

# **2007 Gen Ed Humanities Assessment Report**

**Presented by**

**The Harold Washington College Assessment Committee**

Available on-line at <http://faculty.ccc.edu/colleges/hwashington/assessment/>

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## I. EXECUTIVE SUMMARY

This document details Harold Washington College's (HWC) assessment of its general education objective that promises students will be able to "understand and appreciate the arts, literature, history, and philosophical systems of major world cultures." It includes information about the creation of assessment tool, as well as the administration of the assessment, its scoring, findings, and recommendations made by the Committee in response.

In the spring of 2007, the HWC Assessment Committee utilized a two-part assessment with a survey designed to probe student attitudes toward and behaviors with respect to the arts, and a second section that would allow students to choose one of three artifacts (a poem, an image or a musical piece) to utilize and respond to in short essays probing their ability to respond affectively, interpret, contextualize, and evaluate a work of art. The assessment was designed by Professor Amanda Loos, a faculty member from the Humanities Department, and designed to measure student progress toward a set of learning outcomes adopted by the committee that established and defined five skill sets (Analysis, Evaluation, Interpretation, Application, and Communication) as the expected results, with respect to the appreciation of the arts, of HWC general education.

665 students completed the assessment from 42 classes, volunteered by 33 different faculty members. The sample as a whole was found to be statistically consistent with, and so representative of, the for-credit, on-campus student population of that semester. A large number of students (267), however, left a question about the number of classes taken at other colleges blank, which in turn caused a reduction in the sample available for regressive analysis. As a consequence, it is recommended that any and all conclusions drawn here be considered tentative, at best. There are a couple of other relevant considerations with respect to the data from the direct measure, in particular, detailed herein, which individually and collectively suggest that, if anything, the data for the direct measure are likely understated relative to what our students know and can do with respect to the arts.

In scoring the measure, we hoped that students would receive 24-36 points out of 36 points possible, whereas 24 points would indicate a score commensurate to passing a class, and 36 points would indicate mastery of assessed content.

Among the findings are the following:

### ATTITUDES:

- Students generally come in with **positive attitudes** toward the arts, which broadly and consistently **improve** over both the course of students' progress through the general education curriculum (especially in the second semester, relative to the first and in the fourth or more relative to the previous three). The same is true for students progressing through the general education Humanities requirement, especially after the third class.
- There are **noticeable and consistent drop-offs** in both reported attitudes and demonstrated skills **between the second and third semester** cohorts (or "first-year" and "second year" students). This pattern might suggest that many students are positively affected in their first and second semesters, and then move on leaving those students who have farther to go (with respect to skills). It is encouraging to see that this cohort seems to "recover" to, or beyond, earlier levels by their fourth semester.
- The **further students progress** through the curriculum, the **less likely they are to identify themselves as practitioners of the arts**, with the **exception of "writer,"** which remains fairly consistent. These statistics might indicate that many incoming students have artistic aspirations without understanding the

kind of commitment such aspirations take to come to fruition. Perhaps after greater exposure to and study of the arts, the nature of the commitment becomes more evident, and less committed students are likely to drop such pretenses. It is encouraging, however, given its importance and prominence in the curriculum to see the difference with respect to writing and to see that student having taken 3-6 or 9+ hours of humanities coursework are more likely to identify themselves as writers than those who are beginning their studies.

- Students generally begin their General Education studies expecting that their arts studies will **lead to significant and positive personal and practical effects**. Student agreement that their **study led to a positive effect rose for 21 out of 25** by an average of 9.1%.

The consensus beliefs were that:

- ~Studying the arts made them more likely to think about arts & society (91%)
- ~Studying the arts helped students reach academic and personal goals (90%)

The largest increases in agreement from the first cohort to the last were that:

- ~Studying the arts made them more likely to think about arts & religion (+26%)
- ~Studying the arts made them more likely to search artifacts for meaning (+25%)
- ~Studying the arts made them more likely to feel confident interpreting (+25%)

One item of particular note is that students come in much more likely to think about the arts and race/ethnicity (76.5%) than about the arts and anything else (avg: 58.8%), but by the time they reach the last cohort that difference has flattened out, and the rest of the categories (arts and sex, arts and religion, etc.) have risen to equitable levels (72.7% compared to an average of 72.2%). The high starting point is one possible explanation for the slight drop over the course of the students' progress.

Other items that dropped were beliefs that:

- ~Studying the arts made them more likely to visit a museum/arts events (-11.1%)
- ~Studying the arts made them more likely to bring others to arts events (-3.1%)
- ~Studying the arts made them more likely to think about big questions (-.9%)

The lowest scoring items were that:

- ~Studying the arts made them more likely to bring others to arts events (47%)
- ~Studying the arts made them more likely to attend an arts event (50%)
- ~Studying the arts made them more likely to listen to different music (51.5%)

- Students also generally begin their Humanities Requirement expecting that their arts studies will **lead to significant and positive personal and practical effects**, with even higher expectations than shown among the broad General Education group and more agreement by the last cohort. Student agreement that their **study led to a positive effect rose for 23 out of 25** by an average of 15.2%.

The consensus beliefs were that:

- ~Studying the arts gave them new ways to think about their lives (97%)
- ~Studying the arts helped students reach academic and personal goals (93%)
- ~Studying the arts improved students' creativity/imagination (93%)
- ~Studying the arts helped broaden students' taste (93%)

The largest increases in agreement from the first cohort to the last were that:

- ~Studying the arts made them more likely to think about arts & sexuality (+32%)
- ~Studying the arts made them more likely to think about arts & religion (+31%)

~Studying the arts gave them new ways to think about their lives (+29%)

~Studying the arts made them more likely to attend an arts event (+27%)

The last one is especially interesting, in particular owing to the difference compared to the other data set, where this was one of the few effects students were less inclined to agree with by the final cohort and one of the lowest scoring.

Consistent with the other data set, students come in much more likely to think about the arts and race/ethnicity (72%) than about the arts and most other topics (avg: 62.7%), but by the time they reach the last cohort that difference has flattened out, and the rest of the categories (arts and sex, arts and religion, etc.) have risen to equitable levels (82.8% compared to an average of 84.4%). Unlike the other data set, students' agreement that they were more likely to think about arts and race/ethnicity rose among these students from the first cohort to the last.

Items that dropped from the first cohort (0 hours of Humanities coursework) the last (9+ hours of Humanities coursework) were beliefs that:

~Studying the arts made them more likely to read different books (-5.6%)

~Studying the arts made them more likely to think about big questions (-.4.7%)

Interestingly, the last one showed up as declining in both data sets. The assessment committee has no explanation for these phenomena.

The lowest scoring items were that:

~Studying the arts made them more likely to listen to different music (62.1%)

~Studying the arts made them more likely to bring others to arts events (64.2%)

~Studying the arts made them more likely to read different books (65.5%)

## BEHAVIORS:

- By the time they reach the **last cohort** measured (31+ credit hours or 9+ hours of Humanities), **majorities of students report going** to museums, arts/ architecture tours, music performances and plays since coming to HWC, **many for the first time** (for example, 24.2% report that the museum trip was their first).
- Students are very likely to attend an arts related event as they progress through the Humanities General Education Requirement (see Fig. 1; data for 9+ hours of Humanities); far more so than as they progress through the General Education Curriculum (see Fig. 2; data for 31+ credit hours), with the exception of lit and poetry readings.

Figure 1

Behavior	Yes, Since Arrival	Never Been
Museum, etc.	82.7%	3.5%
Arts Tour	62.1%	24.1%
Live Music	72.4%	3.5%
Plays	72.4%	3.5%
Poetry Rdg.	28.6%	42.9%
Lit Reading	25%	57.1%
Ind. Film	42.9%	32.1%
Arts Lecture	41.4%	44.8%
Dance	55.1%	13.8%
Phil. Debate	41.4%	37.9%

Figure 2

Behavior	Yes, Since Arrival	Never Been
Museum, etc.	69.7%	18.2%
Arts Tour	54.6%	27.3%
Live Music	54.5%	15.2%
Plays	61.2%	10.2%
Poetry Rdg.	36.4%	45.5%
Lit Reading	27.2%	51.5%
Ind. Film	36.4%	42.4%
Arts Lecture	30.3%	57.6%
Dance	45.4%	21.2%
Phil. Debate	30.3%	48.5%

- It is difficult to discern any clear pattern of correlation between attendance at arts events and attitudes or abilities, and so, what follows should be considered with caution.

Not surprisingly, we find that prior and sustained engagement with the artistic community generally correlates to higher scores on the measure. Surprisingly, students who experience these events for the first time while at HWC do not perform consistently better than students who do not and never have experienced them. There appeared to be no positive effect of the experience on their scores, which, again, is no great surprise.

There did appear, however, to be a positive correlation between attendance at arts events prior to arrival at HWC and higher scores, and over all, students who have been at HWC for 31+ hours generally performed better on the measure and exhibited greater participation in arts-community events.

#### COGNITIVE SKILLS:

- Students' ability to demonstrate the skills associated with the general education objective **improve dramatically** over the course of student progress through the curriculum, **especially after the third Humanities class** (from 13% of students who had not yet completed a Humanities class meeting or exceeding the standard to 16% of students who had completed 1-2, jumping up to 45% of students who had completed 3 or more). The effect of more credit hours is both less consistent (jumping up from the first semester to the second, and dropping off in the third before rising again in the fourth (or more)) and less pronounced, with less than 1/3<sup>rd</sup> of the last cohort meeting or exceeding the standard.
- An **alarming percentage of students did not or could not meet the standard** we expect of students **after completing** the Humanities requirement and/or more 31+ credit hours.
- Students rely on a very **narrow emotional vocabulary** in discussing how works make them feel.
- Student responses often **mistakenly equate the idea that aesthetic judgment is subjective with the idea that aesthetic judgment is impossible** and often omit textual evidence that would lend support to their reasoning.
- Student **attempts to contextualize** a cultural artifact tended to be the **weakest** of the four essays.
- Students **rarely utilize the technical vocabulary** of the disciplines in their engagements with cultural artifacts. This problem was especially pronounced with respect to music essays.
- Student **essays tended to equate effort** on the part of the artist (or the perception of it) **with quality**.
- Scores on visual art were best

#### RECOMMENDATIONS:

- Through the course of developing, utilizing, analyzing, and reporting on the measure, the committee learned a lot about assessing appreciation and understanding of the Humanities. Consequently, this report includes at least as many recommendations for changes to the assessment vehicle and process as it

does recommendations for curricular and pedagogical changes. The most important changes recommended are to change:

~The second parts of Questions 1 and 2 of the survey into stand-alone separately enumerated questions, in order to improve the response rate for those questions and yield a larger data pool.

~Attempt to select artifacts equally familiar or equally obscure so that students will not choose on the basis of familiarity, but rather interest and/or knowledge.

~Automate the assessment tool and consider reducing the number of essays to 2 or 1.

- Though the data are unclear on this point, given the common belief and experience that in-person experience of the arts at least does not damage, and commonly serves as a formative experience for interest and enthusiasm for the arts (and, thus, motivation for studying the arts), it is our belief that HWC ought to **increase efforts to engender student attendance at arts events, especially in non-Humanities areas of the General Education curriculum**, and doing so may serve as a catalyst to better scores among final cohorts in the next assessment.
- As part of those efforts, we recommend the development of a means of informing faculty and students of arts opportunities on or near campus, perhaps a listing of arts groups (theatre companies, dance troupes, museums, etc.), and the urging of all faculty members, across the disciplines of the college, to find creative ways to incorporate experiences of the arts into their curriculum.
- We urge faculty to develop means of incorporating (and demanding the use of) sophisticated vocabularies in their description of emotional responses and artistic disciplines and urge Humanities faculty to develop educational materials and/or training sessions for their colleagues with respect to the latter.
- We recommend that faculty members reflect on means of incorporating teaching about and practice using the critical tools for explaining, interpreting, evaluating and contextualizing objects and artifacts, in particular consistently requiring students to habitually support assertions with textual (or observed) evidence.



## II. PROJECT DESCRIPTION

### Project History

The following history is excerpted from the Harold Washington College NCA Progress Report<sup>1</sup>:

“Working since October 2003, the Humanities and Arts Cross Disciplinary Group submitted the student learning outcomes they had crafted to the Assessment Committee for its approval. The Assessment Committee unanimously approved on April 14, 2004, the student learning outcomes submitted by the Humanities and Arts Cross Disciplinary Group.

#### Process

The Humanities and Arts Cross Disciplinary Group working on this objective defined the Humanities and the Arts as “the study of the evolution and development of ideas, beliefs, and philosophies in the context of various forms of cultural expression to broaden the human experience.” The group then crafted the following student learning outcomes based on this definition:

Students will demonstrate:

1. Analysis skills by identifying historical periods, major movements, and theories related to the evolution of a particular discipline.
2. Evaluation skills by establishing criteria to assess the major characteristics, and to draw inferences from a work (e.g., a painting, novel, play)
3. Interpretation skills by responding through the “self” to the synthesis and integration of analyzed and evaluated information.
4. Application skills by using techniques relative to the discipline to construct a physical manifestation as a vehicle for communication.
5. Communication skills by articulating ideas, emotions, or interpretations through dialogue, reading, writing, and visual imagery (e.g., an essay, an oral presentation, a painting.)

During the summer of 2006, the Assessment Committee requested that the HWC Administration provide a stipend to support Amanda Loos, Assistant Professor of Humanities, to research and then design the first draft of an assessment tool for HWC. The assessment tool was to align with the five student learning outcomes listed above. Ms. Loos researched several tools, but found one from Mesa Community College to be particularly compelling. This tool consisted of a presentation of multiple artifacts, allowing students to choose one before responding to questions about it (interpretive, analytical, etc.). With this model in mind, she designed a similar instrument but added a survey section as an indirect measure. The survey section focuses on student attitudes toward and behaviors associated with appreciation of the arts. In the survey section, students are given the choice of responding to one of three artifacts: (1) a poem, (2) a visual work of art, or (3) a piece of music. The response questions remain the same regardless of which artifact the student chooses. At the end of the summer term 2006, Loos submitted her work to the Assessment Committee.

During the fall 2006 semester, the Assessment Committee began conducting its weekly work in subcommittee groups. One subcommittee group was dedicated to refining Loos’ draft assessment tool and setting goals for administering the tool during the spring 2007 Assessment Week. It took the sub-committee approximately four weeks of discussion and reflection to fully comprehend (and agree upon) an understanding of the measure and of the Assessment Committee’s goal and purpose in assessing the objective and its related student learning outcomes.

Throughout the discussion, a number of logistical concerns, such as tying the demographic data to the “exam” score, arose and were resolved. There was some debate within the sub-committee and the larger group about whether the scope of the measure was too comprehensive to be completed effectively, but it was eventually agreed that

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<sup>1</sup> Nepstad, C. *Progress Report on Assessment of Student Learning Outcomes for General Education Objectives*. (Proposed for the Higher Learning Commission, a Commission of the north Central Association of Colleges and Schools, Nov 30, 2006).

Committee members would work to try to resolve these and other issues in the pilot, and if that proved unworkable, to split the measure into two separate assessments later.

The Humanities and Arts sub-committee then turned its attention to the survey section of the measure. It hoped to refine the survey—both content and format—in order to capture the data the Assessment Committee believes will be useful to faculty, while paying strict attention to efficiency. Knowing as they did that students would be required to do an “exam” like activity after the survey, they had to drastically reduce the length of the original draft and re-engineer its format so as to be minimally taxing. Doing so took approximately four weeks. Subsequently, the sub-committee sought and received the Assessment Committee’s approval of the survey portion of the Humanities and Arts assessment tool. The sub-committee then completed the exam portion of the assessment tool and submitted it to the Assessment Committee; it was approved November 15, 2006.

The committee piloted the tool with the committee and a small selection of volunteered classes, at the end of the fall 2006 semester, holding focus groups with participants to obtain feedback on their experience taking the measure. The assessment was then revised in minor ways and prepared for offering during Assessment Week of spring 2007. The sub-committee then turned its attention to the grading process and rubric, both of which were approved by the full committee on February 28, 2007.

The committee conducted the assessment over the week of February 19 to February 24. The examination booklets were graded by a team of seven graders over the summer of 2007 (see Methodology, below), and the data was compiled and prepared for analysis over the subsequent two semesters (see Results, below).

### **Development of the Measure**

As alluded to above, in taking up the task of measuring student appreciation and understanding of the arts, the HWC Assessment Committee chose to defer to the expertise of its Humanities faculty for the choosing/development of an appropriate investigatory tool, assigning the task to Professor Amanda Loos. The following description of her initial questions and their connection to the measure is excerpted from a paper about the project that Professor Loos co-wrote<sup>2</sup>:

The humanities assessment took place within the overall context of the HWC Assessment Committee’s institutional assessment efforts... after assessments of general education outcomes in critical thinking and human diversity. Those first two institutional assessments were primarily in survey form, administered to a cross-section of the student body via computer, and the data was analyzed by computer as well. When it came time to plan the next “Assessment Week” to measure the student learning outcomes (SLOs) of general education in humanities and the arts (H & A), it became clear to the committee (as it had been clear to the Humanities Department in our efforts to assess student learning in the classroom) that the types of tools used for critical thinking and human diversity would not be appropriate to measure the particular SLOs of Humanities, which involved a great deal of analytical, interpretive, and aesthetic outcomes that could only be measured by students producing work reflecting such.

I joined the efforts of the committee during summer 2006 in a special assignment to explore the particular challenges of the H & A SLOs, research existing tools for assessment, and determine the most appropriate measure for our campus – either by adopting a pre-existing tool or designing one specific to our needs. In determining the appropriate tool, then, for our Arts & Humanities general education assessment, I had four primary concerns and motivations: one, the unique characteristics of HWC, an urban community college with a particular set of student demographics, and a particular humanities and arts curriculum—both in specific courses dedicated to such and in the ways in which these are woven into faculty approaches to their topics across the disciplines; two, the specific college-wide general education SLOs in H & A written over the course of several meetings of an interdisciplinary committee of faculty and adopted by the Assessment Committee; three, the history and “best practices” of the Humanities Department assessment efforts and what we learned over the years about assessing SLOs on the program and course level; and four, the apparent scarcity of published tools in the humanities that truly met all the above requirements for our particular campus.

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<sup>2</sup> Donahue, Heldt and Loos [2008]. “Developing and Implementing an Assessment of the Humanities General Education Objective.” Organic Outcomes: A Faculty-Driven Initiative. March 14, 2008. Waubesa Community College.

In conversation with the Assessment Committee, chaired by our colleague Carrie Nepstad, we decided that the best way to appropriately measure the general education SLOs would be to design our own instrument. This assessment tool would be content-, commitment-, and outcome-appropriate for our students; would measure on all three of the Cognitive, Effective, and Behavior levels of learning; and would rely on our institutional wisdom as its primary resource, with the latest research on assessment as a grounding force.

Once all of the above needs were on the table, it became clear that the H & A tool would need to be administered in two parts: 1) a survey of students' affective and behavioral responses to questions and scenarios about the arts and humanities, and 2) a written "exam" allowing students to respond to questions that would demonstrate their cognitive learning in the arts and humanities (personal response, interpretation, contextual analysis, and aesthetic judgment.) These would then be linked in the analysis of the data to determine the connections between the three levels. The most useful model for the effectiveness of such a two-part approach--and its form--was the humanities assessment tool designed by and administered at MESA Community College (Arizona). MESA's tool, however, has MESA's students in mind, and so, while the format of the tool provided a great deal of inspiration, I designed the particular questions and materials you'll see in our HUMMM assessment to meet *our* needs at HWC.

### Questions Investigated in This Analysis

All assessment is a process of inquiry, and all inquiry begins with an interest in particular questions. Our Humanities assessment efforts necessarily began with our questions about student learning with respect to understanding and appreciation of the arts and cultures of the world.

As the project developed, our initial questions were revised and refined, and, additional questions were integrated. In its final version, the measure produced an enormous mass of data, such that it would take, literally, years to extract, consider and report on all of the data. In the interests of closing the loop on this assessment, however, the sub-committee determined that we ought to prioritize our investigation, limiting it to those questions of highest priority. It is our hope that the rest of the data will be investigated and analyzed as a part of some future project (in itself or as part of a longitudinal study in connection with future Humanities assessments), but such an effort was simply beyond the scope that our responsibilities and time frame would allow.

In any case, over the course of sub-committee meetings before and after the assessment, a series of nine questions were identified as our priorities:

1. What are our students' cognitive abilities regarding engagement with the products of the arts, and how do they change over students' time in the Gen Ed Curriculum?
2. How does our students' cognitive engagement with the products of the arts change over the course of their fulfilling the Humanities Gen Ed Requirement?
3. What are our students' behaviors towards the arts, and how do they change over the course of their time in the Gen Ed Curriculum?
4. How do our students' behaviors toward the arts change over the course of their fulfilling the Humanities Gen Ed Requirement?
5. Do our students self-identify as practitioners of the arts, and how does that identification change over the course of their movement through the General Education Curriculum?
6. Do our students self-identify as practitioners of the arts, and how does that identification change over the course of their fulfilling the Humanities Gen Ed Requirement?

7. What effect does study of the humanities have on student perceptions of their academic abilities, aesthetic sensibilities, worldview, or understandings, and how do they change over the course of their movement through the General Education Curriculum?

8. What effect does study of the humanities have on student perceptions of their academic abilities, aesthetic sensibilities, worldview, or understandings, and how do they change over the course of their fulfilling the Humanities Gen Ed Requirement?

9. Do students' behaviors toward the arts predict/correlate to their positive attitudes & improved cognitive engagement with the products of the arts?

The committee was keenly interested in pursuing three additional questions, as well:

A. How do students perform on different cognitive tasks (affective response, interpretation, analysis/contextualization, evaluation), and how does that change over the course of their time in the Gen Ed Curriculum?

B. How do students perform on different cognitive tasks (affective response, interpretation, analysis/contextualization, evaluation), and how does that change over the course of their fulfilling the Humanities Gen Ed Requirement?

C. How do students perform on each of the 3 criteria on which the scorers rated their essays: focus and organization, support and logic, and sentence-level clarity.

Unfortunately, the investigation of these three questions would have required a massive data re-entry project that would have further delayed this report. Again, it remains our hope that a researcher will one day take up the project of investigating these three questions since we believe they could yield tremendously useful information for pedagogical and curricular change. It is our intention that future incarnations of this assessment will certainly refocus in this direction.

