

Fall 2024 Core Curriculum H(Humanities) Assessment Report

<p>This report is a collaborative effort between members of the Core Curriculum Assessment Committee (CCAC), a CCAC representative from the H designation, and the faculty teaching core designated courses.</p>	<p>Core Curriculum Designation: Humanities (H)</p>
	<p>Responsible Party: Core Curriculum Assessment Committee (CCAC); Mary Jorgenson Sullivan, ELS, Chair of CCAC; Nick Menhart, BIO, VP Accreditation; Diane Fifies, Asst Dir of Univ Accred; Nicole Ditchman (PSYC); Georgia Papavasiliou BME, Priyanka Sharma SSB; Gabe Smith, UGAA; Todd Springer (PHYS); Joseph Renow (SSCI), Erin Hazard (HUM); Gorjana Popovic (MATH)</p>

Applicable Core Curriculum Learning Goals

Be committed to positive change in their communities, nations, and the world, able to

- Identify and analyze contemporary issues and problems.
- Compare and contrast different points of view, both within and across cultures.

Think critically, viewing problems as opportunities for innovation, able to

- Employ the best available technology to achieve solutions.

Collaborate professionally and ethically, able to

- Work successfully with others within and across disciplines and cultures.
- Identify and discuss ethical issues.

Communicate effectively, able to

- Speak and write appropriately within and across disciplines and cultures.
- Establish an objective, and clearly and cohesively support it.

Humanities Learning Outcomes

1. Students will be able to articulate questions about human expressions and experiences.
2. Students will demonstrate understanding of the language and concepts of the humanities and arts.
3. Students will produce original work of creative expression (e.g., creative writing, argumentative research paper, fine arts.)

ASSESSMENT METHODOLOGY:**Learning Objectives**

Learning Objective Assessed	All learning outcomes were assessed with the same methodology.	
Semester(s) in which artifacts were collected	Fall 2024	
Name of rubric used to evaluate student artifacts (attach copy of rubric to this report)	<p>Student artifacts matching each learning outcome were assessed on a 0 to 2 point scale. Rubrics were developed based on samples created by CCAC and customized by instructors. Artifacts were assessed on the following scale:</p> <ul style="list-style-type: none"> • 0=does not meet expectations • 1=meet expectations • 2= proficient in outcome <p>The threshold for meeting expectations was the equivalent of 2.0/4.0 scale, (i.e. a “C” grade), as students are required to maintain a 2.0 overall GPA for graduation requirements. Proficient (in outcome) is the equivalent of 4.0/4.0 scale (i.e. an “A” grade).</p> <p>As each instructor will have different scaling in accordance with their own disciplinary expertise and expectations, the committee collaborated with course instructors accordingly in determinations of whether students met the learning objective expectations.</p> <p>In cases where no data was submitted, either because the course instructor was not compliant or the student did not complete the assessment, the category of “No Data” was used.</p>	
Artifact source	Course(s) * AAH 322-01 AAH 322-02 COM 308 COM 353 COM 372 COM 380 COM 491	Assignment(s): Assignments varied for each class, but generally included homework assignments, exam/final exam questions, and final papers.

	COM 491 HIST 302 HIST 336 HIST 351 HIST 352 HIST 380 HIST 491 HUM 371 HUM 380 LIT 380 PHIL 304 PHIL 380-01 PHIL 380-02 PHIL 380-03 PHIL 382	
Sample Size	Classes larger than 50 were sampled according to CCAC policy, with a sample size selected to provide 10% accuracy 90% of the time. Classes smaller than 50 enrollments had the entire roster assessed. This yields a total sample population of 525. However, due to reduced compliance, in which 13 of 19 courses submitted artifacts, the sample size was reduced to 352.	
Semester of Assessment/Evaluation	Fall 2024	
Names & Titles of the Evaluators	CCAC Committee	

*Instructor names can be requested from the Core Curriculum Assessment Committee if needed by department heads.

