

Assessment Day 2017

Humanities

Overview

Lots of Thanks

Data (2016 vs. 2017)

Previous Changes (and Impact)

Conversations on: HUM 2250, Indicator D2 (Using historical facts, etc.), and Critical Thinking.

Develop Plan to Continue Improving Student Learning

Current Assessments

Checklist and MCQ.

- Purpose of the Checklist assessment?
- Purpose of the MCQ assessment?

Changes and Results

Change 1: fewer papers

- One goal is to work smarter rather than harder. Our data is limited. Is it significant? (Rule of Thumb: 30 data points if random.)

Change 2: new communication plans

- More than 80% of requested papers were submitted by faculty. 75% of faculty completed assigned assessment (and at least one of the faculty who didn't complete the assessment was on sabbatical). 100% on Winter Park, Lake Nona; 74% on East/West.

Change 3: formalize prompts from essays

- 86% of assessed papers included the assignment; 94% of the papers include the directions. These facts alone may have removed a lot of distracting data from last year's assessment.

Checklist Data

1. Presentation of Data
2. Gaps
3. HUM 2250
4. D2: CHU – Application

Effectively uses historical events or cultural developments to develop specific arguments in the analysis of artifacts.



Critical Thinking Data

	2016 % Yes	2016 N	2017% Yes	2017 N	Change in %
A1 Influence of Context	28%	121	35%	17	+7
A2 Bias	25%	96	30%	20	+5
A3 Use of Evidence	25%	122	43%	21	+18
A Composite	26%	339	36%	58	+10



Information Literacy Data

	2016 % Yes	2016 N	2017% Yes	2017 N	Change in %
B1 Selection of Sources	25%	110	48%	23	+23
B2 Integration of Sources	20%	115	38%	24	+18
B3 Citation of Sources	18%	104	42%	24	+24
B4 Formatting References	25%	108	54%	24	+29
B Composite	22%	437	45%	95	+23



Writing Data

	2016 % Yes	2016 N	2017% Yes	2017 N	Change in %
C1 Logic and Organization	32%	122	39%	23	+7
C2 Writing Purpose	24%	122	48%	21	+24
C3 Writing Accuracy	23%	121	45%	20	+22
C Composite	26%	365	44%	64	+18



Cultural and Historical Understanding Data

	2016 % Yes	2016 N	2017% Yes	2017 N	Change in %
D1 Identifies Specific Historical Events	25%	119	52%	23	+27
D2 Effectively Uses Historical Events	23%	118	17%	18	-6
D Composite	24%	23	37%	41	+13



Twentieth Century Humanities Critical Thinking Data

	HUM % Yes	HUM 2250 Raw Data	HUM 2250 % Yes	HUM 2250 Change
A1 Influence of Context	35%	0/20	0%	-35
A2 Bias	30%	0/5	0%	-30
A3 Use of Evidence	43%	0/8	0%	-43
A Composite	36%	0/7	0%	-36



Twentieth Century Humanities Information Literacy Data

	HUM Yes	HU M 2250 Raw Data	HUM 2250 % Yes	HUM 2250 Change
B1 Selection of Sources	48%	3/33	9%	-39
B2 Integration of Sources	38%	0/7	0%	-38
B3 Citation of Sources	42%	0/7	0%	-42
B4 Formatting References	54%	2/11	18%	-36
B Composite	45%	1/8	13%	-32



Twentieth Century Humanities Writing Data

	HUM % Yes	HU M 2250 Raw Data	HUM 2250 % Yes	HUM 2250 Change
C1 Logic and Organization	39%	2/22	9%	-30
C2 Writing Purpose	48%	0/8	0%	-48
C3 Writing Accuracy	45%	1/7	14%	-31
C Composite	44%	1/7	14%	-30



Twentieth Century Humanities Cultural and Historical Understanding Data

	HUM % Yes	HU M 2250 Raw Data	HUM 2250 % Yes	HUM 2250 Change
D1 Identifies Specific Historical Events	52%	1/15	7%	-45
D2 Effectively Uses Historical Events	17%	1/9	11%	-6
D Composite	37%	1/6	17%	-20



HUM 2250 Twentieth Century Humanities

Areas where we met our indicator when we exclude HUM 2250:

B4, D1.

The only indicators below 50% without HUM 2250 data is **D2**.

Questions

1. Does the paper include the assignment? The directions?
2. Does the prompt allow (“require”) that the student accomplish D2?
3. Does the student follow through and accomplish D2?

Changes for 15/16 Assessment Cycle

Two-Tiered Response System

0/1 = no, 2/3 = yes, n/a = removed

Two Readers

A: Assessors agree on #

B: Assessors agree on category but not #

C: Assessors disagree on # and category

(Quick update on OSCAR for tie-breaking)



MCQ Conversations

Total responses to the assessment survey:

1094 Spring 2017 Pre-Course,	1052, Fall 2015 Pilot Post-Course
872 Spring 2017 Post-Course,	1406, Spring 2016 Pre-Course
	450, Spring 2016 Post-Course

Total students who took 4 minutes or more to complete the assessment:

784 Spring 2017 Pre-Course,	688, Fall 2015 Pilot Post-Course
520 Spring 2017 Post-Course,	997, Spring 2016 Pre-Course
	254, Spring 2016 Post-Course

161 students in Spring 2016 submitted the Pre-Course and Post-Course Assessment

273 students in Spring 2017 submitted the Pre-Course and Post-Course Assessment

Response rate for those taking 4 minutes or more to complete the assessment:

18% Spring 2017 Pre-Course,	24%, Fall 2015 Pilot Post-Course
13% Spring 2017 Post-Course,	23%, Spring 2016 Pre-Course
	6%, Spring 2016 Post-Course

4% of the students in Spring 2016 submitted the Pre-Course and Post-Course Assessment

7% of the students in Spring 2017 submitted the Pre-Course and Post-Course Assessment

MCQ Conversations

Results from two cycles show similar patterns in that students taking the post-course assessment score slightly lower than those taking the pre-course. There are a few individual questions where this is not the trend.

Mean score for those taking 4 minutes or more to complete the assessment:

8.7 Spring 2016 Pre-Course for only those students who also submitted the Post-Course

7.8 Spring 2016 Post-Course for only those students who also submitted the Pre-Course

8.7 Spring 2017 Pre-Course for only those students who also submitted the Post-Course

8.2 Spring 2017 Post-Course for only those students who also submitted the Pre-Course

MCQ Conversations

Humanities MCQ Questions by percentage points increase or decrease on post course assessment	Spring 2016	Spring 2017
Bias—I, too, sing America...	-1	1
Bias—So in the nature of man, we find three...	-6	-7
Context—Agricultural life stimulated a new awareness..	-9	-8
Context—Christianity addressed the question of personal salvation...	5	-2
Context—It is true that Beethoven, even in the old Bonn days...	-2	0
Context—The Anglican break with Roman Catholicism...	3	1
Context—The Baroque was the great age...	5	-2
Context—The Medici merchant-princes, especially Cosimo and Lorenzo.	2	3
Context—Voltaire condemned organized religion...	9	0
Context—Writing made it possible to preserve and transmit...	9	1
Evidence—A special stele that stands apart...	-5	-7
Evidence—Clause 8, Hammurabi's Code...	0	1
Evidence—More than any other genre...	-7	-1
Evidence—The citizenry of Athens included...	-7	-5
Evidence—Which of the following pieces of information...	4	-1