### III. METHODOLOGY

#### Giving the Measure

The assessment tool consisted of a paper-based survey, designed using “Remark Office,”<sup>3</sup> data collection software used by the Office of Research and Planning; the survey collected demographic, attitudinal and behavioral information. Each survey was numbered and distributed with an exam booklet with the same number. The exam portion of the measure was constructed in PowerPoint format.

As per past practice with assessments at HWC, faculty members across the college were asked to volunteer classes to take the assessment. Instructors who volunteered were given confirmation notices with instructions explaining the nature and goals of the assessment and student participation. Instructors were asked to bring their classes to the computer lab where students received a numerically coded and matched survey and test booklet. (See Appendix 1) Students were then instructed to complete the survey before turning their attention to the computer screen, which then directed them to choose an artifact to analyze. Students were offered the choice of a poem, an image of a visual artwork, or a musical piece. (See Appendix 2-4) Upon making their choice, students could begin the direct assessment, answering each of four questions in brief essays handwritten in their test booklets. The four essay questions were the same for all students, regardless of the artifact being analyzed and corresponded to the first four learning outcomes, with the fifth (communication) being inherent in the other four. The numerical codes on the survey and exam books allowed us to match up what would become two separate data tables (survey data & direct assessment scores) and run various cross tabulations across all of the data. (See Appendix 5-6).

The lab was continuously monitored by Assessment Committee members and computer lab techs to assist with any computer issues that might have arisen during the test taking portion of the assessment. Over the course of five days, 33 faculty, representing classes across the curriculum, brought 42 classes to the computer lab, yielding 665 completed survey/exam sets (10.23% of the concurrent student population, according to the Office of Research and Planning).

#### Data Gathering

Once assessment week was over, the assessments were organized into numerical order and separated. The staff of the Office of Research and Planning scanned the surveys into a main database, accomplishing that portion of the data collection. Once those were finished, they delivered the surveys and the spreadsheet of data to the sub-committee, who went through the surveys individually to make sure that the data on the spreadsheet matched the numerical order of the surveys.

In the meantime, the sub-committee began working on the task of grading the direct portion of the measure. Sub-committee member, Todd Heldt, describes that process in a paper he co-authored for an assessment conference, excerpted here<sup>4</sup>:

The task of grading the tests was given to a subcommittee of 7 main committee members. We familiarized ourselves with the rubric and spent a couple of hours discussing what we would be looking for in the essays. In order to foster inter-rater reliability, the subcommittee subsequently met numerous times to look through the tests for examples of good, mediocre, and bad essays. We presented examples of each to the group and discussed their respective merits and shortcomings. We tried to arrive at a consensus about which was which, and the discussion was quite spirited at times. Once we achieved consensus, we photocopied our sample essays and made sure everyone had a copy of each for reference.

Since each test consisted of 4 questions, we decided that the most reliable way to grade the tests was to grade the 1<sup>st</sup> question of each and every test, then the 2<sup>nd</sup>, and so on. We reasoned that, by doing so, it would be easier to stay focused on the

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<sup>3</sup> Remark Office is OMR (Optical Mark Recognition) software.

<sup>4</sup> Donahue, Heldt and Loos [2008]. “Developing and Implementing an Assessment of the Humanities General Education Objective.” Organic Outcomes: A Faculty-Driven Initiative. March 14, 2008. Waubensee Community College.

criteria for each given question. With that in mind, we each took a stack of 95 test booklets and went to work. Two weeks later, we met to recalibrate our grading and to exchange our 95 essays with one another. We were careful that the essays were divided evenly amongst ourselves so that no two graders would share a disproportionate number of essays in common.

In the first round of grading, each booklet was graded by two independent scorers. After we had all the tests back from both scorers, we entered the data into an Excel spreadsheet and saved multiple copies of it on multiple computers! There were 36 points possible on each test; therefore we hoped that both scorers would score any given test within two points of each other. Such proximity would give us a 95% degree of confidence in the validity of the grading. Conversely, if the two scores were more than two points off, we would need to have a third scorer grade the essay anew. In case of the former, the two grades were averaged together and the resultant number was deemed its final score.

We found that 331 tests needed to be graded a third time. Each scorer took 47 more tests to grade. We were careful to make sure that no one was asked to grade a test he had already graded. If two of the three scores were within two points of one another, the two closest scores were averaged to determine the test's final score, and the odd score was discarded.

Of the 331 we had to grade a third time, only 41 of them needed yet a fourth score. Those 41 test booklets were distributed evenly to new scorers, and after the grades were turned in, all four grades were averaged to arrive at a final grade. This seemed prudent because in many of these last cases, the point spread was such that the closest two scores were usually right in the middle of the other two. Take, for instance, one test which received the scores: 22, 25, 30, and 27. In other cases, no consensus was found and we decided that each of the grades deserved equal consideration, such as in the case of the test scored: 18, 21, 15, 24.

We videotaped our recalibration meeting, feeling that if the quantitative analysis would be beneficial, the qualitative analysis would be equally illuminating. During the meeting we made sure we were all still on the same page about what we were looking for in the essays, and we also shared our general observations about the quality and character of student responses. While the quantitative data will inform us of various trends, some nuances are best learned in qualitative discussion among the graders.

Once the list of final scores was completed and verified to be in numerical order, that data was merged into the other spreadsheet so that cross-tabulation reports could be run on the combined data.<sup>5</sup>

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<sup>5</sup> The rubric is appended as exhibit 7.

#### **IV. CAVEATS/CONSIDERATIONS**

There are a number of reasons to be tentative about drawing absolute conclusions from the data acquired through this assessment, specifically: 1) potential student confusion while filling out the demographics portion of the survey; 2) the lack of external motivation for students completing the direct assessment; 3) the structure of the direct assessment; 4) the nature of the artifacts used.

##### **Question Confusion**

As detailed in the section on Results (see below), we attempted to isolate the results of those students who have taken classes only at HWC in order to better determine the effect of our efforts on students abilities to appreciate and understand the arts. To do this, we had students answer questions about the number of hours they had completed at HWC and the number completed elsewhere; we also had them answer questions about the number of humanities course completed at HWC and the number completed elsewhere. There were at least two problems with this formulation. First, the questions were not enumerated as separate questions. Whether for that reason or another, a large number of students (267) out of the 665 who completed the assessment, left either one or the other question blank, in sharp contrast to the number of non-respondents to the rest of the questions, (5.9% or less). We do not believe that we are justified in assuming that a blank equates to “Zero” with respect to either question since “Zero” was a possible answer. Unfortunately, there is no available data on what percentage of our students in any given semester have only taken classes at HWC. Consequently, there is no way for us to ascertain whether the percentage of respondents whom we were able to isolate (398 or 59.9% for Gen Ed and 374 or 56.2% for humanities) is comparable to the percentage of students in the general student population who have only taken classes at HWC. It will be important to enumerate these questions separately and compare the percentages obtained in this assessment with those in future assessments. Hopefully, in future assessments we will see a higher rate of response and so be able to obtain better data.

Secondly, the question asked about “completed classes,” rather than “passed” or “successfully completed.” Our concern is that our data for, say, students who have completed 9+ hours of humanities coursework, might include students who did not successfully complete one or more, thus potentially skewing the results downward.

##### **External Motivation**

Because the direct measure was neither conducted as a part of any class, nor a product of student achievement within the curriculum, the student efforts on the direct measure may have been negatively affected by a lack of external motivation, thus skewing the results downward. It is, of course, impossible to know to what extent students were motivated to show their knowledge and skills, but the possibility that some students know more than they chose to demonstrate on the examination and/or would have demonstrated within the parameters of their classes must be acknowledged as a possible shortcoming of the measure.

##### **Structure of Direct Assessment**

Students were asked to write four, separate, short essays in an attempt to mitigate some of the external motivation issues, the idea being that students would be less challenged to write four short essays than one, or even two, long ones, and so would better demonstrate their abilities with respect to each of the outcomes, even if only in brief. During the Recalibration meeting of the essay graders, however, it became clear that many of us came across essays that referred to ideas mentioned in previous sections. Our grading process, however, required that we treat each essay as a singular entity, divorced from the previous essays, and so in the third and fourth sections particularly, we found, anecdotally, that students seemed less likely to include specific evidence than they had been in the first and second essays. As a result, their scores on the latter two essays suffered. So, it’s possible that the structure of the assessment and/or the process by which we evaluated it did not adequately capture what students could do with respect to the arts. Please see “Recommendations” below for the committee’s ideas about how this issue might be addressed in future assessments.

## Artifact Choices

While acknowledging that the choice of artifacts is a daunting task and one that, regardless of what is chosen, offers significant challenges for the chooser, there were at least three potential problems identified with the artifact choices used in the measure.

A) After the assessment and during the grading process, the raters wondered about whether the artifacts were too Ameri-centric, especially for the large population of international and immigrant students. All three focused on American socio-cultural issues of the 1960s, and so required culturally and historically specific knowledge, which could have adversely limited the responses of some of HWC's very diverse student body.

B) The artifacts were listed on the page from which students chose what they would write about, introducing the possibility that students chose on the basis of the work's title and/or creator rather than, as had been hoped, their knowledge of the discipline.

Fig. 1 Differences in Scoring by Subject

Score	Poetry	Visual Art	Music
% Chosen	24.4%	28.6%	46.8%
<20	47.5%	38.4%	57.2%
20-23.99	25.3%	27.4%	23.5%
24-27.99	14.2%	18.9%	11.6%
28+	13.0%	15.3%	7.7%
<b>% Meet/Exceed<sup>6</sup></b>	<b>27.2%</b>	<b>34.2%</b>	<b>19.3%</b>

C) One of the artifacts was a recording of Jimi Hendrix playing "The Star-Spangled Banner." Both the artist and the artifact are much more familiar names than the other artists and artifacts. That disparity, combined with the point raised above, may help explain the disparity in discipline choices; nearly 50% of our students wrote about music, and the scores were significantly lower than scores for each of the other two artifacts, (see Figure 1, above). This information, along with the understanding that students are far more likely to take courses in literary and visual arts than in music appreciation, led the sub-committee to wonder if the numbers were skewed lower by students choosing to write about something they recognized but had little or no experience analyzing. Please see "Recommendations" below for the committee's ideas about how this issue, and the others identified here, might be addressed in future assessments.

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<sup>6</sup> In this and all following charts and graphs, "Meet/Exceed" addresses those students who scored between 24 and 36 on the measure. This range is approximately equivalent to the 70<sup>th</sup> to 100<sup>th</sup> percentile of achievement.



## V. FINDINGS

### Sample

As stated above, the sample size was just over 10% of the HWC on-campus, credit students for the spring semester of 2007. Below is a comparison of the demographics reported by the sample group and the demographics of all HWC credit students for that semester (as provided by the Office of Research and Planning). Regrettably, the demographic information available through the ORP cannot be limited solely to on-campus students, and thus the statistics also include Center for Distance Learning students who do not take classes on campus. While it is assumed that the demographic makeup of those students is approximately equivalent to that of our on-campus students, such information is at the time of this writing unavailable. The number of respondents, 665, comprises 9.5% of the 7023 students who make up the entire student body.

Here is a side by side comparison of the demographic makeup of the respondents to the assessment measure and the demographic makeup of Spring 2007 enrollment. Please note that there are some differences in record-keeping practices regarding student age, specifically in the range of ages tallied in each category.

<u>Sample</u>		<u>Spring 2007 Enrollment</u>
Full Time:	71.9%	Full Time: 53.38%
Part Time:	28.1%	Part Time: 46.53%
Female:	63%	Female: 61.07%
Male:	37%	Male: 38.84%
Age 25 and under:	70.2%	Under 22: 35.83%
Age 26-40:	22.1%	Age 22-24 40.81%
Age 41-60:	7.2%	Age 25-30: 20.67%
Age 60+:	.6%	Age 31-35: 8.3%
		Age 36-40 5.92%
		Age 41-45 3.99%
		Age 46+ 6.89%
African-American:	41%	African-American: 41.28%
Hispanic/Latina:	26%	Hispanic/Latina/Chicano: 22.24%
Caucasian:	18%	Caucasian: 21.26%
Arab/Arab-American:	.9%	Arab/Arab-American: Unknown
Asian/Pacific Islander:	4.6%	Asian/Pacific Islander: 10.86%
Native American:	.2%	Native American: .58%

## Qualitative Findings

When we were scoring the assessments, we met to discuss our impressions of the essays and to recalibrate our use of the rubric. We videotaped our recalibration meeting, feeling that if the quantitative analysis would be beneficial, the qualitative analysis would be equally illuminating. During the meeting we shared our general observations about the quality and character of student responses. Below are some notes from the Humanities Assessment Sub-Committee meeting held on Wednesday, May 23, 2006. This is not a transcript, but a compilation of the observations offered by the graders after the first round of scoring. We have also listed the approximate times of the different topics:

### *Minutes 1-15*

- Responses tended not to use textual evidence to support assertions about the text.
- The space provided to write responses in seems to have in some cases dictated the length of the responses.
- Responses from students who are non-native English speakers or from a non-U.S. culture might be at an additional disadvantage because the author might have been exceptionally challenged to write in a foreign language about textual artifacts from unfamiliar cultures; in other words, the essays written for this assessment might not be the strongest representation of the humanistic competence of some international students.
- A response which clearly interpreted why or how a text was confusing by making clear reference to the features of the confusing text ought to be considered a quality response.

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### *Minutes 16-30*

- Responses indicated a lack of an ability to move from concrete to abstract thinking.
- Responses to the third question, which focused on contextualizing a cultural artifact, tended to be the weakest.
- On the fourth question, which asked a student to evaluate a cultural artifact, responses tended to equate the idea that aesthetic judgment is subjective with the idea that aesthetic judgment is impossible.
- Support for assertions in the form of textual evidence was particularly lacking in the fourth question involving evaluation.

### *Minutes 31-45*

- Responses to the first question, which asked students to articulate their aesthetic response, tended to rely on a decidedly narrow emotional vocabulary.

### *Minutes 46-60*

- On the first question, involving affective response, numerous responses avoid an articulation of an emotional response and instead proceed immediately to interpretation of a text.
- Responses indicate an inability to use a technical vocabulary in engagements with cultural artifacts.

### *Minutes 61-75*

- Especially in questions responding to the musical text, effort on the part of the artist is equated with quality.

## Quantitative Findings

### Questions 1&2

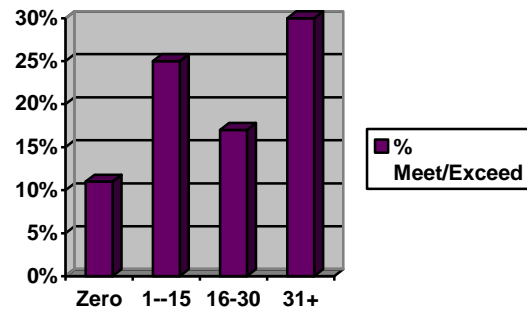
- 1. What are our students' cognitive abilities regarding engagement with the products of the arts, and how do they change over students' time in the Gen Ed Curriculum?*
- 2. How does our students' cognitive engagement with the products of the arts change over the course of their fulfilling the Humanities Gen Ed Requirement?*

These questions are answered by the following charts and graphs, which depict student scoring by number of hours in attendance at HWC and number of humanities courses taken at HWC.

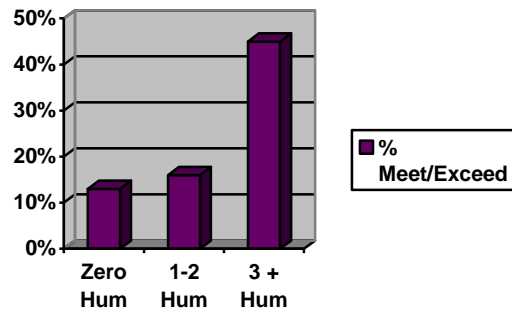
The first chart and graph below correlate student scores to the number of hours they have attended HWC. These data suggest student improvement from the 0 to 1-15 hours demographics, a drop-off from 1-15 to 16-30 hours demographics, and then an uptick again from 16-30 to 31+ hours demographics. It is, at first, alarming that such a high percentage of our students, regardless of the number of hours spent at HWC, neither meet nor exceed our expectations. The reader is cautioned against such wholesale assertions. It is quite possible, for instance, that even students who have taken 31+ hours at HWC have not taken any humanities courses. It is interesting to compare the first chart with the next (See pg. 16), which shows that students having taken 9+ hours of humanities coursework, regardless of how many other hours they have completed at HWC, evidence a significant improvement over students who have taken fewer humanities courses. Obviously, we aspire for the scores to be higher, and we understand that assessment is the first step toward that goal.

Number of hours completed at HWC

Score	Zero	1-15	16-30	31+
<20	50%	48%	44%	45%
20-23.99	39%	27%	39%	24%
24-27.99	6%	17%	17%	18%
28+	6%	8%	0%	12%
<b>% Meet/Exceed</b>	<b>12%</b>	<b>25%</b>	<b>17%</b>	<b>30%</b>



Score	Zero Hum	1-2 Hum	3 + Hum
<20	57%	56%	34%
20-23.99	30%	27%	21%
24-27.99	6%	9%	31%
28+	7%	7%	14%
<b>% Meet/Exceed</b>	<b>13%</b>	<b>16%</b>	<b>45%</b>



### Question 3

*What are our students' behaviors towards the arts, and how do they change over the course of their time in the Gen Ed Curriculum?*

This question is answered by the following charts and graphs, which depict student behaviors by the number of hours they have taken at HWC.<sup>7</sup>

The first chart and accompanying graphs (See Pg 19-20) correlate student attendance of the Museum of the Art Institute, the MCA, or other art museums since becoming a student at HWC to the number of hours they have attended. The data suggest that taking classes at HWC correlates to increased attendance of museums. 22.2% of our first-semester *have never been* to a museum before. After completing 31+ hours at HWC, 18.2% of our students *have never been* to a museum.

The second chart and accompanying graphs (See Pg 21-22) correlate student attendance of arts or architecture tours since becoming a student at HWC to the number of hours they have attended. Taking classes at HWC seems to indicate increased attendance of arts or architecture tours. 33.3% of our first-semester students *have never been* to an arts or architecture tour before. After completing 31+ hours at HWC, 27.2% of our students *have never been* to an arts or architecture tour.

The third chart and accompanying graphs (See Pg 23-24) correlate student attendance of live performances of music since becoming a student at HWC to the number of hours they have attended. Taking classes at HWC seems to indicate increased attendance of live performances of music. 16.7% of our first-semester students *have never been* to a live performance of music before. After completing 31+ hours at HWC, 15.2% of our students *have never been* to a live performance of music.

The fourth chart and accompanying graphs (See Pg 25-26) correlate student attendance plays since becoming a student at HWC to the number of hours they have attended. Taking classes at HWC seems to indicate increased attendance of plays. 22.2% of our first-semester students *have never been* to a play before. After completing 31+ hours at HWC, 10.2% of our students *have never been* to a play.

The fifth chart and accompanying graphs (See Pg 27-28) correlate student attendance of poetry readings, open mics, and/or poetry slams since becoming a student at HWC to the number of hours they have attended. Taking classes at HWC seems to indicate decreased attendance of poetry readings,<sup>8</sup> open mics, and/or poetry slams. 33.3% of our first-semester students *have never been* to a poetry reading, open mic, or poetry slam before. After completing 31+ hours at HWC, 45.5% of our students *have never been* to a poetry reading, open mic, or poetry slam.

The sixth chart and accompanying graphs (See Pg 29-30) correlate student attendance fiction readings and/or writing discussions since becoming a student at HWC to the number of hours they have attended. Taking classes at HWC seems to indicate increased attendance of fiction readings and/or writing discussions. 55.5% of our first-semester students *have never been* to a fiction reading or writing discussion. After completing 31+ hours at HWC, 51.5% of our students *have never been* to a fiction reading or writing discussion.

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<sup>7</sup> In this and the following charts and graphs, responses of *yes* amalgamate both AGREE and STRONGLY AGREE; responses of *no* amalgamate both DISAGREE AND STRONGLY DISAGREE. Mean scores were figured by assigning the following numerical values to their responses: Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1.

<sup>8</sup> Though this statistic and others like it will seem illogical or inconsistent, these assessments deal in aggregate trends, not the tracking of individual students.