ASSESSMENT RESULTS:

See data charts in the discussion section

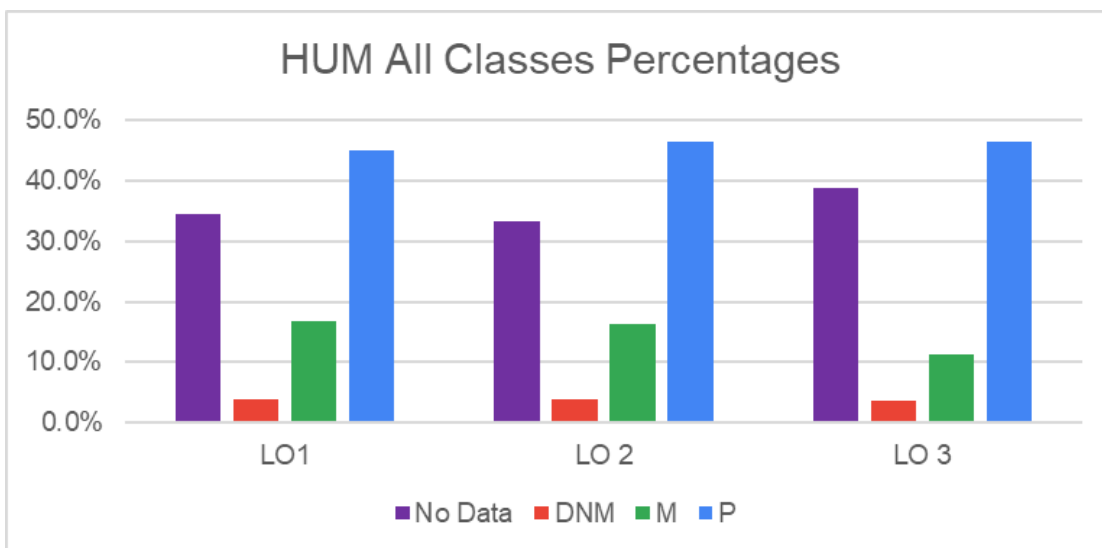
DISCUSSION OF RESULTS:

The Humanities component of the core consists of 300- and 400-level courses in Art and Art History, Communication, History, the Humanities, Literature, and Philosophy. Students are free to choose from a wide variety of H-designated classes, and so all 300-level classes were assessed. This yielded a group of 19 classes with a total enrollment of 525 students. Classes larger than 50 were sampled according to CCAC policy, with a sample size selected to provide 10% accuracy 90% of the time. Classes smaller than 50 enrollments had the entire roster assessed. This yields a total sample population of 525 students. However, six of the nineteen courses had no data/artifacts submitted, thus lowering the sample size to between 318-352; in some situations artifacts were not submitted for one of the learning objectives.

As in previous assessments, instructors were provided with sample rubrics that could be customized for individual courses.

A summary of LO achievement is given here, and individual LOs will be presented in more detail below.

	LO 1: Articulating Questions		LO 2: Language and Concepts		LO 3: Creative Expression	
	n	%	n	%	n	%
Does not Meet	20	5.8%	20	5.7%	19	6.0%
Meets	88	25.6%	86	24.4%	58	18.2%
Proficient	236	68.6%	246	69.9%	241	75.8%
	344		352		318	



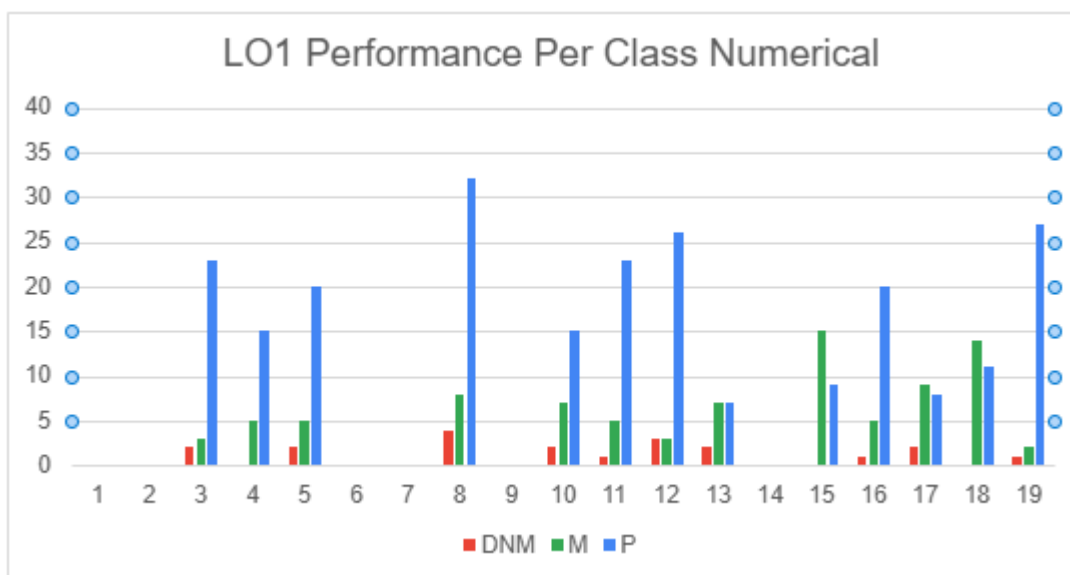
Note: P = Proficient; M = Met; DNM = Does not meet

