors are asked to reflect on the data collected at the level of the students.

Results for Humanities SLO 1, SLO 2

Humanities Part 1: Student Data Analysis

Indirect Measure #1 (Week 3 survey of student opinions)

How familiar would you say you are with the following?				
Student Learning Outcome	Not at all familiar	A little familiar	Somewhat familiar	Very familiar
The ability to examine fundamental aspects of human experience as expressed through literary, philosophical or rhetorical works (HUM SLO 1) N=1,284	11%	33%	37%	19%
The ability to articulate and defend critically informed values pertaining to individual and social questions (HUM SLO 2) N=1,284	9%	29%	40%	23%

Indirect Measure #2 (Week 13 survey of student opinions)

As a result of this course, how much more confident are you in the following?				
Student Learning Outcome	Not at all more confident	A little more confident	Somewhat more confident	A great deal more confident
Your ability to examine fundamental aspects of human experience as expressed through literary, philosophical or rhetorical works (HUM SLO 1) N=945	6%	18%	38%	38%
Your ability to articulate and defend critically informed values pertaining to individual and social questions (HUM SLO 2) N=945	6%	19%	36%	39%

Direct Measure (Instructor Assessment of Student Work based on course sections reporting)

Percent of Students Not Meeting, Meeting, Approaching, and Exceeding Standards				
Student Learning Outcome	Not Meeting Standard	Approaching Standard	Meeting Standard	Exceeding Standard
Ability to examine fundamental aspects of human experience as expressed through literary, philosophical or rhetorical works (HUM SLO 1) N=1,007	14%	15%	41%	31%
Ability to articulate and defend critically informed values pertaining to individual and social questions (HUM SLO 2) N=1,024	13%	17%	38%	31%

Similar trends exist in the Humanities data. For example, for HUM SLO1, one course section had 40% or less students Meet or Exceed standards while 16 course sections had 80% or more students Meet or Exceed standards. The results suggest that some courses excel in achieving the SLO while others struggle. The results for the two HUM SLOs are presented the figures below.

Humanities Part 2: Course Section Data Analysis

Data are now analyzed by course section (CRN) for each SLO. While courses tend to cluster around 70% of students Meeting or Exceeding standards, they also reveal that several courses fail to reach 60%. The results demonstrate that students in some courses excel in achieving the SLO while others struggle. The data available do not offer insight to why this is the case.