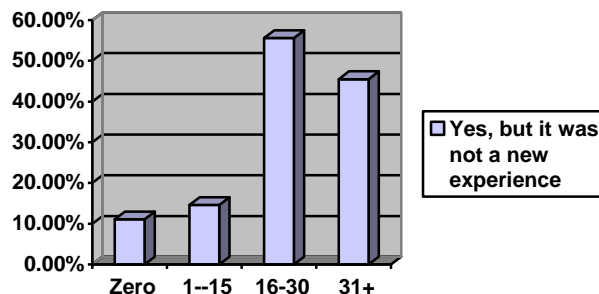
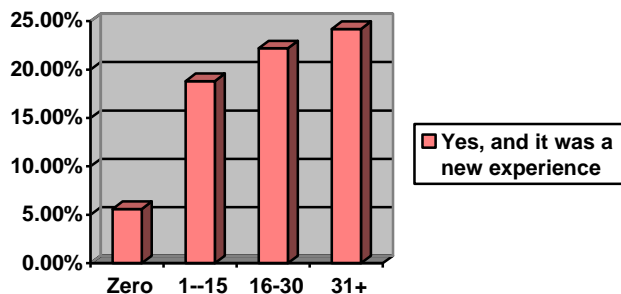
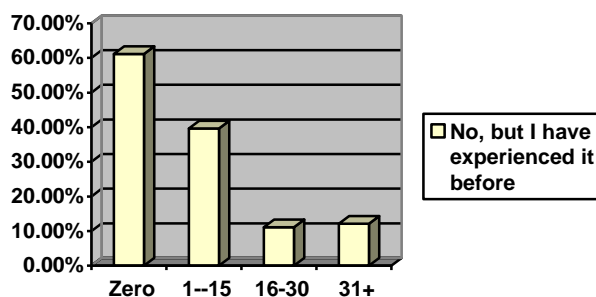
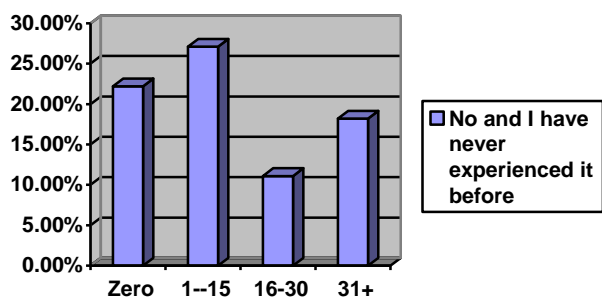
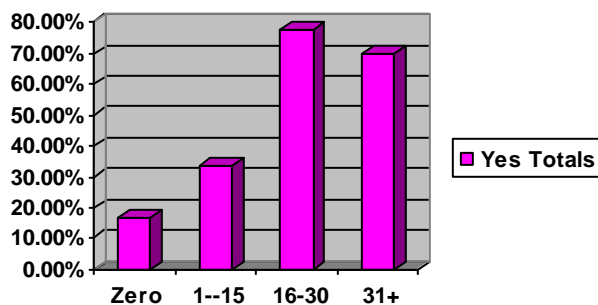
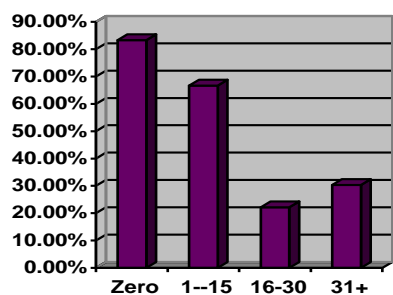
The seventh chart and accompanying graphs (See Pg 31-32) correlate student attendance of film presentations on campus, at the Gene Siskel Film Center or at an independent movie theatre since becoming a student at HWC to the number of hours they have attended. Taking classes at HWC seems to indicate increased attendance of film presentations on campus, at the Gene Siskel Film Center or at an independent movie theatre. 72.2% of our first-semester students *have never been* to a film presentation on campus, at the Gene Siskel Film Center or at an independent movie theatre before. After completing 31+ hours at HWC, 42.4% of our first-semester students *have never been* to a film presentation on campus, at the Gene Siskel Film Center or at an independent movie theatre.

The eighth chart and accompanying graphs (See Pg 33-34) correlate student attendance of arts-related lectures and/or educational presentation since becoming a student at HWC to the number of hours they have attended. Taking classes at HWC seems to indicate decreased attendance of arts-related lectures and/or educational presentations. 52.9% of our first-semester students *have never been* to an arts-related lecture or educational presentation before. After completing 31+ hours at HWC, 57.6% of our students *have never been* to an arts-related lecture or educational presentation.

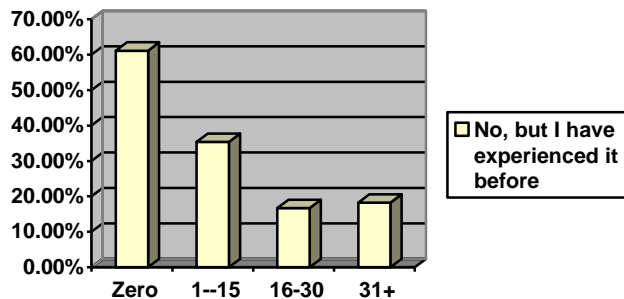
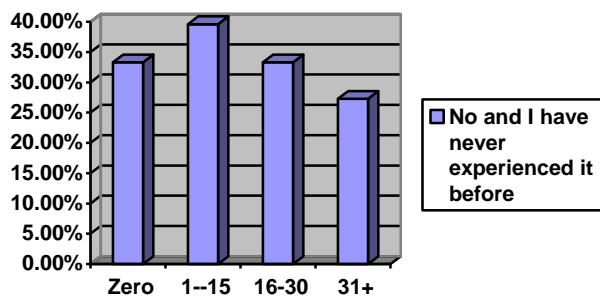
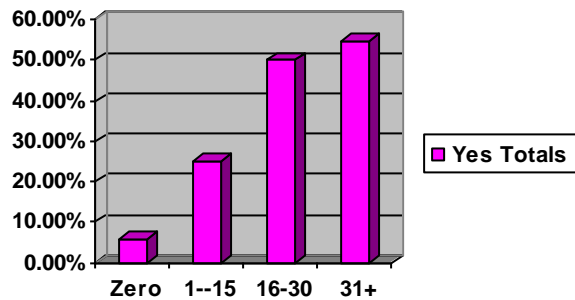
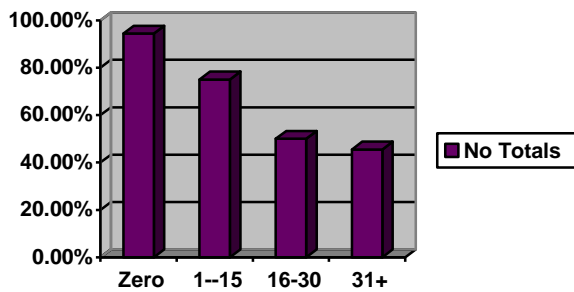
The ninth chart and accompanying graphs (See Pg 35-36) correlate student attendance of dance performances since becoming a student at HWC to the number of hours they have attended. Taking classes at HWC seems to indicate increased attendance of dance performances. 27.8% of our first-semester students *have never been* to a museum before. After completing 31+ hours at HWC, 21.2% of our students *have never been* to a museum.

The tenth chart and accompanying graphs (See Pg 37-38) correlate student attendance of debates or philosophy discussions since becoming a student at HWC to the number of hours they have attended. Taking classes at HWC seems to indicate decreased attendance of philosophy discussions. 47.1% of our first-semester students *have never been* to a philosophy discussion before. After completing 31+ hours at HWC, 48.5% of our students *have never been* to a philosophy discussion.

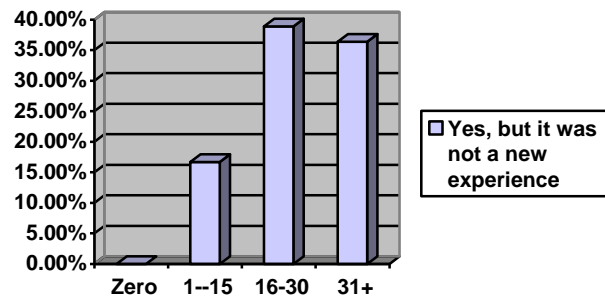
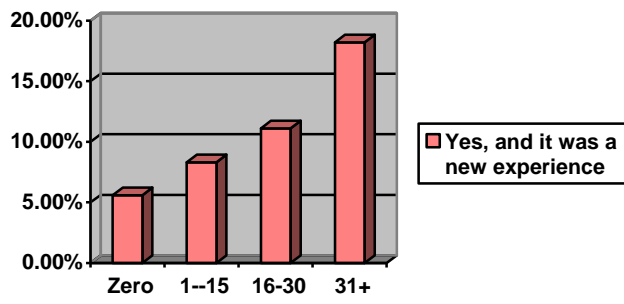
<b>Behavior #1</b> Have you gone to the Museum of the Art Institute, the MCA, or other art museums since becoming a student at HWC?	<b>Zero</b>	<b>1--15</b>	<b>16-30</b>	<b>31+</b>
No, and I have never experienced it before	22.2%	27.1%	11.1%	18.2%
No, but I have experienced it before	61.1%	39.6%	11.1%	12.1%
<b>No Totals</b>	<b>83.3%</b>	<b>66.7%</b>	<b>22.2%</b>	<b>30.3%</b>
Yes, and it was a new experience	5.6%	18.8%	22.2%	24.2%
Yes, but it was not a new experience	11.1%	14.6%	55.6%	45.5%
<b>Yes Totals</b>	<b>16.7%</b>	<b>33.4%</b>	<b>77.8%</b>	<b>69.7%</b>



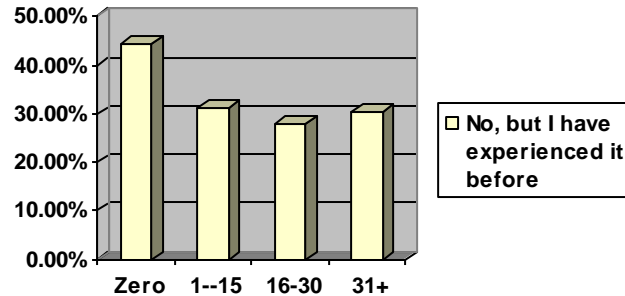
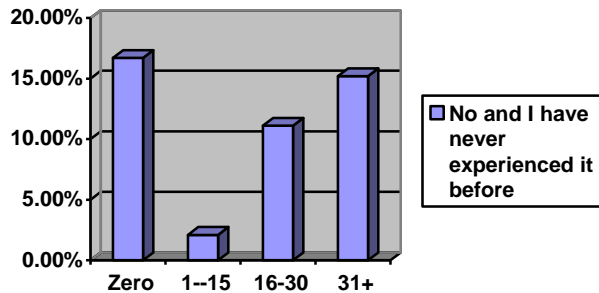
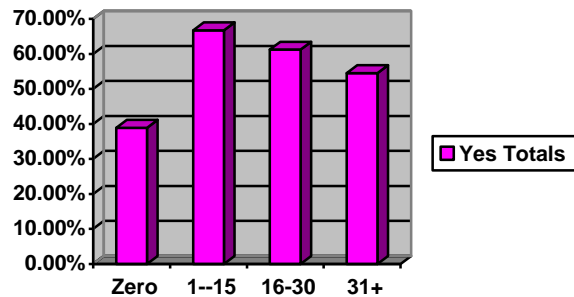
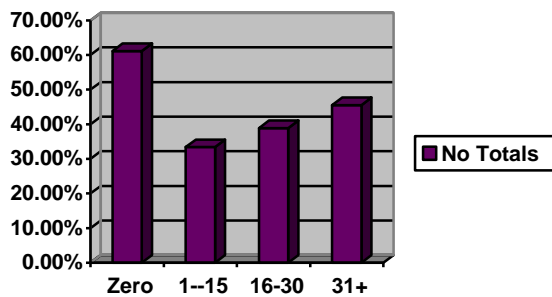
<b>Behavior #2</b> Have you gone to an arts or architecture tour since becoming a student at HWC?	<b>Zero</b>	<b>1--15</b>	<b>16-30</b>	<b>31+</b>
No, and I have never experienced it before	33.3%	39.6%	33.3%	27.3%
No, but I have experienced it before	61.1%	35.4%	16.7%	18.2%
<b>No Totals</b>	<b>94.4%</b>	<b>75.0%</b>	<b>50.0%</b>	<b>45.5%</b>
Yes, and it was a new experience	5.6%	8.3%	11.1%	18.2%
Yes, but it was not a new experience	0.0%	16.7%	38.9%	36.4%
<b>Yes Totals</b>	<b>5.6%</b>	<b>25.0%</b>	<b>50.0%</b>	<b>54.6%</b>

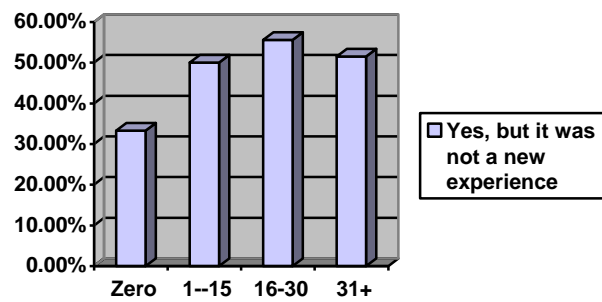
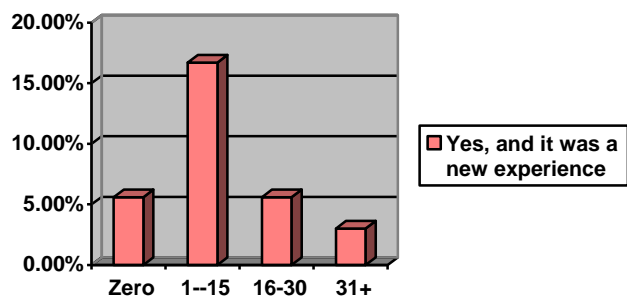




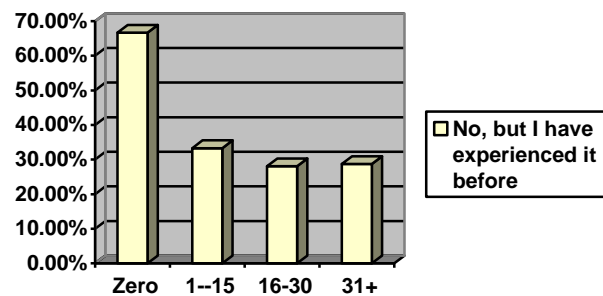
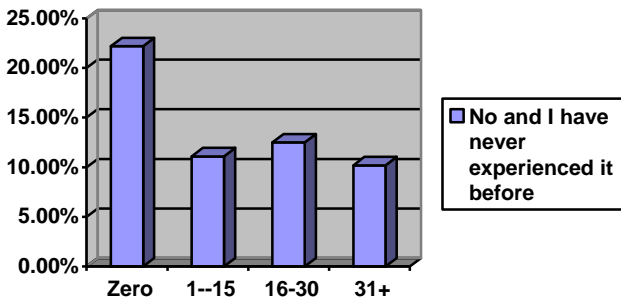
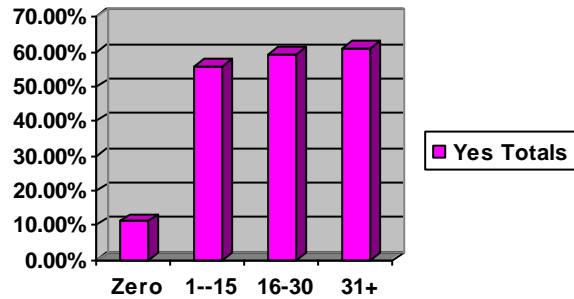
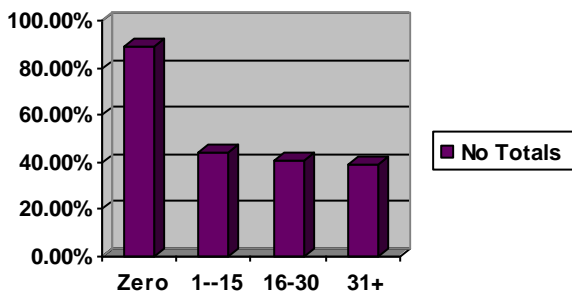


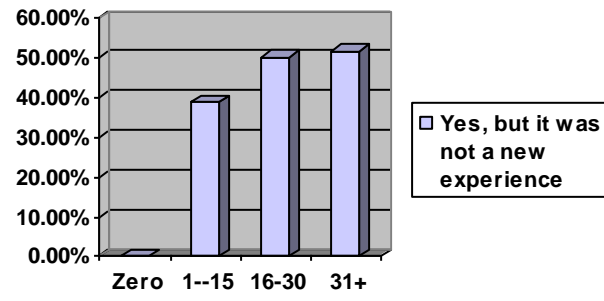
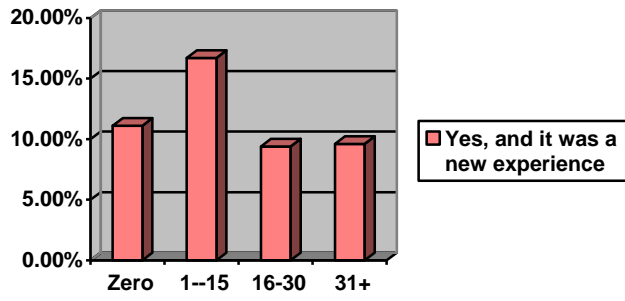
<b>Behavior #3</b> Have you gone to a live performance of music since becoming a student at HWC?	<b>Zero</b>	<b>1--15</b>	<b>16-30</b>	<b>31+</b>
No, and I have never experienced it before	16.7%	2.1%	11.1%	15.2%
No, but I have experienced it before	44.4%	31.3%	27.8%	30.3%
<b>No Totals</b>	<b>61.1%</b>	<b>33.4%</b>	<b>38.9%</b>	<b>45.5%</b>
Yes, and it was a new experience	5.6%	16.7%	5.6%	3.0%
Yes, but it was not a new experience	33.3%	50.0%	55.6%	51.5%
<b>Yes Totals</b>	<b>38.9%</b>	<b>66.7%</b>	<b>61.2%</b>	<b>54.5%</b>



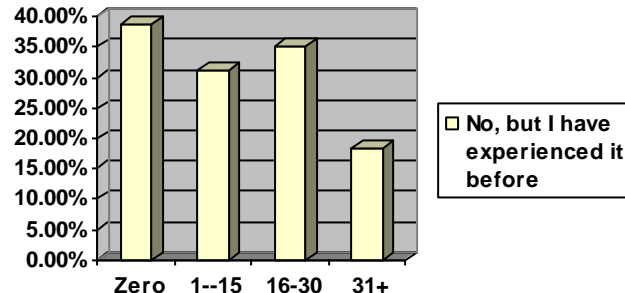
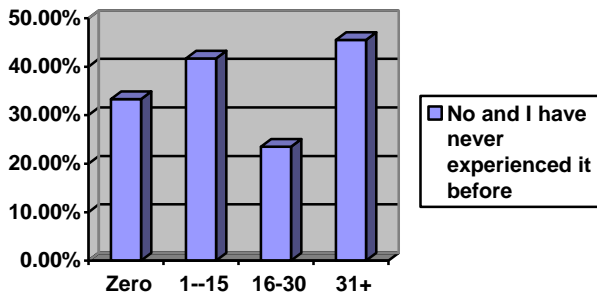
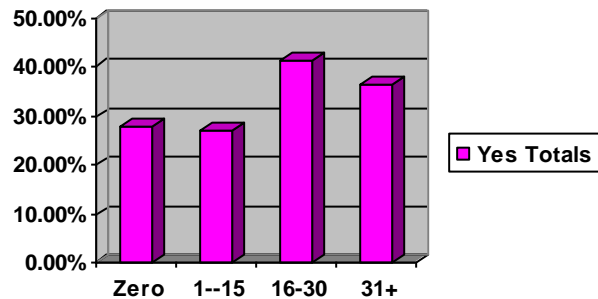
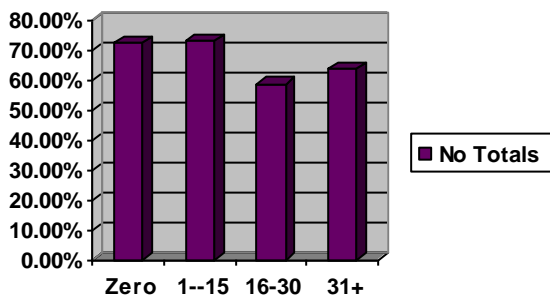


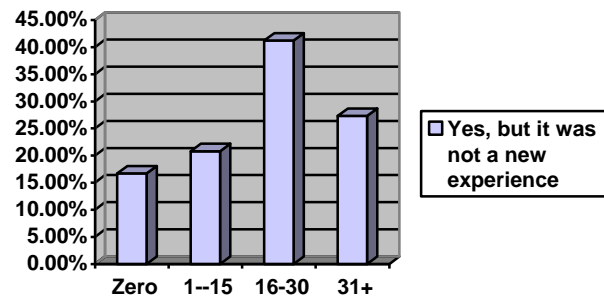
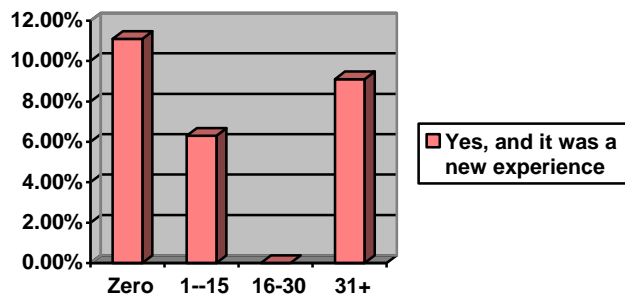
<b>Behavior #4</b> Have you gone to a play since becoming a student at HWC?	<b>Zero</b>	<b>1--15</b>	<b>16-30</b>	<b>31+</b>
No, and I have never experienced it before	22.2%	11.1%	12.5%	10.2%
No, but I have experienced it before	66.7%	33.3%	28.1%	28.7%
<b>No Totals</b>	<b>88.9%</b>	<b>44.4%</b>	<b>40.6%</b>	<b>38.9%</b>
Yes, and it was a new experience	11.1%	16.7%	9.4%	9.6%
Yes, but it was not a new experience	0.0%	38.9%	50.0%	51.6%
<b>Yes Totals</b>	<b>11.1%</b>	<b>55.6%</b>	<b>59.4%</b>	<b>61.2%</b>



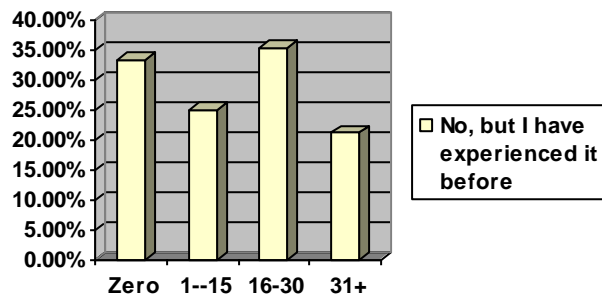
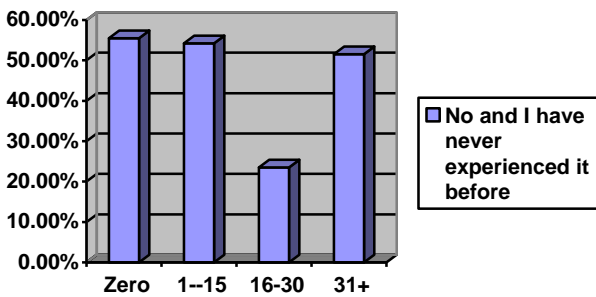
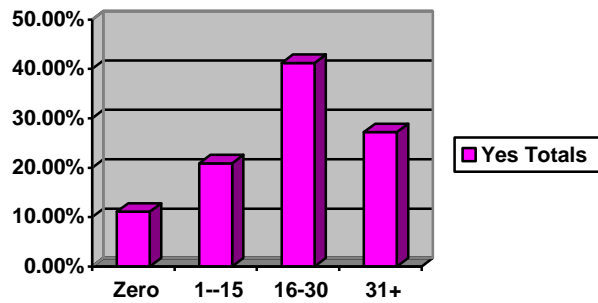
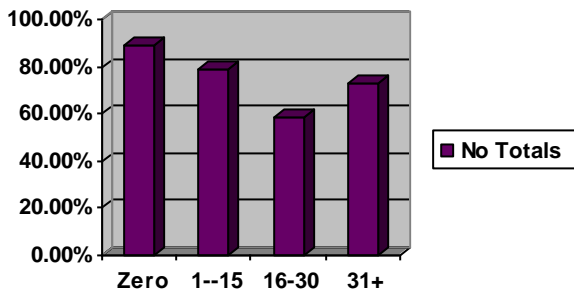