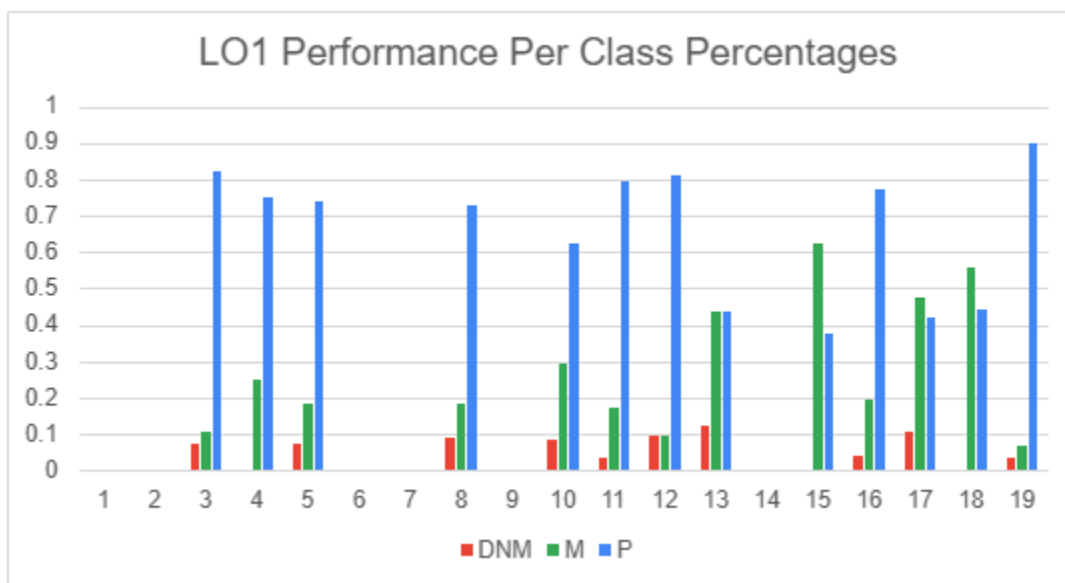
In summary, the majority of students (68-76%) assessed demonstrated proficiency in the learning objectives for the HUM designation.

LO1: Students will be able to articulate questions about human expressions and experiences.

Student data by class is shown below. Of the students assessed, 5.8% (20) “did not meet” (DNM) the learning objective, 25.6% (88) “met” (M) expectations and 68.6% (236) demonstrated proficiency (P) in this learning objective.

The graphs suggest that students’ performance levels were similar across class sections. According to the graphs below, all students performed at the Meets or Proficient levels in classes 4, 15, and 18. For the rest of the sections, the percentage of students who did not meet LO1 was around 10% of the class size. This suggests that the students had similar learning experiences with respect to LO1. Additionally, it seems that the assessments used were aligned with LO1 and that the assessment rubric was applied consistently among the instructors.