Figure 4: HUM SLO1

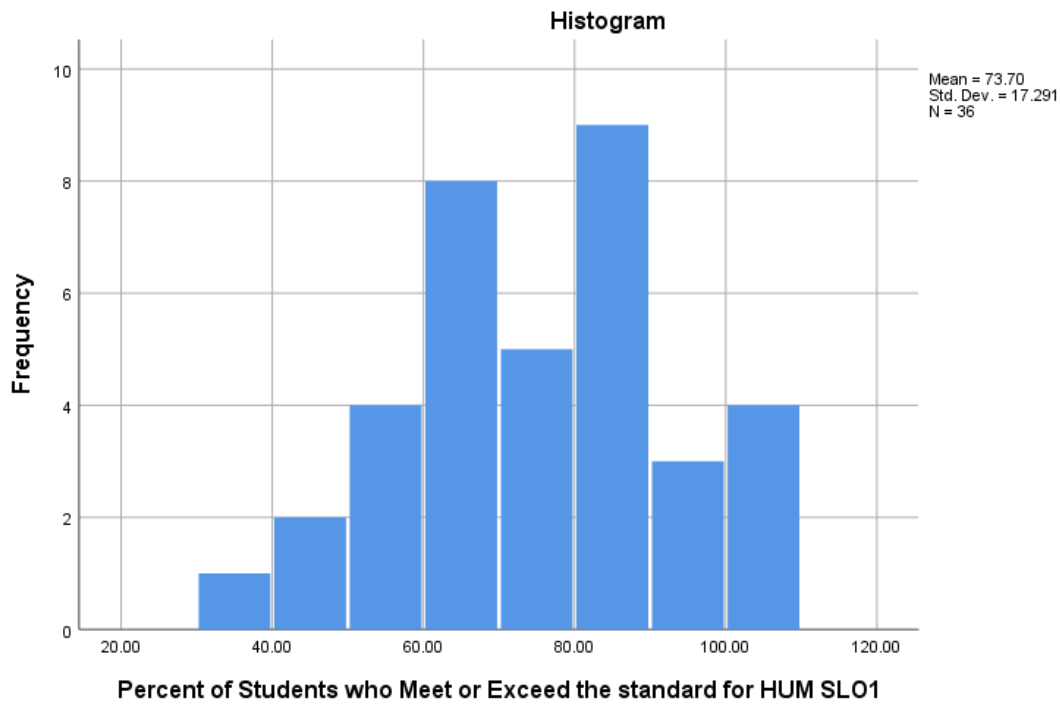
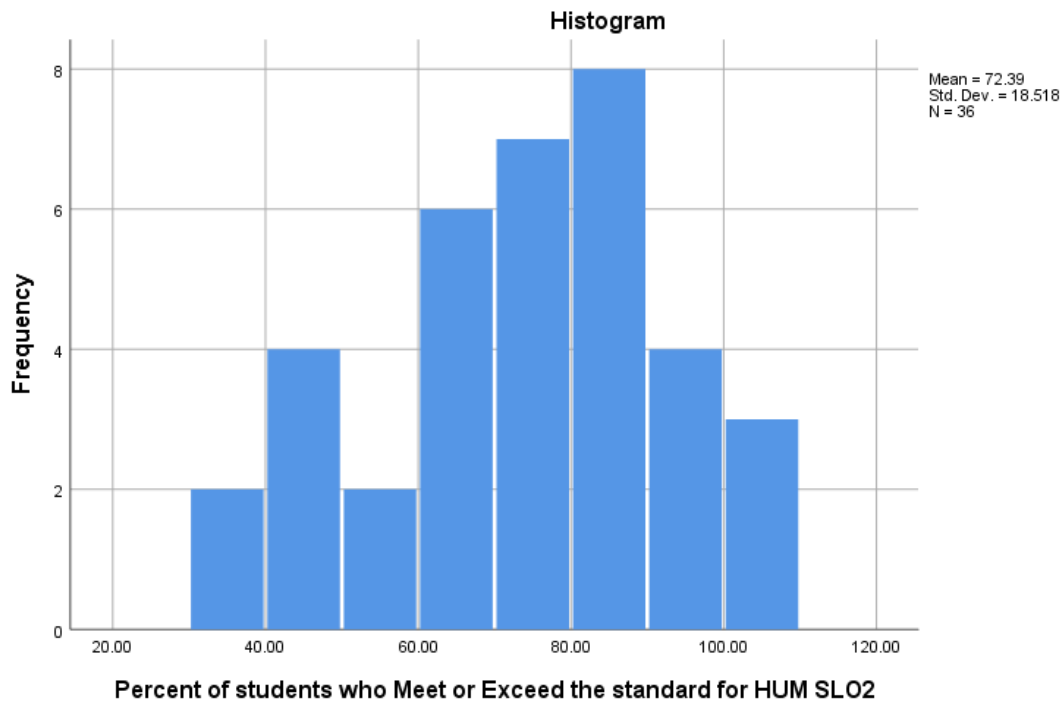


Figure 5: HUM SLO2



Humanities Part 3: Instructor Feedback Data Analysis

Data come from 36 course sections in the Humanities. Instructors were provided an opportunity to offer any thoughts they might have. Comments vary widely, however, common theme is the level of preparedness and understanding of college-level expectations among students, as reflected in the following statements.

This class struggled with completing readings, assignments, and participation.

The students whose work fell into the "Does Not Meet Standards" category either plagiarized their paper assignments or failed to submit an essay.

I had a disproportionately large number of students who came to class unprepared (had not done any of the assigned reading). Absences were a major problem this semester as well.

Students really think a 100 level course means little or no work.

The basic qualities of student preparation and discipline have fallen far within the last three years. I agonize pondering whether a course like this can even be taught at anywhere near the level it used to be. At the least, I will rewrite the attendance portion of the syllabus to make clear that after a certain amount of absences, the student has failed the course. This semester in particular, I have experienced several instances of cheating and academic dishonesty on a scale I have never before encountered.

As the instructor responses suggest, the lack of student preparedness is not specific to the SLOs being assessed in their course. Rather it refers to an unpreparedness for the expectations and behaviors necessary to succeed at the baccalaureate level. Responses also indicate that instructors draw upon a wide range of pedagogical methods to try and improve student outcomes.

Humanities Part 4: Recommendations

The results of this analysis were shared with the Associate Provost, the Senate Intellectual Foundations Oversight Committee (SIFOC), and the College Senate Curriculum Committee (CSCC). Based on their review, the following recommendations are made:

- Students should be made more aware that parts of these courses will focus explicitly on particular SLOs. Highlighting these SLOs on the syllabus is important.
- Dean's Offices should reach out to faculty teaching these courses to ensure that instructors are aware of the SLOs and plan accordingly.
- SIFOC and the CSCC should conduct a review of courses included in the IF14 program to ensure they are still appropriate for continued inclusion in the program.