<b>Behavior #5</b> Have you gone to a poetry reading, open mic, or poetry slam since becoming a student at HWC?	<b>Zero</b>	<b>1--15</b>	<b>16-30</b>	<b>31+</b>
No, and I have never experienced it before	33.3%	41.7%	23.5%	45.5%
No, but I have experienced it before	38.9%	31.3%	35.3%	18.2%
<b>No Totals</b>	<b>72.2%</b>	<b>73.0%</b>	<b>58.8%</b>	<b>63.7%</b>
Yes, and it was a new experience	11.1%	6.3%	0.0%	9.1%
Yes, but it was not a new experience	16.7%	20.8%	41.2%	27.3%
<b>Yes Totals</b>	<b>27.8%</b>	<b>27.1%</b>	<b>41.2%</b>	<b>36.4%</b>

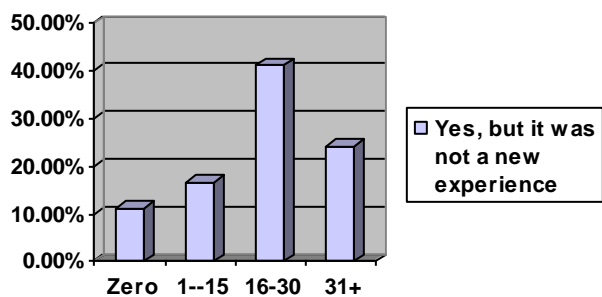
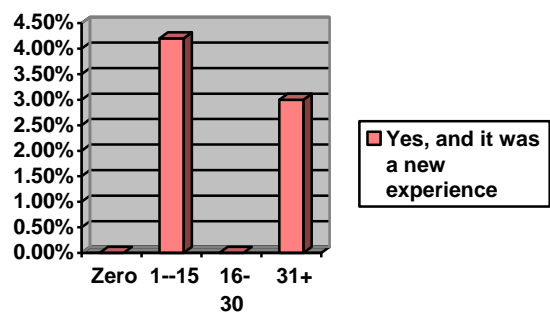




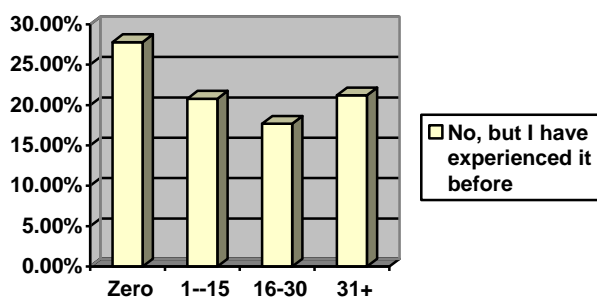
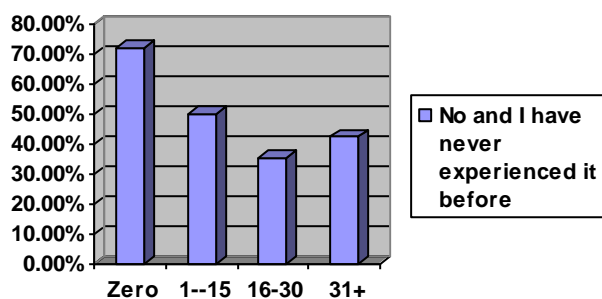
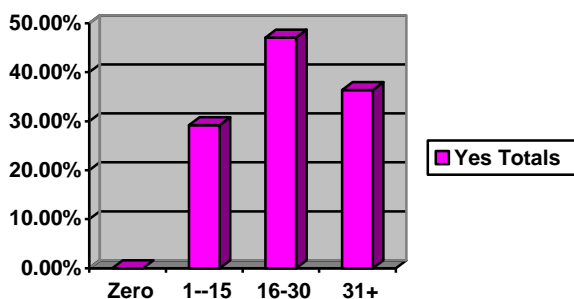
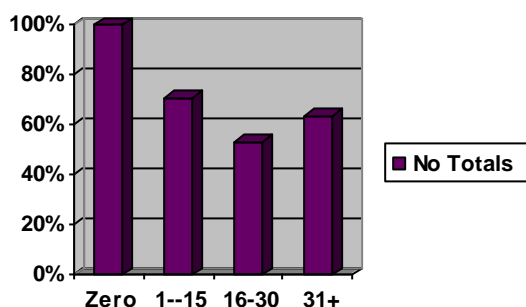
<b>Behavior #6</b> Have you gone to a fiction reading or writing discussion since becoming a student at HWC?	<b>Zero</b>	<b>1--15</b>	<b>16-30</b>	<b>31+</b>
No, and I have never experienced it before	55.5%	54.2%	23.5%	51.5%
No, but I have experienced it before	33.3%	25.0%	35.3%	21.2%
<b>No Totals</b>	<b>88.8%</b>	<b>79.2%</b>	<b>58.8%</b>	<b>72.7%</b>
Yes, and it was a new experience	0.0%	4.2%	0.0%	3.0%
Yes, but it was not a new experience	11.1%	16.7%	41.2%	24.2%
<b>Yes Totals</b>	<b>11.1%</b>	<b>20.9%</b>	<b>41.2%</b>	<b>27.2%</b>

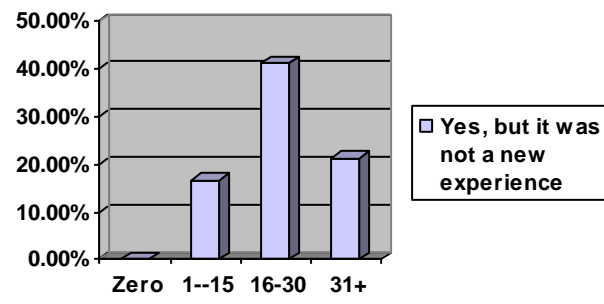
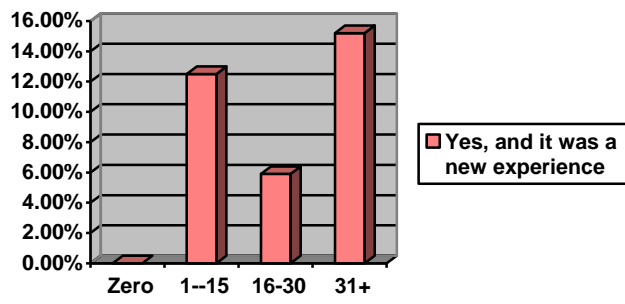




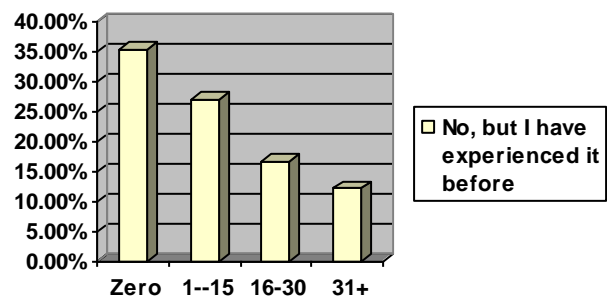
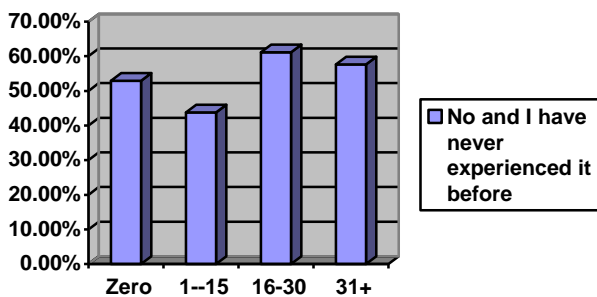
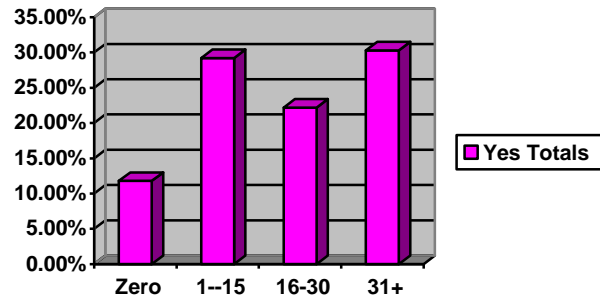
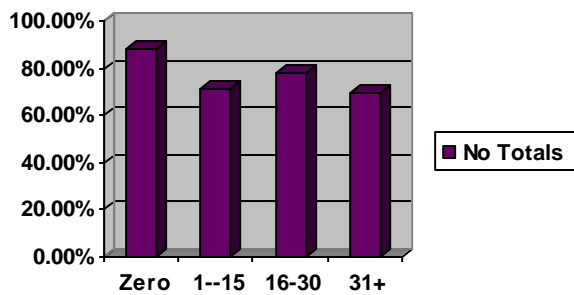


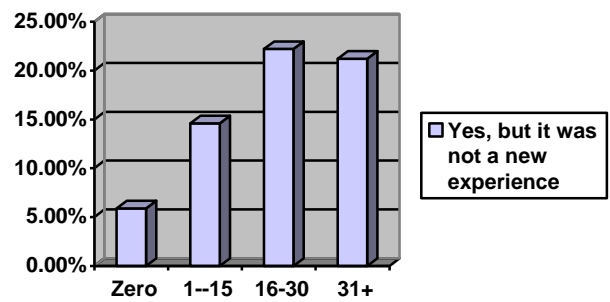
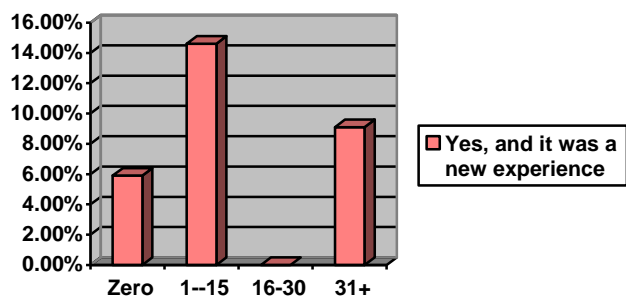
<b>Behavior #7</b> Have you gone to a film presentation on campus, at the Gene Siskel Film Center or at an independent movie theatre since becoming a student at HWC?	<b>Zero</b>	<b>1--15</b>	<b>16-30</b>	<b>31+</b>
No, and I have never experienced it before	72.2%	50.0%	35.3%	42.4%
No, but I have experienced it before	27.8%	20.8%	17.7%	21.2%
<b>No Totals</b>	<b>100%</b>	<b>70.8%</b>	<b>53.0%</b>	<b>63.6%</b>
Yes, and it was a new experience	0.0%	12.5%	5.9%	15.2%
Yes, but it was not a new experience	0.0%	16.7%	41.2%	21.2%
<b>Yes Totals</b>	<b>0.0%</b>	<b>29.2%</b>	<b>47.1%</b>	<b>36.4%</b>



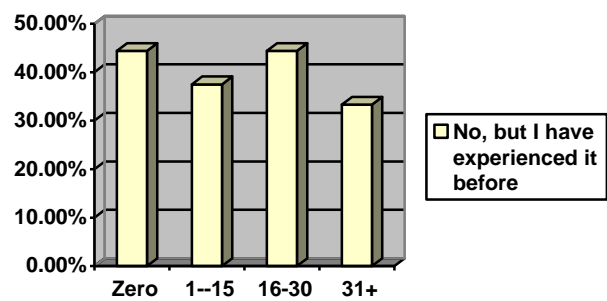
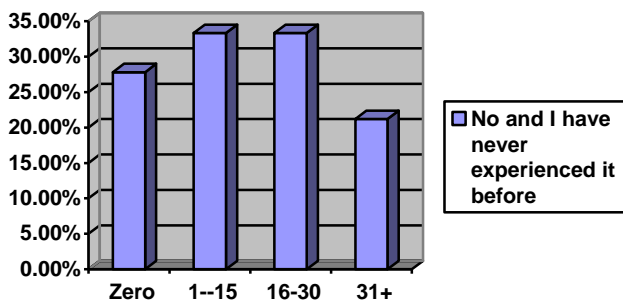
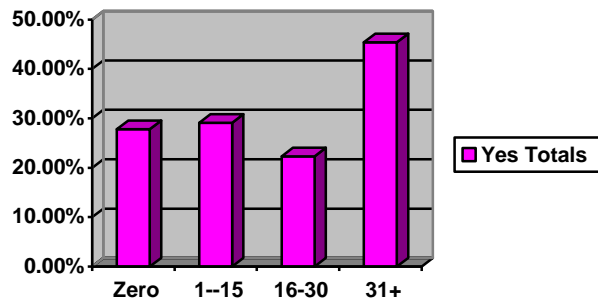
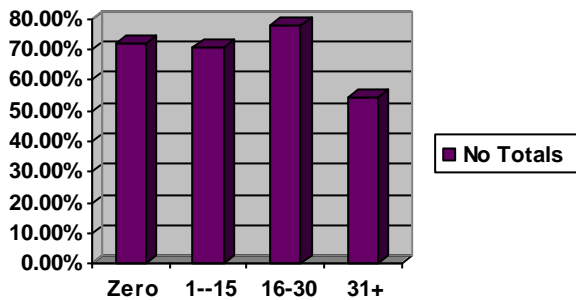


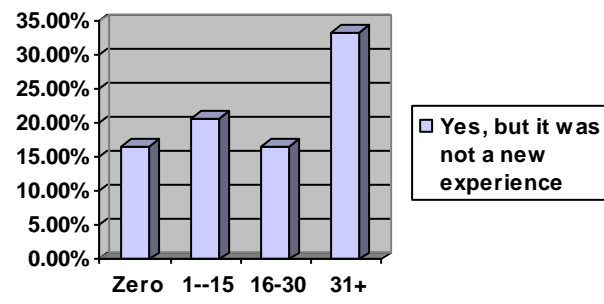
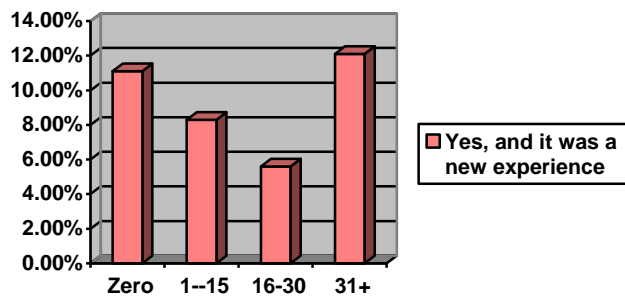
<b>Behavior #8</b> Have you gone to an arts-related lecture or educational presentation since becoming a student at HWC?	<b>Zero</b>	<b>1--15</b>	<b>16-30</b>	<b>31+</b>
No, and I have never experienced it before	52.9%	43.8%	61.1%	57.6%
No, but I have experienced it before	35.3%	27.1%	16.7%	12.1%
<b>No Totals</b>	<b>88.2%</b>	<b>70.9%</b>	<b>77.8%</b>	<b>69.7%</b>
Yes, and it was a new experience	5.9%	14.6%	0.0%	9.1%
Yes, but it was not a new experience	5.9%	14.6%	22.2%	21.2%
<b>Yes Totals</b>	<b>11.8%</b>	<b>29.2%</b>	<b>22.2%</b>	<b>30.3%</b>



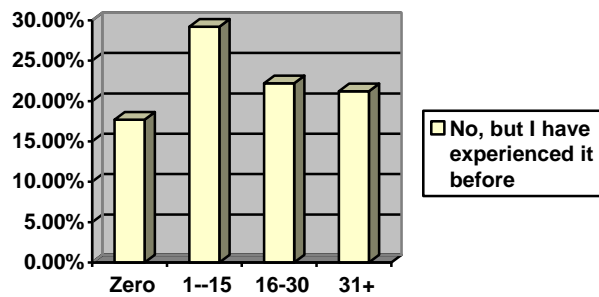
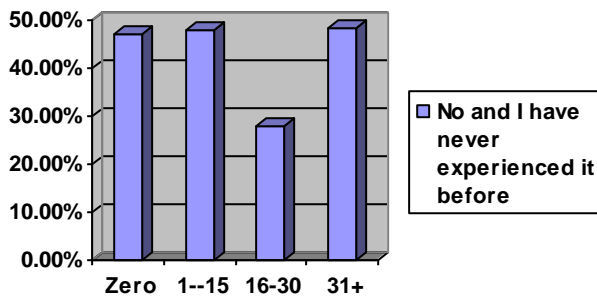
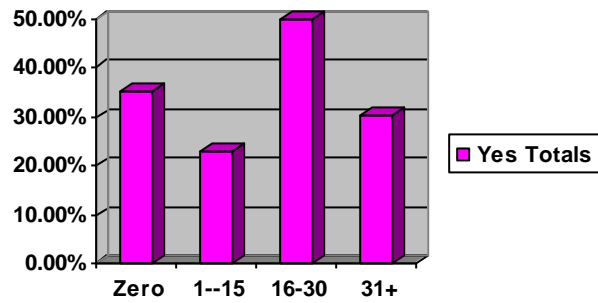
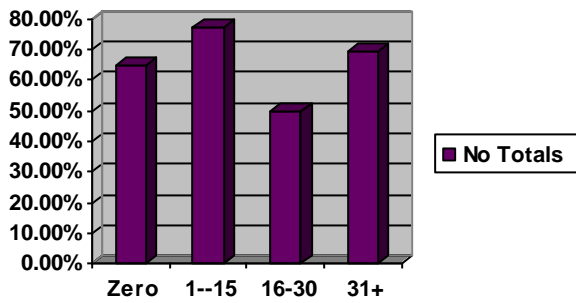


<b>Behavior #9</b> Have you gone to a dance performance since becoming a student at HWC?	<b>Zero</b>	<b>1--15</b>	<b>16-30</b>	<b>31+</b>
No, and I have never experienced it before	27.8%	33.3%	33.3%	21.2%
No, but I have experienced it before	44.4%	37.5%	44.4%	33.3%
<b>No Totals</b>	<b>72.2%</b>	<b>70.8%</b>	<b>77.7%</b>	<b>54.5%</b>
Yes, and it was a new experience	11.1%	8.3%	5.6%	12.1%
Yes, but it was not a new experience	16.7%	20.8%	16.7%	33.3%
<b>Yes Totals</b>	<b>27.8%</b>	<b>29.1%</b>	<b>22.3%</b>	<b>45.4%</b>

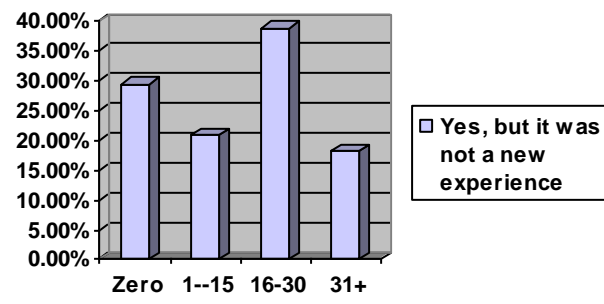
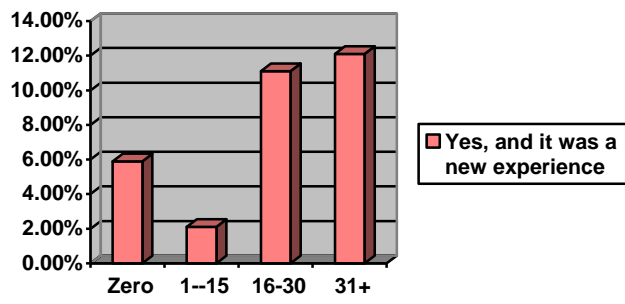




<b>Behavior #10</b> Have you gone to a debate or philosophy discussion since becoming a student at HWC?	<b>Zero</b>	<b>1--15</b>	<b>16-30</b>	<b>31+</b>
No, and I have never experienced it before	47.1%	47.9%	27.8%	48.5%
No, but I have experienced it before	17.7%	29.2%	22.2%	21.2%
<b>No Totals</b>	<b>64.8%</b>	<b>77.1%</b>	<b>50.0%</b>	<b>69.7%</b>
Yes, and it was a new experience	5.9%	2.1%	11.1%	12.1%
Yes, but it was not a new experience	29.4%	20.8%	38.9%	18.2%
<b>Yes Totals</b>	<b>35.3%</b>	<b>22.9%</b>	<b>50.0%</b>	<b>30.3%</b>







*4. How do our students' behaviors toward the arts change over the course of their fulfilling the Humanities Gen Ed Requirement?*

This question is answered by the following charts and graphs, which depict student behaviors by the number of humanities courses they have taken at HWC.

The first chart and accompanying graphs (See Pg 41-42) correlate student attendance of the Museum of the Art Institute, the MCA, or other art museums since becoming a student at HWC to the number of humanities courses they have taken here. The data seems to indicate that taking humanities courses at HWC seems to lead to increased attendance of museums. Before they have completed their first humanities course here, 30.1% of our students have never been to a museum before. After completing their third humanities course at HWC, 3.5% of our students have never been to a museum.

The second chart and accompanying graphs (See pages 43-44) correlate student attendance of arts and/or architecture tours since becoming a student at HWC to the number of humanities courses they have taken here. Taking humanities courses at HWC seems to lead to increased attendance of arts and/or architecture tours. Before they have completed their first humanities course here, 40.2% of our students have never been to an arts or architecture tour. After completing their third humanities course at HWC, 24.1% of our students have never been to an arts or architecture tour.

The third chart and accompanying graphs (See pages 45-46) correlate student attendance of live performances of music since becoming a student at HWC to the number of humanities courses they have taken here. Taking humanities courses at HWC seems to lead to increased attendance of live performances of music. Before they have completed their first humanities course here, 15.5% of our students have never been to a live performance of music. After completing their third humanities course at HWC, 3.5% of our students have never been to a live performance of music.