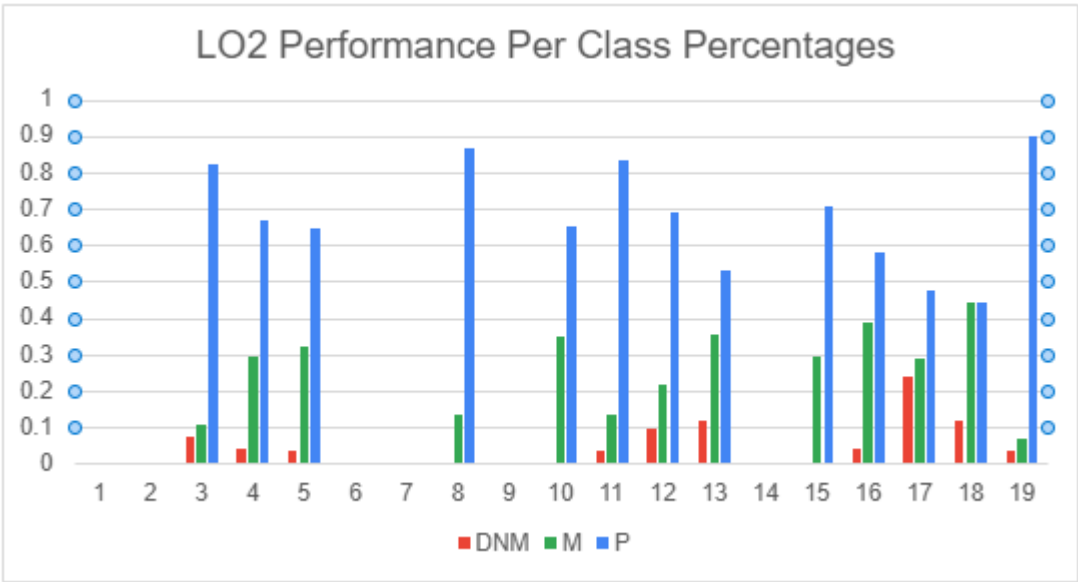
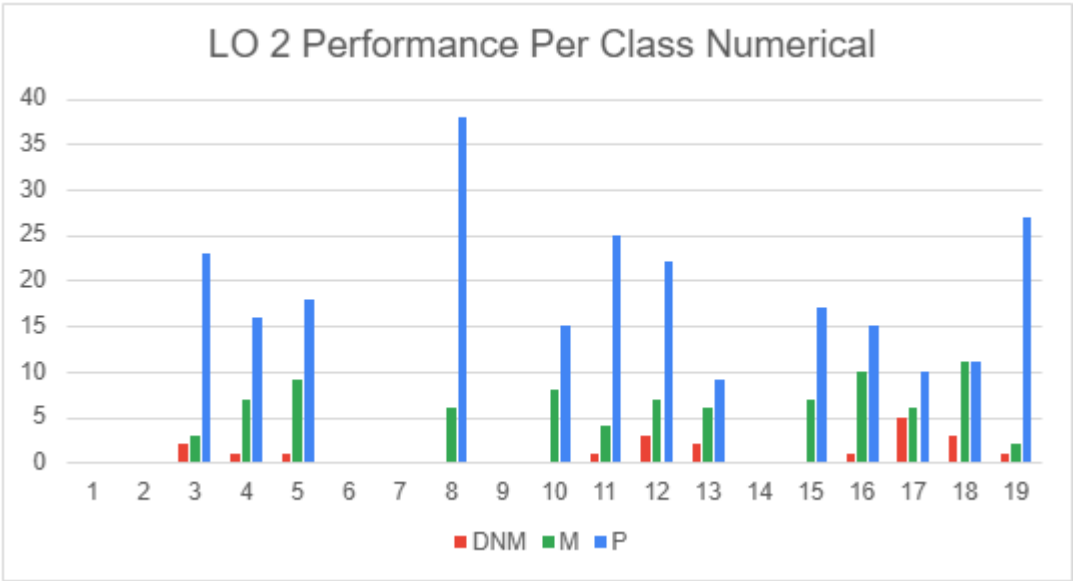




LO 2: Students will demonstrate understanding of the language and concepts of the humanities and arts.

Student data by class is shown below. Of the students assessed, 5.7% (20) did not meet the learning objective, 24.4% (86) met expectations and 69.9% (246) demonstrated proficiency in this learning objective.