The fourth chart and accompanying graphs (See pages 47-48) correlate student attendance of plays since becoming a student at HWC to the number of humanities courses they have taken here. Taking humanities courses at HWC seems to lead to increased attendance of plays. Before they have completed their first humanities course here, 14.8% of our students have never been to a play. After completing their third humanities course at HWC, 3.5% of our students have never been to a play.

The fifth chart and accompanying graphs (See pages 49-50) correlate student attendance of poetry readings, open mics, or poetry slams since becoming a student at HWC to the number of humanities courses they have taken here. Taking humanities courses at HWC seems to lead to decreased attendance of poetry readings, open mics, or poetry slams. Before they have completed their first humanities course here, 40.7% of our students have never been to a poetry reading, open mic, or poetry slam. After completing their third humanities course at HWC, 42.9% of our students have never been to a poetry reading, open mic, or poetry slam.<sup>9</sup>

The sixth chart and accompanying graphs (See pages 51-52) correlate student attendance fiction readings and writing discussions since becoming a student at HWC to the number of humanities courses they have taken here. Taking humanities courses at HWC seems to lead to decreased attendance of fiction readings and writing discussions. Before they have completed their first humanities course here, 53% of our students have never been to a fiction reading or a writing discussion. After completing their third humanities course at HWC, 57.1% of our students have never been to a fiction reading or a writing discussion.

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<sup>9</sup> Though it seems illogical on its face, these numbers represent general trends, not specific students.

The seventh chart and accompanying graphs (See pages 53-54) correlate student attendance of film presentations on campus, at the Gene Siskel Film Center or at independent movie theatres since becoming a student at HWC to the number of humanities courses they have taken here.

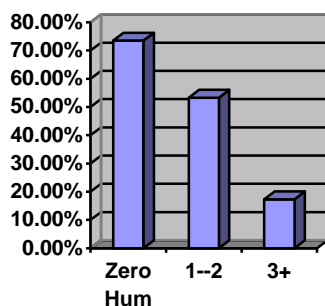
Taking humanities courses at HWC seems to lead to increased attendance of film presentations on campus, at the Gene Siskel Film Center or at independent movie theatres. Before they have completed their first humanities course here, 57.8% of our students have never been to a film presentation on campus, at the Gene Siskel Film Center or at an independent movie theatre. After completing their third humanities course at HWC, 32.1% of our students have never been to a film presentation on campus, at the Gene Siskel Film Center or at an independent movie theatre.

The eighth chart and accompanying graphs (See pages 55-56) correlate student attendance of arts-related lectures and/or educational presentations since becoming a student at HWC to the number of humanities courses they have taken here. Taking humanities courses at HWC seems to lead to increased attendance of arts-related lectures and/or educational presentations. Before they have completed their first humanities course here, 61% of our students have never been to an arts-related lecture or educational presentation. After completing their third humanities course at HWC, 44.8% of our students have never been to an arts-related lecture or educational presentation.

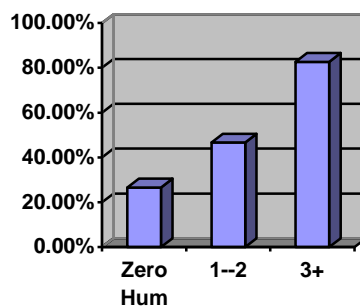
The ninth chart and accompanying graphs (See pages 57-58) correlate student attendance of dance performances since becoming a student at HWC to the number of humanities courses they have taken here. Taking humanities courses at HWC seems to lead to increased attendance of dance performances. Before they have completed their first humanities course here, 30.1% of our students have never been to a dance performance. After completing their third humanities course at HWC, 13.8% of our students have never been to a dance performance.

The tenth chart and accompanying graphs (See pages 59-60) correlate student attendance of debates and/or philosophy discussions since becoming a student at HWC to the number of humanities courses they have taken here. Taking humanities courses at HWC seems to lead to increased attendance of debates and/or philosophy discussions. Before they have completed their first humanities course here, 54.9% of our students have never been to a debate or philosophy discussion. After completing their third humanities course at HWC, 37.9% of our students have never been to a debate or philosophy discussion.

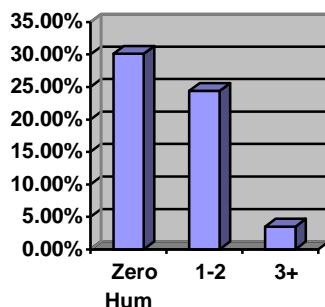
<b>Behavior #1</b> Have you gone to the Museum of the Art Institute, the MCA, or other art museums since becoming a student at HWC?	<b>Zero Hum</b>	<b>1-2</b>	<b>3+</b>
No, and I have never experienced it before	30.1%	24.4%	3.5%
No, but I have experienced it before	43.4%	28.9%	13.8%
<b>No Totals</b>	<b>73.5%</b>	<b>53.3%</b>	<b>17.3%</b>
Yes, and it was a new experience	12.1%	11.1%	37.9%
Yes, but it was not a new experience	14.5%	35.6%	44.8%
<b>Yes Totals</b>	<b>26.6%</b>	<b>46.7%</b>	<b>82.7%</b>



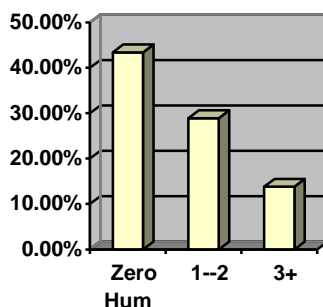
■ No Totals



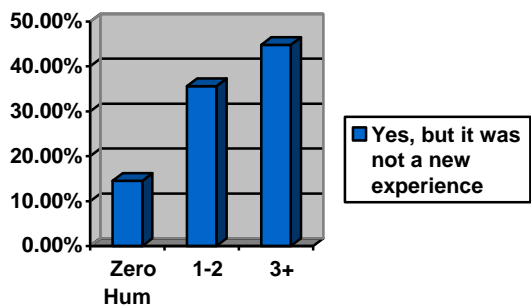
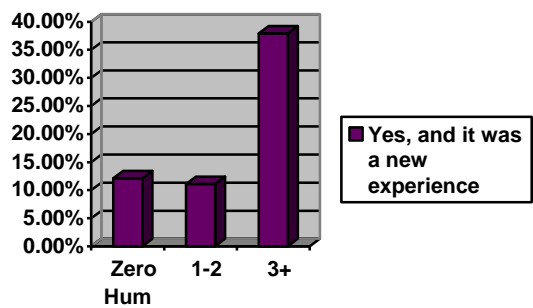
■ Yes Totals



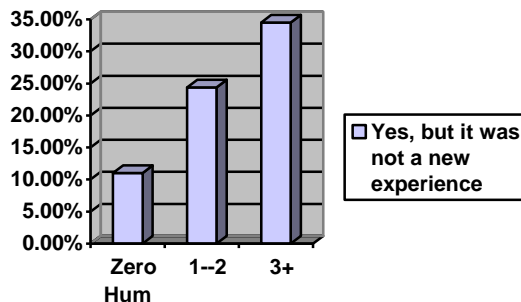
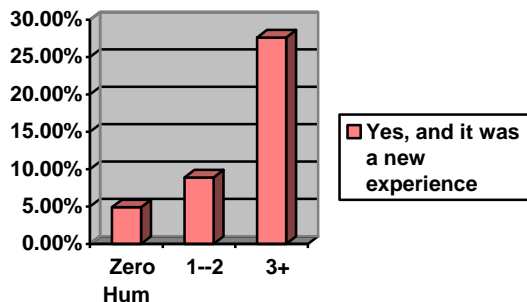
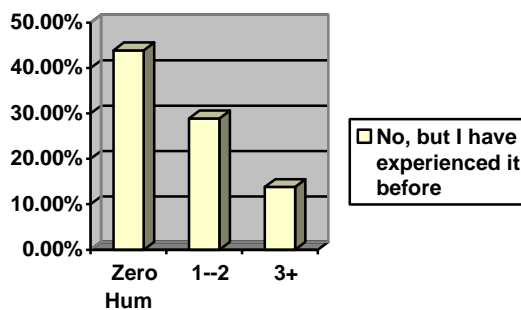
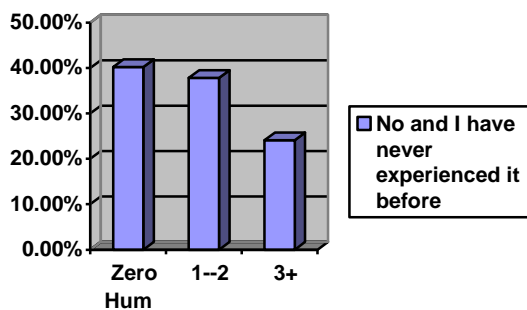
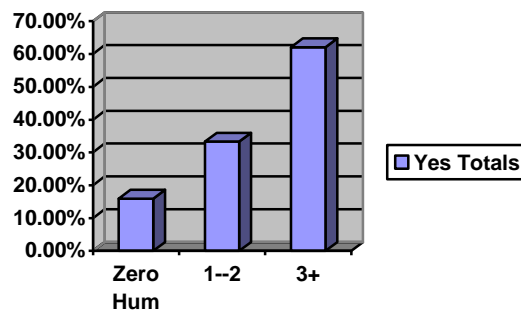
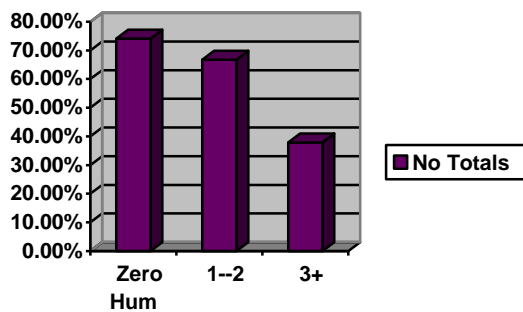
■ No and I have never experienced it before



■ No, but I have experienced it before

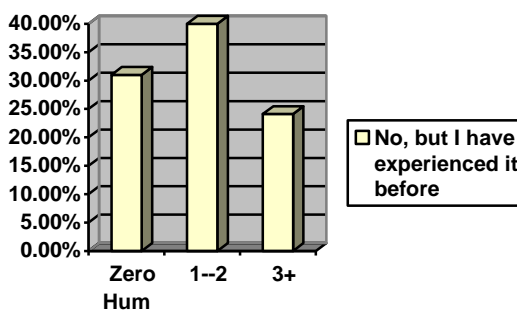
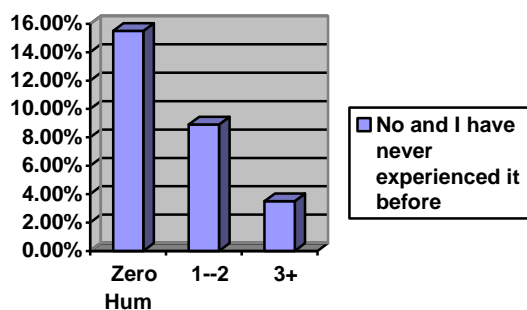
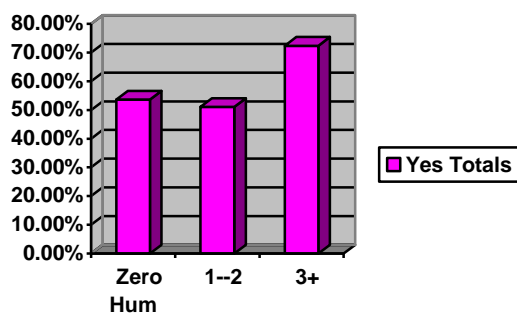
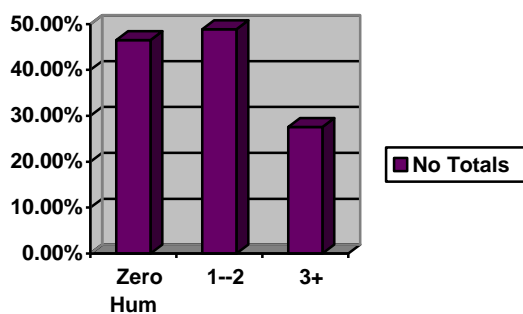


<b>Behavior #2</b> Have you gone to an arts or architecture tour since becoming a student at HWC?	<b>Zero Hum</b>	<b>1-2</b>	<b>3+</b>
No, and I have never experienced it before	40.2%	37.8%	24.1%
No, but I have experienced it before	43.9%	28.9%	13.8%
<b>No Totals</b>	<b>74.1%</b>	<b>66.7%</b>	<b>37.9%</b>
Yes, and it was a new experience	4.9%	8.9%	27.6%
Yes, but it was not a new experience	11.0%	24.4%	34.5%
<b>Yes Totals</b>	<b>15.9%</b>	<b>33.3. %</b>	<b>62.1%</b>

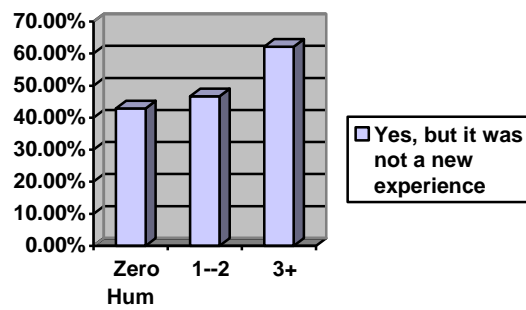
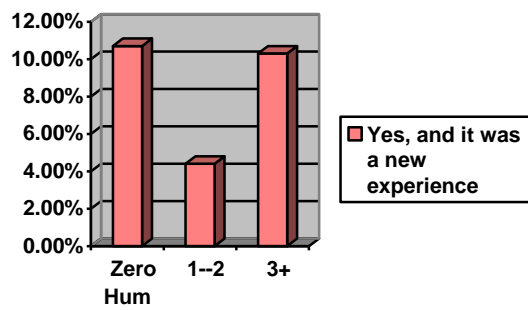




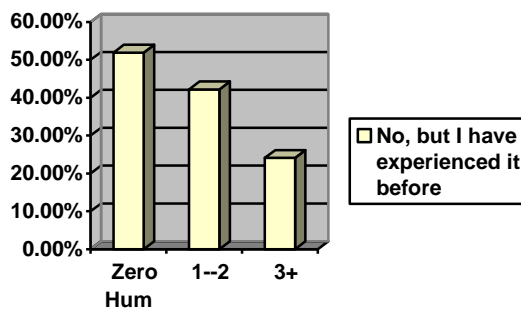
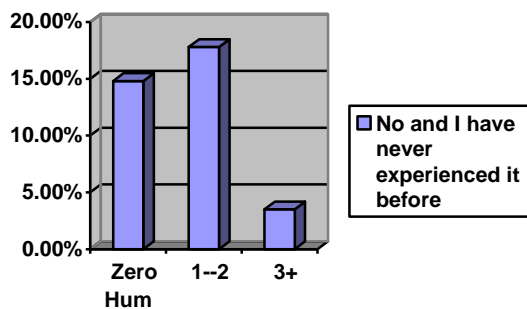
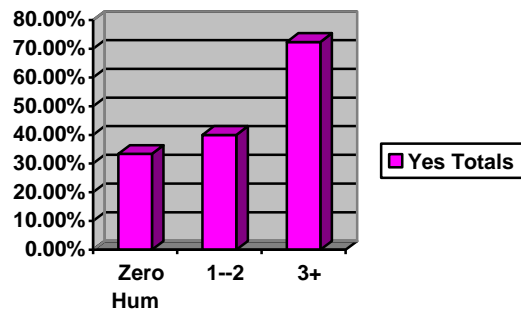
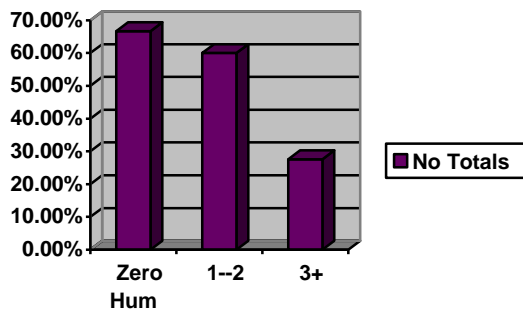
<b>Behavior #3</b> Have you gone to a live performance of music since becoming a student at HWC?	<b>Zero Hum</b>	<b>1-2</b>	<b>3+</b>
No, and I have never experienced it before	15.5%	8.9%	3.5%
No, but I have experienced it before	31.0%	40%	24.1%
<b>No Totals</b>	<b>46.5%</b>	<b>48.9%</b>	<b>27.6%</b>
Yes, and it was a new experience	10.7%	4.4%	10.3%
Yes, but it was not a new experience	42.9%	46.7%	62.1%
<b>Yes Totals</b>	<b>53.6%</b>	<b>51.1%</b>	<b>72.4%</b>

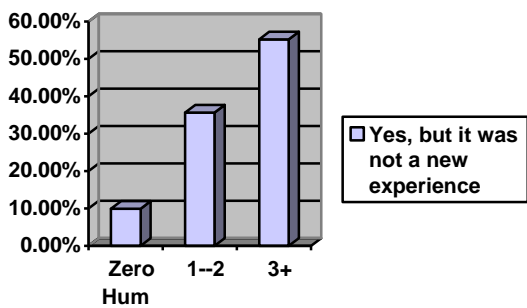
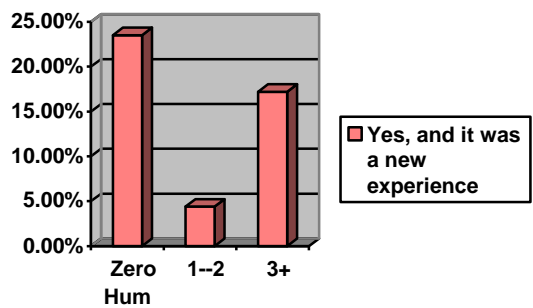




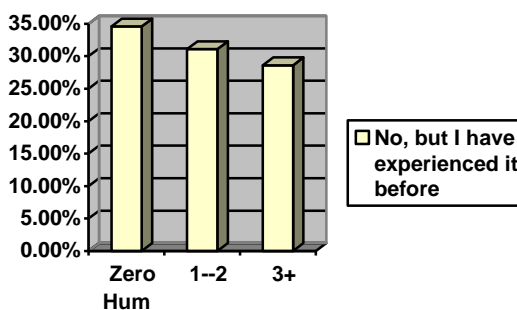
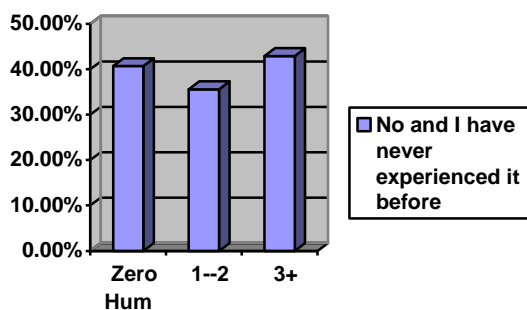
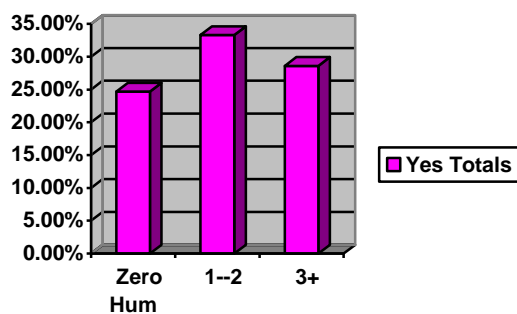
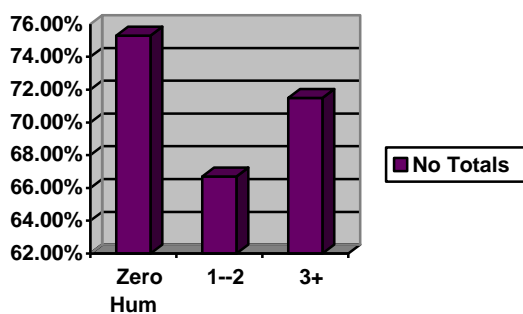


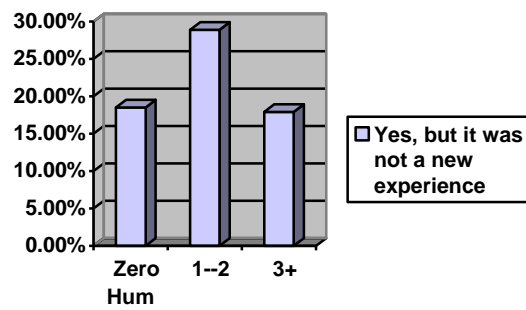
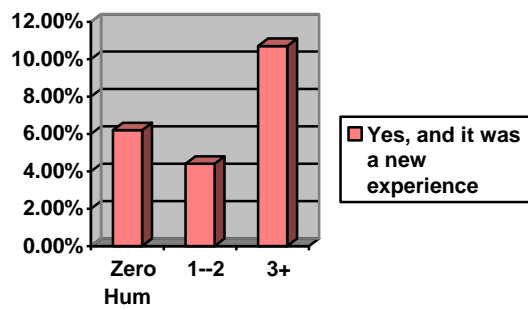
<b>Behavior #4</b> Have you gone to a play since becoming a student at HWC?	<b>Zero Hum</b>	<b>1-2</b>	<b>3+</b>
No, and I have never experienced it before	14.8%	17.8%	3.5%
No, but I have experienced it before	51.9%	42.2%	24.1%
<b>No Totals</b>	<b>66.7%</b>	<b>60.0%</b>	<b>27.6%</b>
Yes, and it was a new experience	23.5%	4.4%	17.2%
Yes, but it was not a new experience	9.9%	35.6%	55.2%
<b>Yes Totals</b>	<b>33.4%</b>	<b>40.0%</b>	<b>72.4%</b>



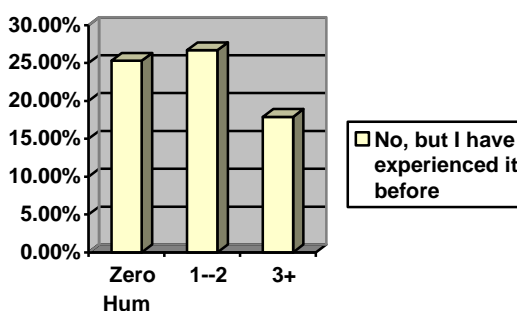
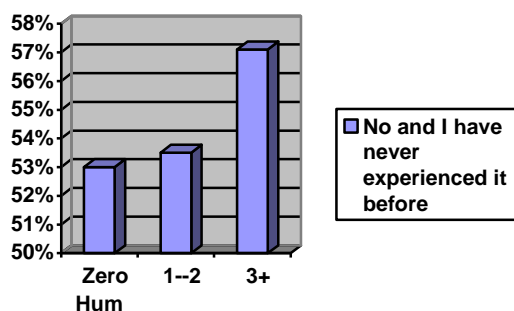
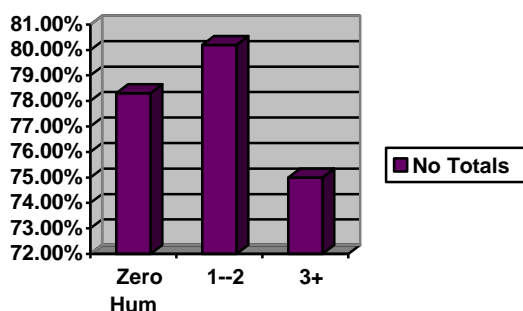


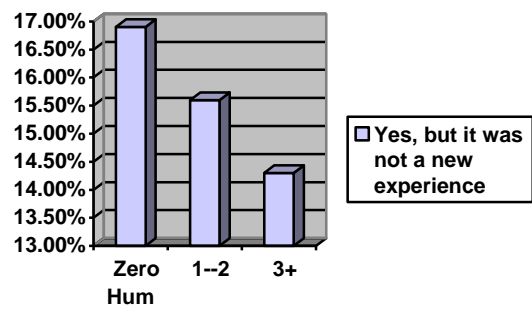
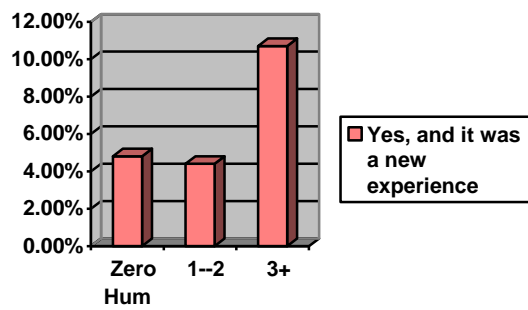
<b>Behavior #5</b> Have you gone to a poetry reading, open mic, or poetry slam since becoming a student at HWC?	<b>Zero Hum</b>	<b>1-2</b>	<b>3+</b>
No, and I have never experienced it before	40.7%	35.6%	42.9%
No, but I have experienced it before	34.6%	31.1%	28.6%
<b>No Totals</b>	<b>75.3%</b>	<b>66.7%</b>	<b>71.5%</b>
Yes, and it was a new experience	6.2%	4.4%	10.7%
Yes, but it was not a new experience	18.5%	28.9%	17.9%
<b>Yes Totals</b>	<b>24.7%</b>	<b>33.3%</b>	<b>28.6%</b>



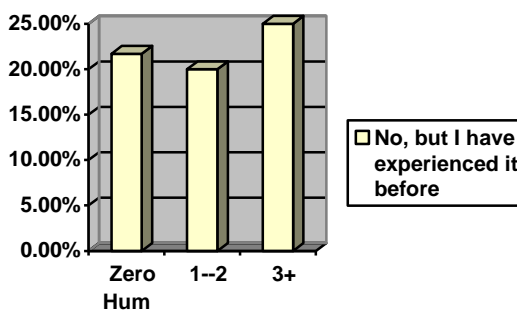
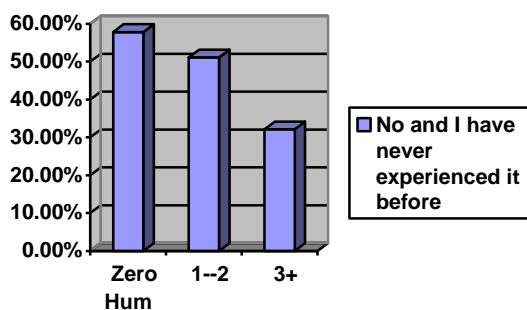
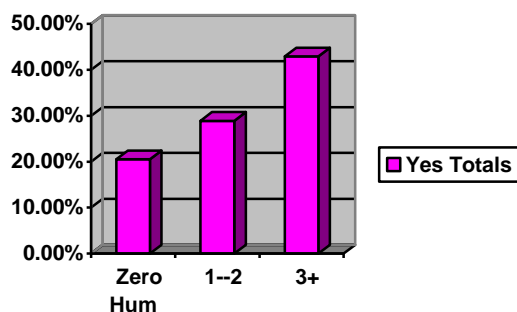
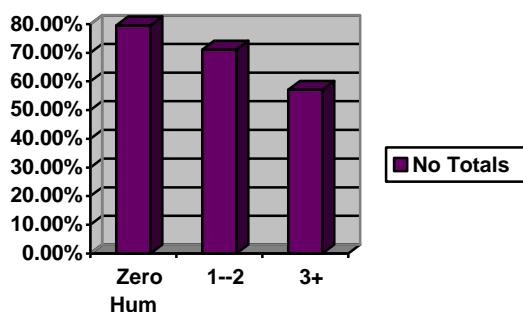


<b>Behavior #6</b> Have you gone to a fiction reading or writing discussion since becoming a student at HWC?	<b>Zero Hum</b>	<b>1-2</b>	<b>3+</b>
No, and I have never experienced it before	53%	53.5%	57.1%
No, but I have experienced it before	25.3%	26.7%	17.9%
<b>No Totals</b>	<b>78.3%</b>	<b>80.2%</b>	<b>75%</b>
Yes, and it was a new experience	4.8%	4.4%	10.7%
Yes, but it was not a new experience	16.9%	15.6%	14.3%
<b>Yes Totals</b>	<b>21.7%</b>	<b>20.0%</b>	<b>25.0%</b>

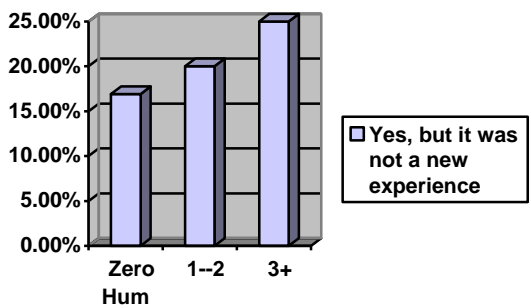
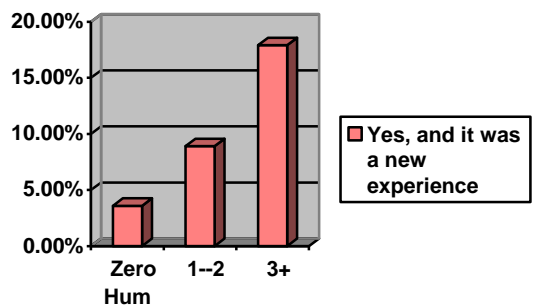




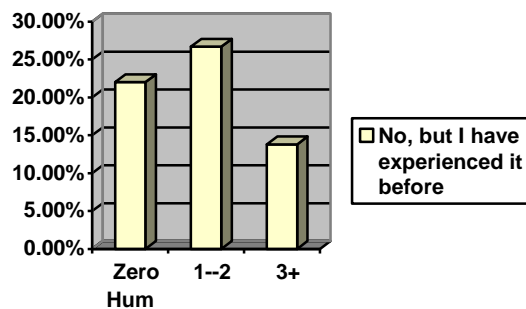
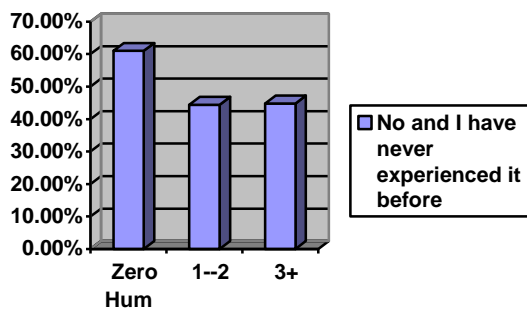
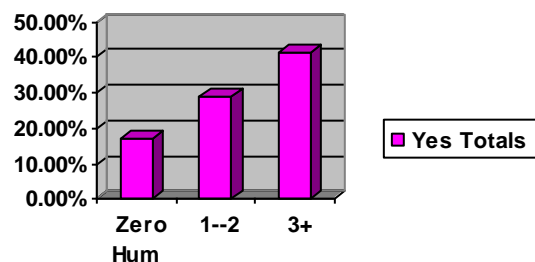
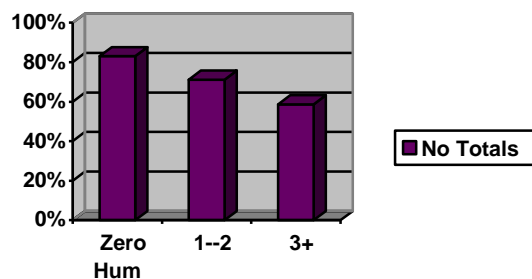
<b>Behavior #7</b> Have you gone to a film presentation on campus, at the Gene Siskel Film Center or at an independent movie theatre since becoming a student at HWC?	<b>Zero Hum</b>	<b>1-2</b>	<b>3+</b>
No, and I have never experienced it before	57.8%	51.1%	32.1%
No, but I have experienced it before	21.7%	20.0%	25%
<b>No Totals</b>	<b>79.5%</b>	<b>71.1%</b>	<b>57.1%</b>
Yes, and it was a new experience	3.6%	8.9%	17.9%
Yes, but it was not a new experience	16.9%	20%	25%
<b>Yes Totals</b>	<b>20.5%</b>	<b>28.9%</b>	<b>42.9%</b>

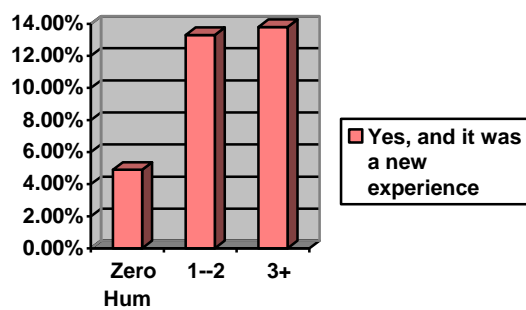
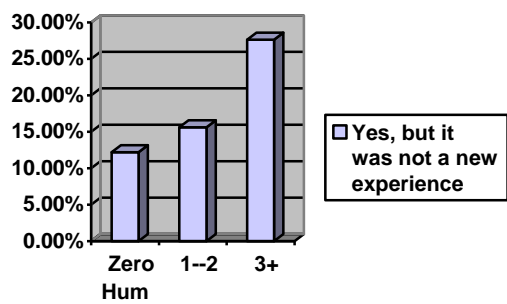




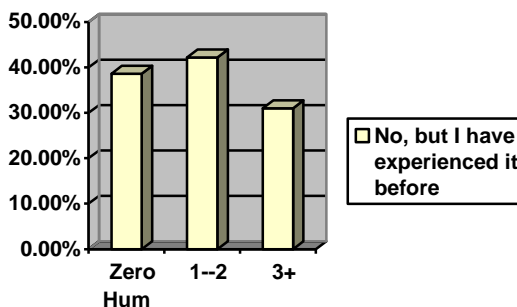
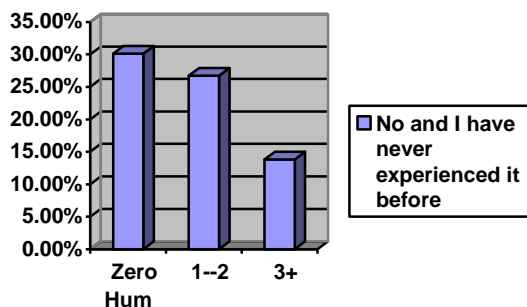
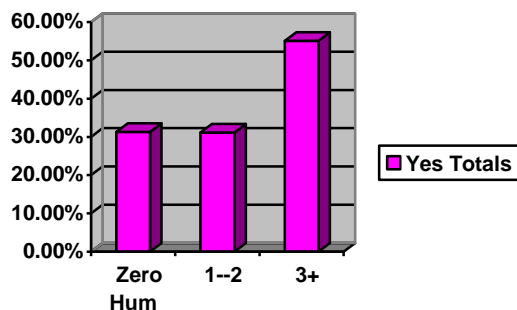
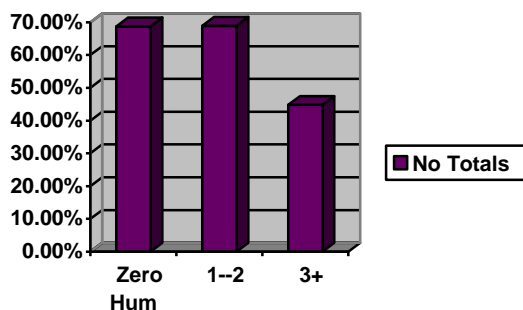


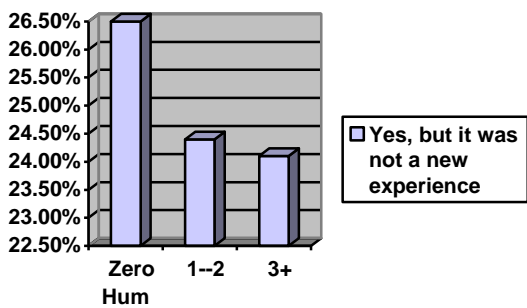
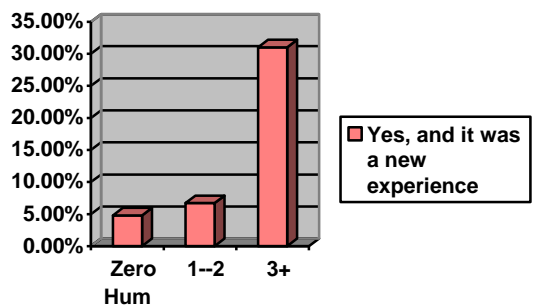
<b>Behavior #8</b> Have you gone to an arts-related lecture or educational presentation since becoming a student at HWC?	<b>Zero Hum</b>	<b>1-2</b>	<b>3+</b>
No, and I have never experienced it before	61.0%	44.4%	44.8%
No, but I have experienced it before	22.0%	26.7%	13.8%
<b>No Totals</b>	<b>83%</b>	<b>71.1%</b>	<b>58.6%</b>
Yes, and it was a new experience	4.9%	13.3%	13.8%
Yes, but it was not a new experience	12.2%	15.6%	27.6%
<b>Yes Totals</b>	<b>17.1%</b>	<b>28.9%</b>	<b>41.4%</b>



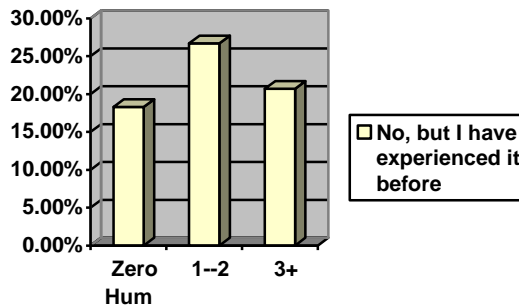
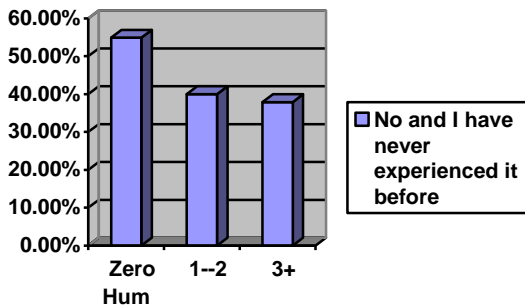
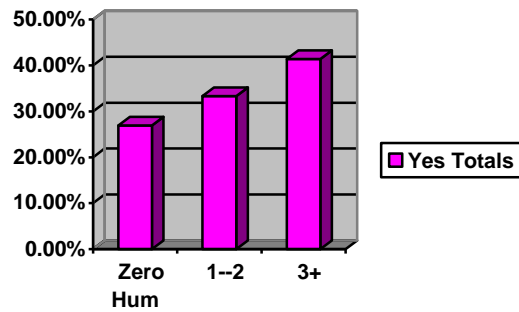
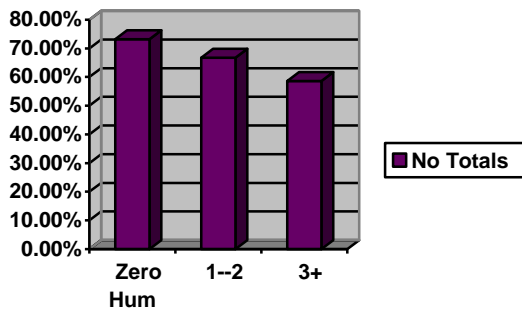


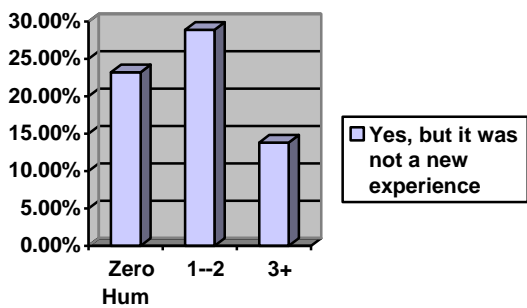
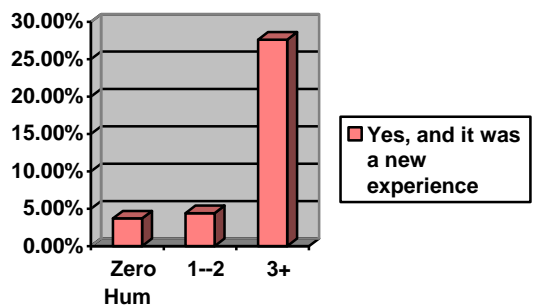
<b>Behavior #9</b> Have you gone to a dance performance since becoming a student at HWC?	<b>Zero Hum</b>	<b>1-2</b>	<b>3+</b>
No, and I have never experienced it before	30.1%	26.7%	13.8%
No, but I have experienced it before	38.6%	42.2%	31.0%
<b>No Totals</b>	<b>68.7%</b>	<b>68.9%</b>	<b>44.8%</b>
Yes, and it was a new experience	4.8%	6.7%	31.0%
Yes, but it was not a new experience	26.5%	24.4%	24.1%
<b>Yes Totals</b>	<b>31.3%</b>	<b>31.1%</b>	<b>55.1%</b>





<b>Behavior #10</b> Have you gone to a debate or philosophy discussion since becoming a student at HWC?	<b>Zero Hum</b>	<b>1-2</b>	<b>3+</b>
No, and I have never experienced it before	54.9%	40%	37.9%
No, but I have experienced it before	18.3%	26.7%	20.7%
<b>No Totals</b>	<b>73.2%</b>	<b>66.7%</b>	<b>58.6%</b>
Yes, and it was a new experience	3.7%	4.4%	27.6%
Yes, but it was not a new experience	23.2%	28.9%	13.8%
<b>Yes Totals</b>	<b>26.9%</b>	<b>33.3%</b>	<b>41.4%</b>





## Question 5

*Do our students self-identify as practitioners of the arts, and how does that identification change over the course of their movement through the General Education Curriculum?*

The data indicate that there is an inverse relationship between the percentage of students who self-identify as artists and the number of hours they have completed at HWC. 61.1% of students who have completed 0 hours at HWC self-identify as artists, while 42.4% of those who have completed 31+ hours of credit self-identify as artists.

The data indicate that there is a correlation between the percentage of students who self-identify as writers and the number of hours completed at HWC. Of students who have completed 0 hours at HWC, 55.6% self-identify as writers. Of students who have completed 1-15 hours at HWC, 56.3% self-identify as writers. Of students who have completed 16-30 hours at HWC, 61.1% self-identify as writers. However, the upward trend reverses with students who have completed 31+ hours at HWC, of which 48.5% self-identify as writers.

The table indicates that there is an inverse relationship between the percentage of students who self-identify as musicians and the number of hours they have completed at HWC. Of students who have completed 0 hours at HWC, 38.9% self-identify as musicians. That percentage steadily declines to 29.0% for students who have completed 31+ hours at HWC.

The data indicate an inverse relationship between the percentage of students who self-identify as actors and the number of hours they have completed at HWC. Of students who have completed 0 hours at HWC, 66.7% self-identify as actors. That percentage decreases as the number of hours increases. Students who have completed 16-30 hours are least likely to self-identify as actors at 27.8%. However, the downward trend reverses among students who have completed 31+ hours at HWC, of which 43.8% self-identify as actors.

The data show an inverse relationship between the percentage of students who self-identify as philosophers and the number of hours they have completed at HWC. Of students who have completed 0 hours at HWC, 61.1% consider themselves to be philosophers. Students who have completed 16-30 hours are least likely to self-identify as philosophers at a rate of 16.7%. However, the downward trend reverses, as 33.3% students who have completed 31+ hours self-identify as philosophers.

Also notable is the fact that the percentages of students self identifying as practioners of the arts is higher among the General Education cohorts than it is among the students taking Humanities coursework (both at the beginning and at the end of the educational experience), yet the mean score rises among those completing the Humanities requirement (indicating, in consideration of less agreement overall, stronger answers among those who agree), lending some credence to the idea that more knowledge about the requisite skills and requirements of the discipline leads to a kind of “shaking out” and separation of the dedicated from the merely interested.

Data collected correlating artifact choice and self-identification showed that students who wrote about Poetry were much more likely to self identify as writers than as other sorts of artists. Similarly, more than half of the students who chose the image self-identified as artists, more than any other category. Students who chose music, however, were more likely to self-identify as other kinds of practitioners of the arts than “musician,” which was next to least chosen.