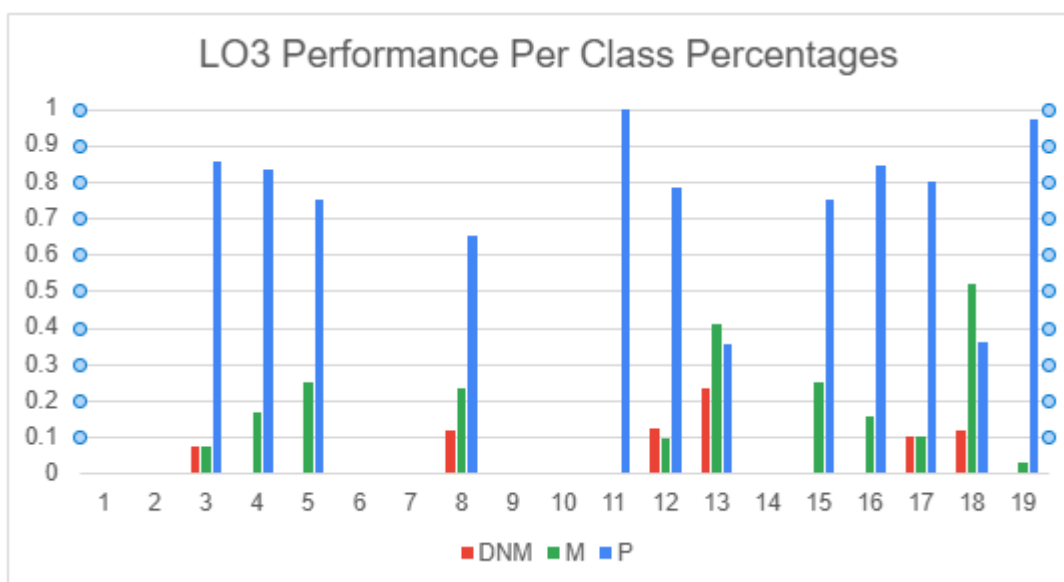
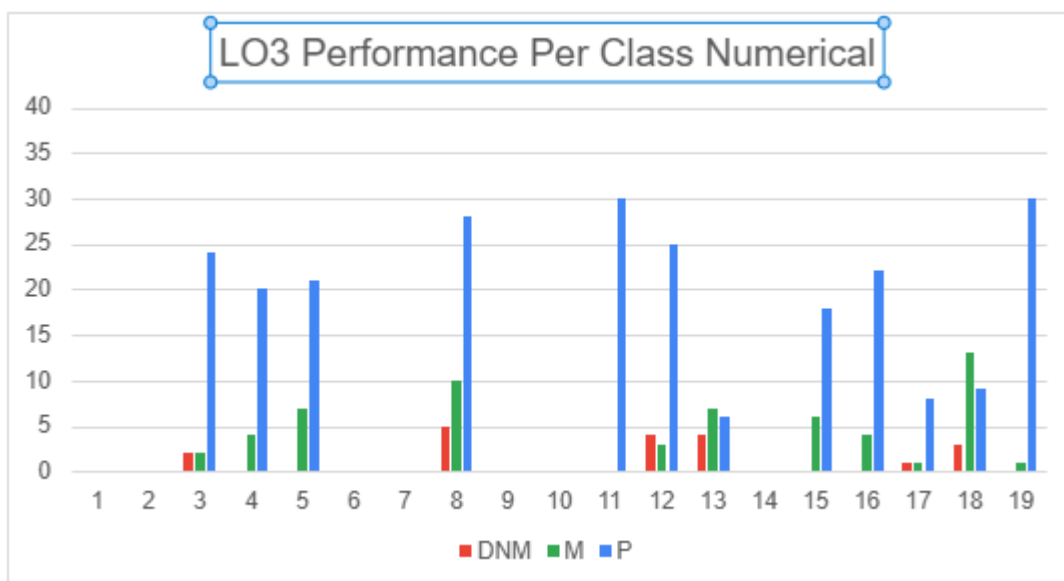
The graphs below suggest that the distribution of the performance levels across the class section is not as consistent as for LO1. For example, all students performed at the Meets or Proficient levels in class sections 8, 10, and 15, while more than 20% of students in class section 17 did not meet LO2. This may suggest that the assessments used were not well aligned with LO2, or that the assessment rubric was not applied consistently across sections. Yet another interpretation may be that LO2 is not stated in a clearly measurable way and thus allows for different interpretations. In other words, “demonstrate understanding of the language and concepts of the humanities and arts” may be defined differently depending on the subject area: philosophy, communication, history, and humanities.