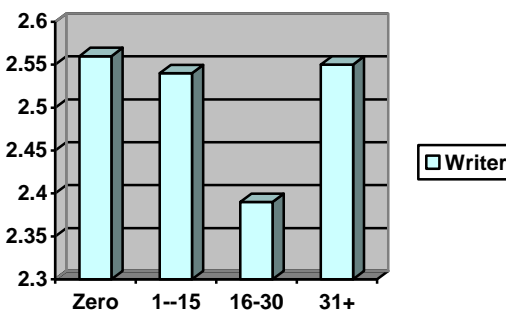
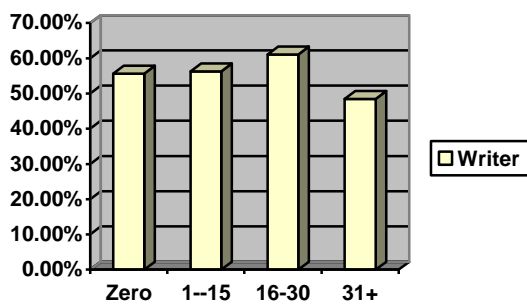
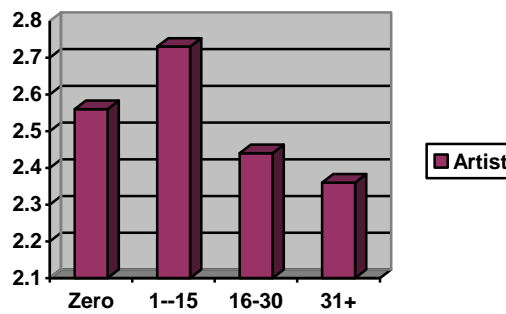
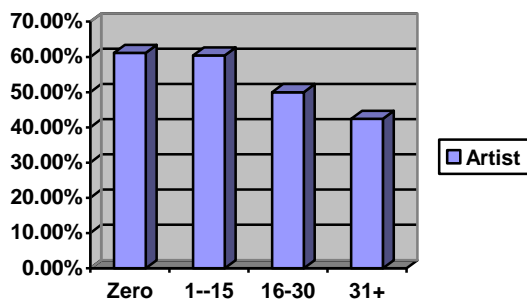
Self-ID Category	Poetry Responders	Visual Art Responders	Music Responders
Artist	48%	<b>56%</b>	50%
Writer	<b>73%</b>	49%	<b>52%</b>
Musician	24%	24%	40%
Actor	43%	39%	40%
Philosopher	47%	41%	41%

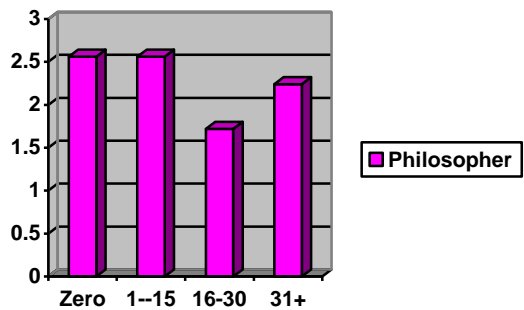
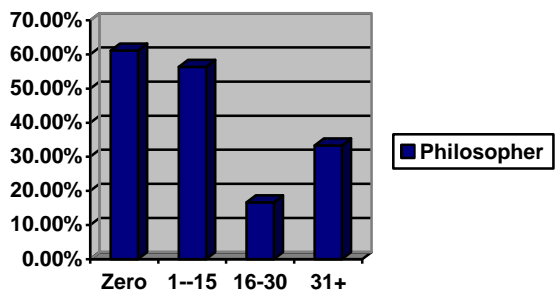
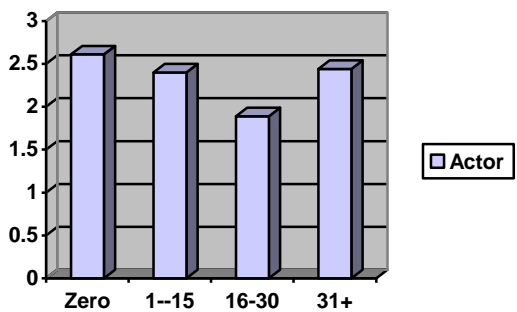
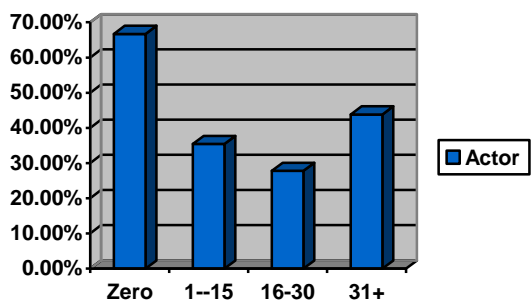
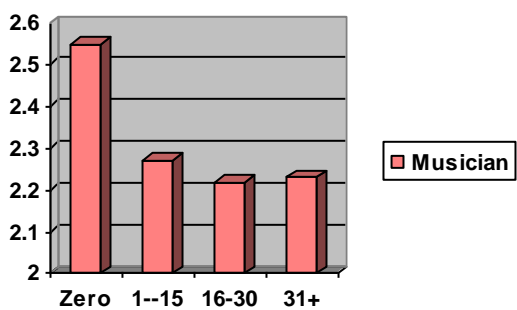
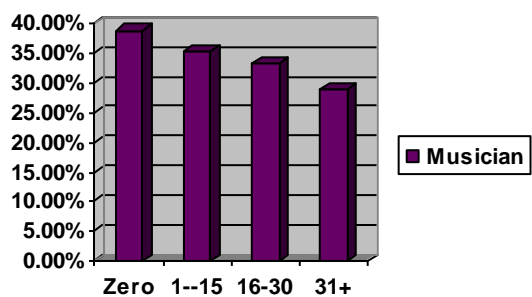
This data suggests the possibility that the committee was justified in thinking that by offering choices of artifacts, students would self-select according to their interests/knowledge, and also that something different happened with respect to the music artifact than with the other two.

All tables that follow list percentages of students who agree and strongly agree.  
The line below lists the mean score based upon the following values assigned to answers:  
Strongly agree = 4, Agree = 3, Disagree = 2, Strongly disagree = 1

Self ID	Zero	1-15	16-30	31+
Artist	61.1%	60.4%	50%	42.4%
Mean	2.56	2.73	2.44	2.36
Writer	55.6%	56.3%	61.1%	48.5%
Mean	2.56	2.54	2.39	2.55
Musician	38.9%	35.4%	33.3%	29.0%
Mean	2.55	2.27	2.22	2.23
Actor	66.7%	35.4%	27.8%	43.8%
Mean	2.61	2.40	1.89	2.44
Philosopher	61.1%	56.3%	16.7%	33.3%
Mean	2.56	2.56	1.72	2.24

% Agree/Strongly Agree





## Question 6

*6. Do our students self-identify as practitioners of the arts, and how does that identification change over the course of their fulfilling the Humanities Gen Ed Requirement?*

The data indicate that there is an inverse relationship between the percentage of students who self-identify as artists and the number of humanities courses they have completed at HWC. Of students who have completed 0 hours of humanities coursework at HWC, 48.8% self-identify as artists. The trend steadily decreases to 34.5% of students who have completed 9+ hours of humanities coursework.

The data indicate that there is a correlation between the percentage of students who self-identify as writers and the number of humanities courses they have completed at HWC. Of students who have completed 0 hours of humanities coursework at HWC, 42.9% self-identify as writers. Of students who have completed 1 to 2 Humanities courses, 64.4% self-identify as writers. However, of students who have completed 9+ hours of humanities coursework, 55.2% self-identify as writers.

The data indicate that there is a loose correlation between the percentage of students who self-identify as musicians and the number of humanities courses they have completed at HWC. Of students who have completed 0 hours of humanities coursework at HWC, 32.5% self-identify as musicians. Of students who have completed 6-9 hours of humanities coursework at HWC, 44.4% self-identify as musicians. The trend reverses for students who have completed 9+ hours of humanities coursework, of which 24.1% self-identify as musicians.

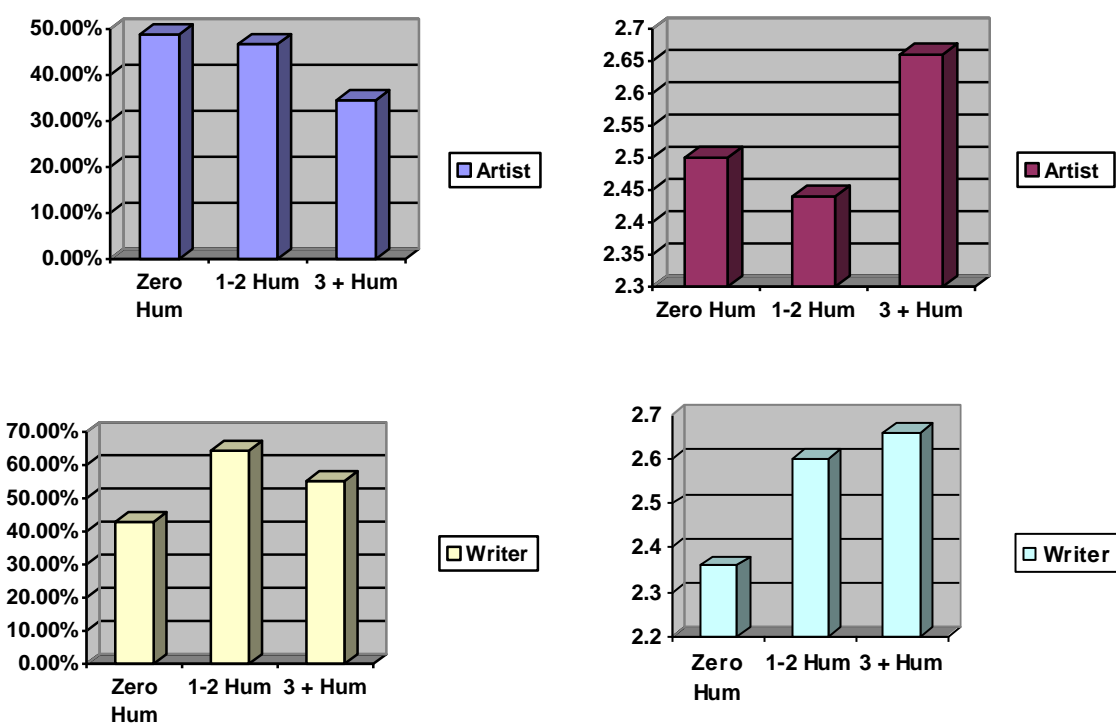
The data indicate that there is an inverse relationship between the percentage of students who self-identify as actors and the number of humanities courses they have completed at HWC. Of students who have completed 0 hours of humanities coursework at HWC, 44.1% self-identify as actors. Of students who have completed 6-9 hours of humanities coursework at HWC, 40% self-identify as actors. Of students who have completed 9+ hours of humanities coursework, 37.9% self-identify as actors.

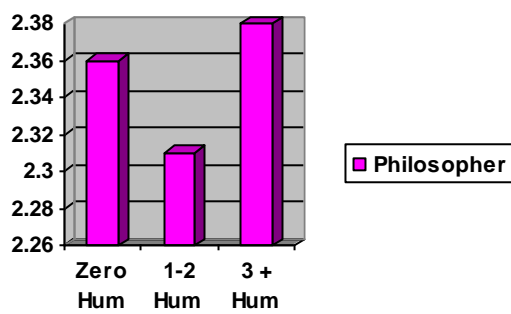
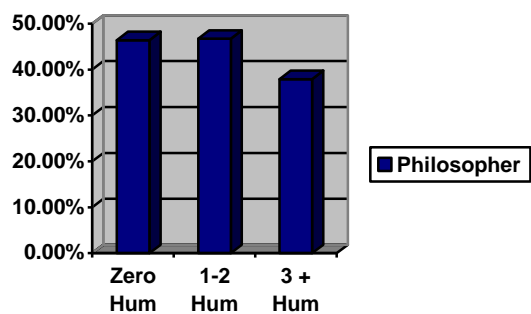
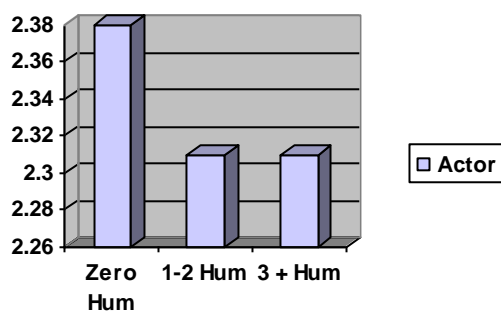
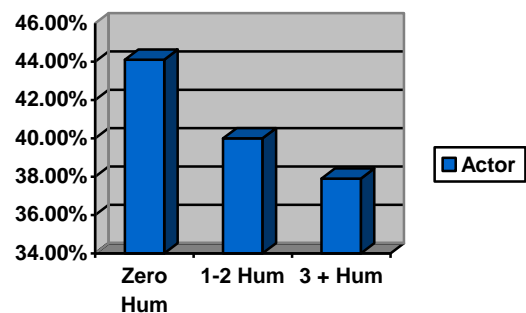
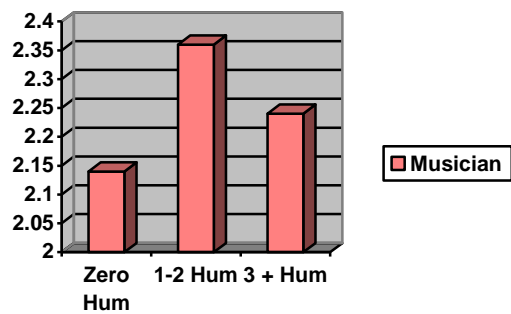
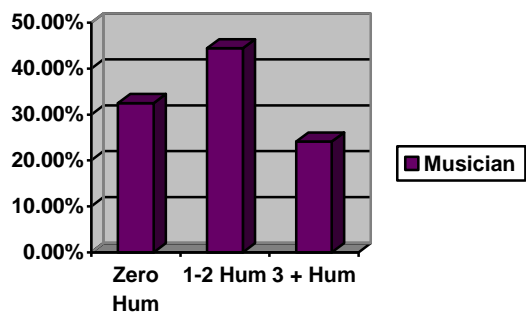
The data indicate that there is a loose correlation between the percentage of students self-identifying as philosophers and the number of humanities courses they have completed at HWC. Of students who have completed 0 hours of humanities coursework at HWC, 46.4% self-identify as philosophers. Of students who have completed 1 to 2 humanities courses, 46.7% self-identify as philosophers. Of students who have completed 9+ hours of humanities coursework, 37.9% self-identify as philosophers.

All tables that follow list percentages of students who agree and strongly agree.  
The line below lists the mean score based upon the following values assigned to answers:  
Strongly agree = 4, Agree = 3, Disagree = 2, Strongly disagree = 1

Self ID	Zero Hum	1-2 Hum	3 + Hum
Artist	48.8%	46.7%	34.5%
Mean	2.50	2.44	2.66
Writer	42.9%	64.4%	55.2%
Mean	2.36	2.60	2.66
Musician	32.5%	44.4%	24.1%
Mean	2.14	2.36	2.24
Actor	44.1%	40%	37.9%
Mean	2.38	2.31	2.31
Philosopher	46.4%	46.7%	37.9%
Mean	2.36	2.31	2.38

% Agree/Strongly Agree





## Question 7

*What effect does study of the humanities have on student perceptions of their academic abilities, aesthetic sensibilities, worldview, or understandings, and how do they change over the course of their movement through the General Education Curriculum?*

### Effects Chart 1 Summary

The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that studying humanities has led to new ways to think about their lives. Of students who have completed 0 hours at HWC, 75% report that studying humanities has led to new ways to think about their lives. Of students who have completed 31+ hours at HWC, 84.9% report that studying humanities has led to new ways to think about their lives.

The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that studying humanities has led to important skills for other classes. Of students who have completed 0 hours at HWC, 68.8% report that studying humanities has led to important skills for other classes. Of students who have completed 16 to 30 hours at HWC, 83.3% report that studying humanities has led to important skills for other classes. However, of students who have completed 31+ hours at HWC, 75.8 % report that studying humanities has led to important skills for other classes.

The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that studying humanities has helped them reach academic and personal goals. Of students who have completed 0 hours at HWC, 81.3% report that studying humanities has helped them reach academic and personal goals. Of students who have completed 31+ hours at HWC, 90.1% report that studying humanities has helped them reach academic and personal goals.

The data do not indicate a correlation between the number of hours completed at HWC and the percentage of students who report that studying humanities has led to improved creativity and imagination. Of students who have completed 0 hours at HWC, 87.5% report that studying humanities has led to improved creativity and imagination. Of students who have completed 1 to 15 hours at HWC, 89.4% report that studying humanities has led to improved creativity and imagination. Of students who have completed 16-30 hours at HWC, 83.3% report that studying humanities has led to improved creativity and imagination. Of students who have completed 31+ hours at HWC, 87.9% report that studying humanities has led to improved creativity and imagination.

The data indicate a loose correlation between the number of hours completed at HWC and the percentage of students who report that studying humanities has broadened their taste. Of students who have completed 0 hours at HWC, 81.3% report that studying humanities has broadened their taste. Of students who have completed 1 to 15 hours at HWC, 76.6% report that studying humanities has broadened their taste. Of students who have completed 16-30 hours at HWC, 77.8% report that studying humanities has broadened their taste. Of students who have completed 31+ hours at HWC, 87.9 % report that studying humanities has broadened their taste.

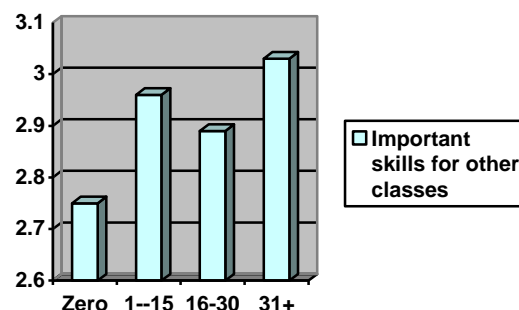
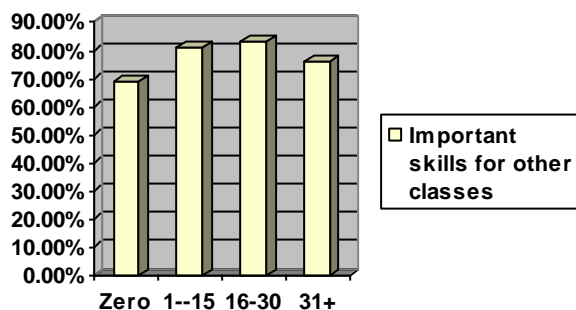
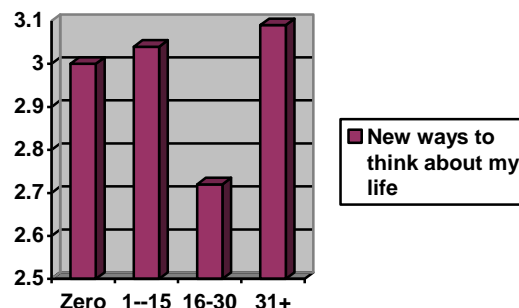
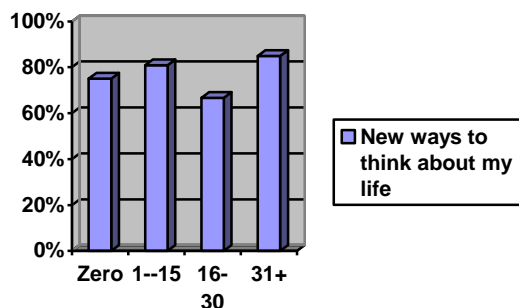
The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that they would have taken humanities courses even if they had not been required. Of students who have completed 0 hours at HWC, 56.3% report that they would have taken humanities courses even if they had not been required. Of students who have completed 1-15 hours at HWC, 68.1% report that they would have taken humanities courses even if they had not been required. Of students who have completed 16-30 hours at HWC, 55.6% report that they would have taken humanities courses even if they had not been required. Of

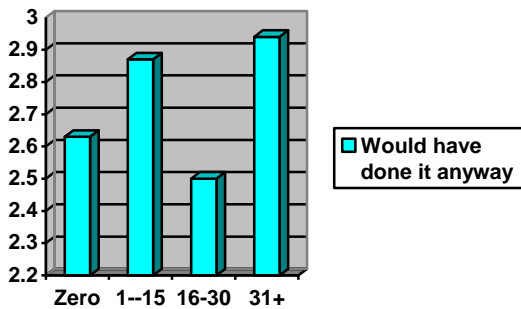
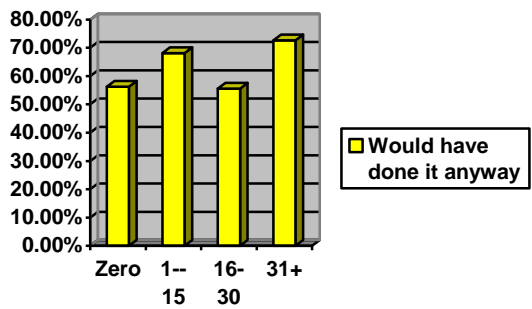
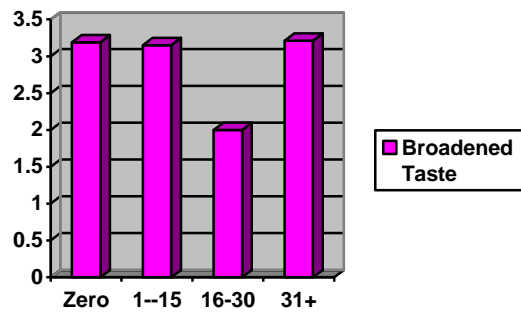
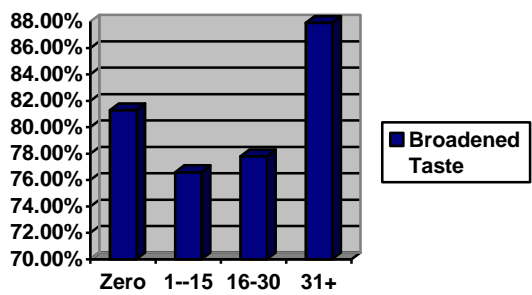
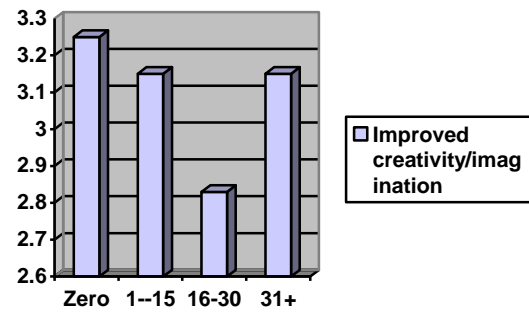
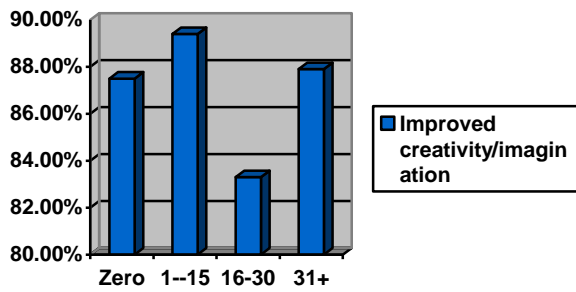
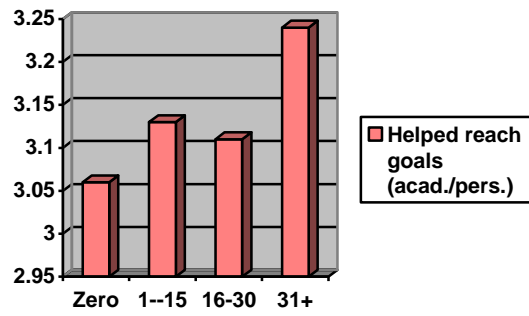
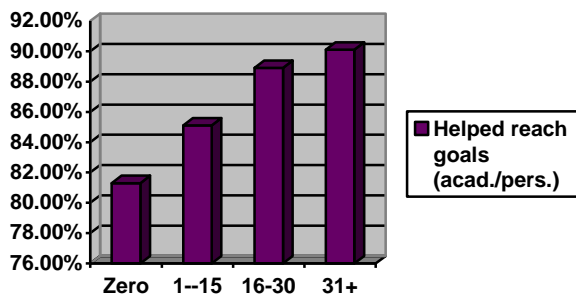
students who have completed 31+ hours at HWC, 72.7 % report that they would have taken humanities courses even if they had not been required.