LO 3: Students will produce original work of creative expression (e.g., creative writing, argumentative research paper, fine arts.)

Student data by class is shown below. Of the students assessed 6% (19) did not meet the learning objective, 18.2% (58) met expectations and 75.8% (241) demonstrated proficiency in this learning objective.

Similarly to LO2, the distribution of the student performance levels across class sections appears to be different. For example, all students in class sections 4, 5, 15, 16, 11 and 19 performed at the Meets or Proficient levels, while more than 20% of students in class 13 did not meet LO3. Once again, it may indicate that the assessments used were not well aligned with LO3, or that the assessment rubric was not applied consistently among the instructors. Also, it may point to the differences in how “original work of creative expression” is understood in different subject areas: philosophy, communication, history, and humanities.



IMPROVEMENT PLANS: Use this section to provide specific information about what elements of the curriculum may need to be modified in order to improve the program's performance. This section should be completed and signed by the Designation Subcommittee Chair.

Specific modification	Entities responsible for implementing the changes.	Date by which changes will be in place.	Intended result
<p>Student learning outcomes continuous improvement plan</p> <p>Based on the standards and interpretation set by the HUM faculty, a large majority of IL Tech students are proficient with respect to all H LOs (69-76%). Accordingly, no improvement is warranted at this time.</p>			
<p>Understanding and interpretation of LOs</p> <p>LO 2&3: We recommend that a better, consensus understanding of these LOs be developed, and then this be communicated with HUM instructors in order to (a) obtain verifiable and consistent assessment data and (b) to assist instructors in developing assessments that can accurately measure achievement.</p>	<p>As with any core activity, UGSC and the full IIT faculty bear responsibility and control; however, this could best be addressed by the Humanities department with the Core Revision Task Force.</p>	<p>The next HUM assessments as determined by the CCAC (~ 2 Y, AY27)</p>	<p>Verification of proficiency for a set percentage % of students.</p>

Designation Subcommittee Chair Name	Signature	Date
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6. ASSESSMENT PROCESS RECOMMENDATIONS: Use this section to provide feedback on the assessment process itself.

We are suggesting the following recommendations for improving the assessment process:

- This report provides both numerical and percentage data on levels of achievement; in representing the data both numerically and in percentages, it became apparent that the data were inconsistent. As a result, we recommend data for student achievement be presented in percentages moving forward.
- Compliance remains an issue for core curriculum assessment. To increase compliance, we recommend the following:
 - Informing new and part-time faculty of the need to participate in the assessment process.
 - Addressing overlap in the core curriculum designations. Several courses in the HUM designation are also assessed for achievement of separate learning objectives in the C-designation.
 - Providing additional support to faculty teaching core designation courses. This support should include training on developing assessments that align with the learning objectives.
 - Streamlining the assessment process through the use of the learning management system and Outcomes tool in Canvas.
- We recommend that a process be developed to increase awareness of these LOs and develop a consensus and consistency of interpretation of these LOs within all courses bearing the HUM designation. This effort should be led by the faculty in the Academic Units teaching the preponderance of HUM classes but crucially should involve all faculty (as required of any core process).
- Reach out to the chairs of academic units, informing them of the timeline and process and requesting their support in ensuring full participation from faculty.
- Because assessment has been conducted in some designations across academic units, LOs have been developed to accommodate distinct disciplines. However, based on feedback from an HLC mentor and members of the CCAC, we recommend revising LOs to be measurable to the greatest extent possible.
- We also recommend norming/benchmarking prior to assessment of achievement to ensure consistent evaluation of student artifacts; survey of the data as well as individual artifacts indicates variance in what constitutes a rating of DNM, M, and P across sections.

UGSC REVIEW: The Chair of the UGSC should use this space to comment on each of the proposed curriculum changes.

List of specific modifications to courses or the curriculum.	UGSC Response

REPORT SUBMISSION: Please submit this report to NAME by DATE. For questions about the completion of this report, email: mjorgens@iit.edu

Name of person submitting report	Date submitted