The following chart and accompanying graphs show the correlation between various personal and academic benefits of studying the humanities and the number of hours students have completed at HWC.

Effects #1	Zero	1-15	16-30	31+
Studying Humanities has led to				
New ways to think about my life	75%	80.9%	66.7%	84.9%
Mean	3.00	3.04	2.72	3.09
Important skills for other classes	68.8%	80.9%	83.3%	75.8%
Mean	2.75	2.96	2.89	3.03
Helped reach goals (acad./pers.)	81.3%	85.1%	88.9%	90.1%
Mean	3.06	3.13	3.11	3.24
Improved creativity/imagination	87.5%	89.4%	83.3%	87.9%
Mean	3.25	3.15	2.83	3.15
Broadened Taste	81.3%	76.6%	77.8%	87.9%
Mean	3.19	3.15	2.00	3.21
Would have done it anyway	56.3%	68.1%	55.6%	72.7%
Mean	2.63	2.87	2.50	2.94





## Question 7

### Effects Chart 2 Summary

The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to time before HWC, they are more likely to read different types of books. Of students who have completed 0 hours at HWC, 64.7% report that, when compared to time before HWC, they are more likely to read different types of books. Of students who have completed 16-30 hours at HWC, 77.8% report that, when compared to time before HWC, they are more likely to read different types of books. Of students who have completed 31+ hours at HWC, 66.7% report that, when compared to time before HWC, they are more likely to read different types of books.

The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that, compared to time before HWC, they are more likely to listen to different types of music. Of students who have completed 0 hours at HWC, 47.1% report that, when compared to time before HWC, they are more likely to listen to different types of music. Of students who have completed 16-30 hours at HWC, 61.1% report that, when compared to time before HWC, they are more likely to listen to different types of music. Of students who have completed 31+ hours at HWC, 51.5% report that, when compared to time before HWC, they are more likely to listen to different types of music.

The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to time before HWC, they are more likely to enjoy different types of visual art. Of students who have completed 0 hours at HWC, 58.8% report that, when compared to time before HWC, they are more likely to enjoy different types of visual art. Of students who have completed 1-15 hours at HWC, 75% report that, when compared to time before HWC, they are more likely to enjoy different types of visual art. Of students who have completed 16-30 hours at HWC, 66.7% report that, when compared to time before HWC, they are more likely to enjoy different types of visual art. Of students who have completed 31+ hours at HWC, 75.8% report that, when compared to time before HWC, they are more likely to enjoy different types of visual art.

The data indicate an inverse relationship between the number of hours completed at HWC and the percentage of students who report that, when compared to time before HWC, they are more likely to think about arts and race and ethnicity. Of students who have completed 0 hours at HWC, 76.5% report that, when compared to time before HWC, they are more likely to think about arts and race and ethnicity. Of students who have completed 1-15 hours at HWC, 75% report that, when compared to time before HWC, they are more likely to think about arts and race and ethnicity. Of students who have completed 16-30 hours at HWC, 66.7% report that, when compared to time before HWC, they are more likely to think about arts and race and ethnicity. Of students who have completed 31+ hours at HWC, 72.7% report that, when compared to time before HWC, they are more likely to think about arts and race and ethnicity.

The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to time before HWC, they are more likely to think about arts and sex and gender. Of students who have completed 0 hours at HWC, 58.8% report that, when compared to time before HWC, they are more likely to think about arts and sex and gender. Of students who have completed 1-15 hours at HWC, 64.6% report that, when compared to time before HWC, they are more likely to think about arts and sex and gender. Of students who have completed 16-30 hours at HWC, 61.1% report that, when compared to time before HWC, they are more likely to think about arts and sex and gender. Of students who have completed 31+ hours at HWC, 66.7% report that, when compared to time before HWC, they are more likely to think about arts and sex and gender.

The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to time before HWC, they are more likely to think about arts and sexuality. Of students who have completed 0 hours at HWC,

52.9% report that, when compared to time before HWC, they are more likely to think about arts and sexuality. Of students who have completed 1-15 hours at HWC, 56.3% report that, when compared to time before HWC, they are more likely to think about arts and sexuality. Of students who have completed 16-30 hours at HWC, 66.7% report that, when compared to time before HWC, they are more likely to think about arts and sexuality. Of students who have completed 31+ hours at HWC, 69.7% report that, when compared to time before HWC, they are more likely to think about arts and sexuality.

The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to time before HWC, they are more likely to think about arts and religion. Of students who have completed 0 hours at HWC, 47.1% report that, when compared to time before HWC, they are more likely to think about arts and religion. Of students who have completed 1-15 hours at HWC, 58.3% report that, when compared to time before HWC, they are more likely to think about arts and religion. Of students who have completed 16-30 hours at HWC, 66.7% report that, when compared to time before HWC, they are more likely to think about arts and religion. Of students who have completed 31+ hours at HWC, 72.7% report that, when compared to time before HWC, they are more likely to think about arts and religion.

The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to time before HWC, they are more likely to think about arts and society. Of students who have completed 0 hours at HWC, 70.6% report that, when compared to time before HWC, they are more likely to think about arts and society. Of students who have completed 1-15 hours at HWC, 81.3% report that, when compared to time before HWC, they are more likely to think about arts and society. Of students who have completed 16-30 hours at HWC, 77.8% report that, when compared to time before HWC, they are more likely to think about arts and society. Of students who have completed 31+ hours at HWC, 90.0% report that, when compared to time before HWC, they are more likely to think about arts and society.

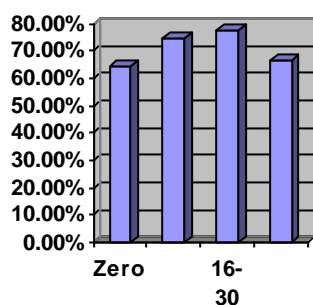
The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to time before HWC, they are more likely to think about arts and politics. Of students who have completed 0 hours at HWC, 47.1% report that, when compared to time before HWC, they are more likely to think about arts and politics.

Of students who have completed 1-15 hours at HWC, 59.6% report that, when compared to time before HWC, they are more likely to think about arts and politics. Of students who have completed 16-30 hours at HWC, 77.8% report that, when compared to time before HWC, they are more likely to think about arts and politics. Of students who have completed 31+ hours at HWC, 60.6% report that, when compared to time before HWC, they are more likely to think about arts and politics.

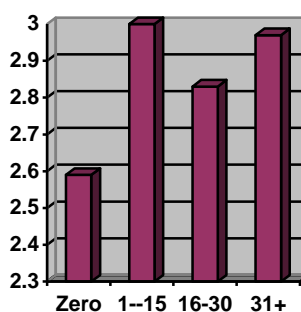
The data indicate an inverse relationship between the number of hours completed at HWC and the percentage of students who report that, when compared to time before HWC, they are more likely to discuss life's big questions. Of students who have completed 0 hours at HWC, 70.6% report that, when compared to time before HWC, they are more likely to discuss life's big questions. Of students who have completed 1-15 hours at HWC, 72.9% report that, when compared to time before HWC, they are more likely to discuss life's big questions. Of students who have completed 16-30 hours at HWC, 77.8% report that, when compared to time before HWC, they are more likely to discuss life's big questions. Of students who have completed 31+ hours at HWC, 69.7% report that, when compared to time before HWC, they are more likely to discuss life's big questions.

The following chart and accompanying graphs show the correlation between various personal and academic benefits of studying the humanities and the number of hours students have taken at HWC.

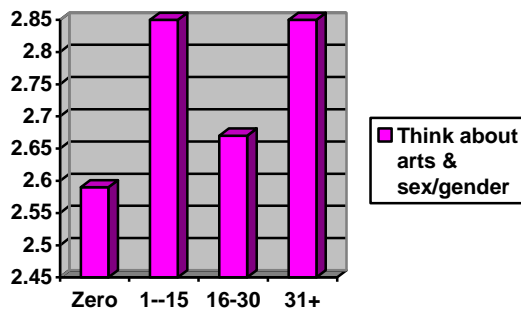
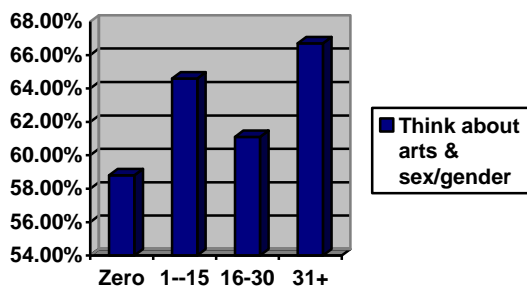
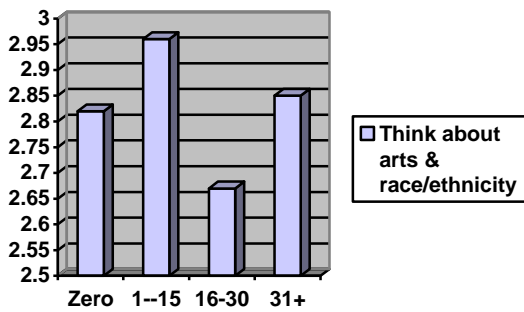
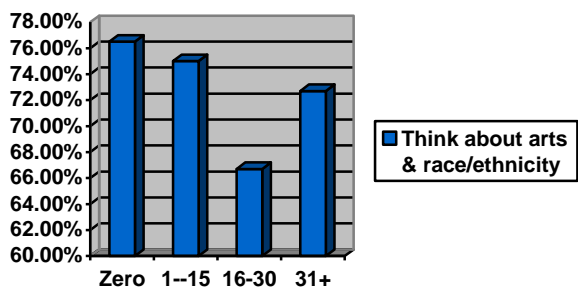
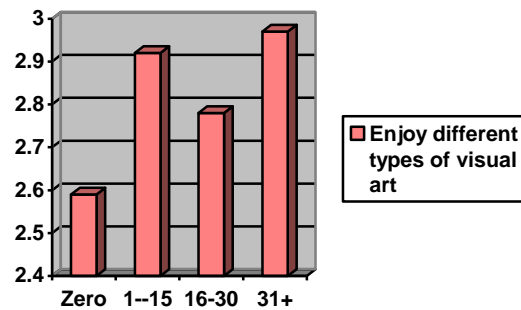
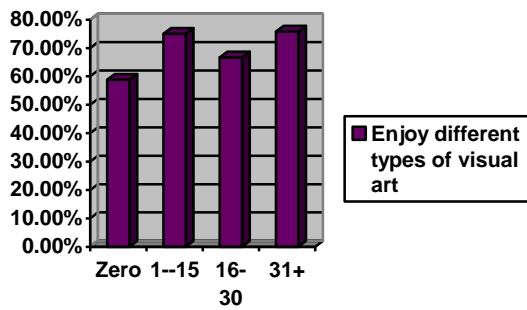
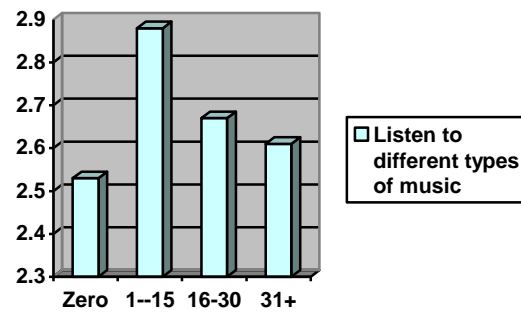
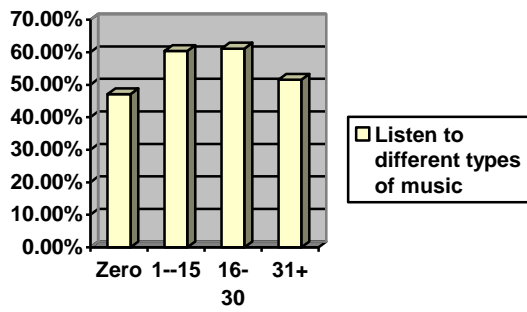
<b>Effects #2</b> Compared to time before HWC, students are more likely to	<b>Zero</b>	<b>1--15</b>	<b>16-30</b>	<b>31+</b>
Read different types of books	64.7%	75%	77.8%	66.7%
	2.59	3.0	2.83	2.97
Listen to different types of music	47.1%	60.4%	61.1%	51.5%
	2.53	2.88	2.67	2.61
Enjoy different types of visual art	58.8%	75%	66.7%	75.8%
Mean	2.59	2.92	2.78	2.97
Think about arts & race/ethnicity	76.5%	75%	66.7%	72.7%
Mean	2.82	2.96	2.67	2.85
Think about arts & sex/gender	58.8%	64.6%	61.1%	66.7%
Mean	2.59	2.85	2.67	2.85
Think about arts & sexuality	52.9%	56.3%	66.7%	69.7%
Mean	2.47	2.73	2.61	2.88
Think about arts & religion	47.1%	58.3%	66.7%	72.7%
Mean	2.47	2.69	2.67	2.85
Think about arts & society	70.6%	81.3%	77.8%	90.9%
Mean	2.71	3.02	2.78	3.12
Think about arts & politics	47.1%	59.6%	77.8%	60.6%
Mean	2.41	2.83	2.78	2.79
Discuss life's big questions	70.6%	72.9%	77.8%	69.7%
Mean	2.71	3.04	2.78	3.03

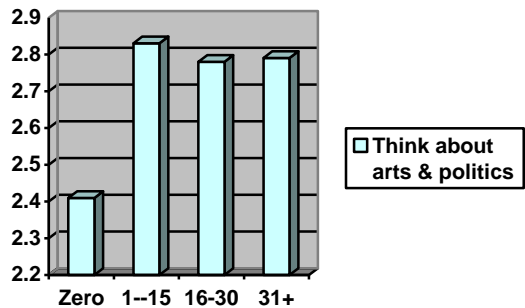
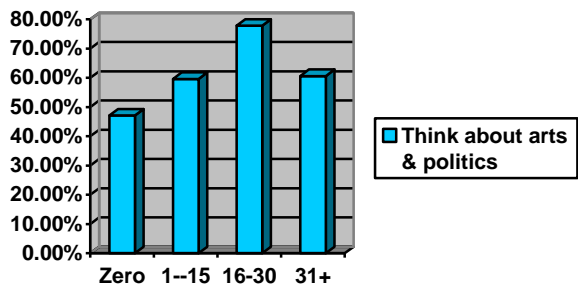
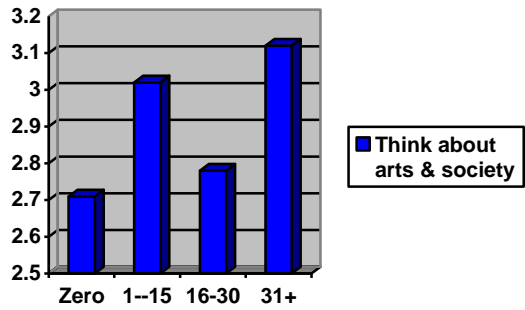
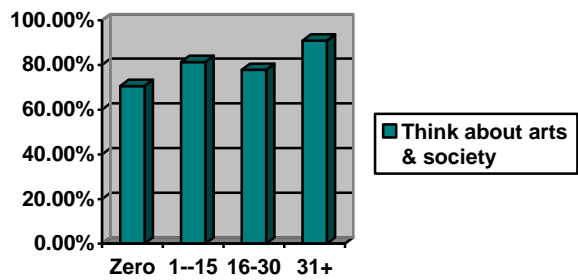
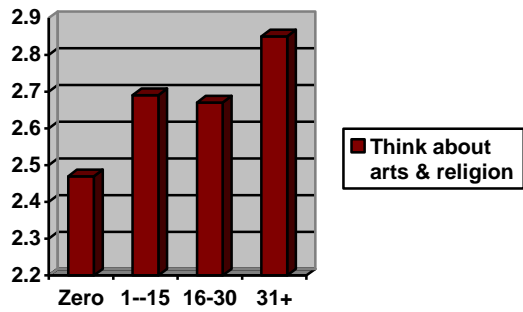
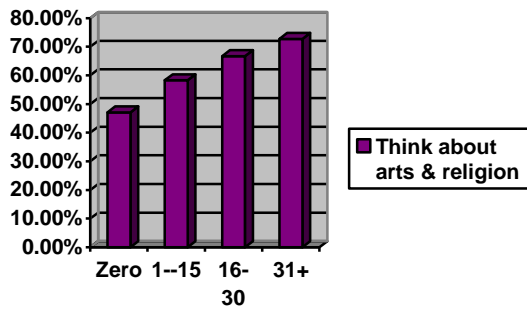
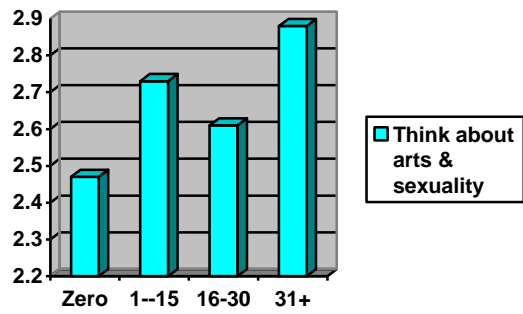
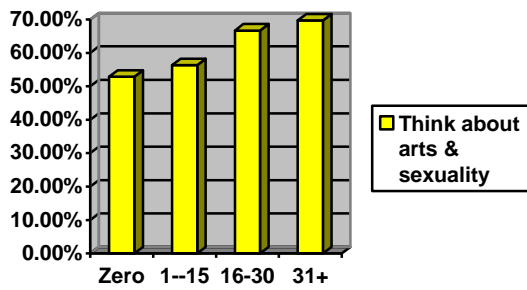


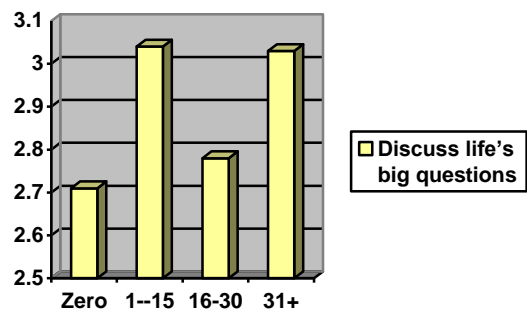
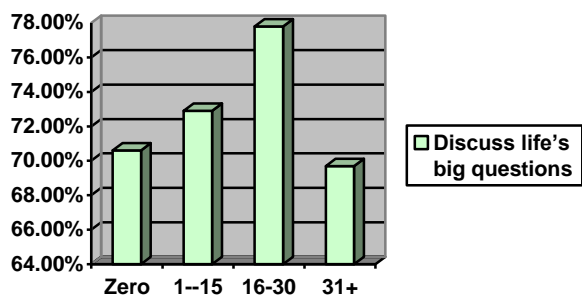
Read different types of books



Read different types of books









### *Question 7*

#### Effects Chart 3 Summary

The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to their time before HWC, students are more likely to search (artifacts) for meaning. Of students who have completed 0 hours at HWC, 50% report that, when compared to their time before HWC, students are more likely to search (artifacts) for meaning. Of students who have completed 1-15 hours at HWC, 68.8% report that, when compared to their time before HWC, students are more likely to search (artifacts) for meaning. Of students who have completed 16-30 hours at HWC, 64.7% report that, when compared to their time before HWC, students are more likely to search (artifacts) for meaning. Of students who have completed 31+ hours at HWC, 75% report that, when compared to their time before HWC, students are more likely to search (artifacts) for meaning.

The data indicate no correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to attend an arts event. Of students who have completed 0 hours at HWC, 44.4% who report that, when compared to their time before HWC, they are more likely to attend an arts event. Of students who have completed 1-15 hours at HWC, 66.7% who report that, when compared to their time before HWC, they are more likely to attend an arts event. Of students who have completed 16-30 hours at HWC 47.1% who report that, when compared to their time before HWC, they are more likely to attend an arts event. Of students who have completed 31+ hours at HWC 50% who report that, when compared to their time before HWC, they are more likely to attend an arts event.

The data indicate an inverse relationship between the number of hours completed at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to visit a museum and/or take an arts tour. Of students who have completed 0 hours at HWC, 61.1% report that, when compared to their time before HWC, they are more likely to visit a museum and/or take an arts tour. Of students who have completed 1-15 hours at HWC, 74.5% report that, when compared to their time before HWC, they are more likely to visit a museum and/or take an arts tour. Of students who have completed 16-30 hours at HWC, 52.9% report that, when compared to their time before HWC, they are more likely to visit a museum and/or take an arts tour. Of students who have completed 31+ hours at HWC, 50% report that, when compared to their time before HWC, they are more likely to visit a museum and/or take an arts tour.

The data indicate no correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to bring others to an arts event. Of students who have completed 0 hours at HWC, 50% report that, when compared to their time before HWC, they are more likely to bring others to an arts event. Of students who have completed 1-15 hours at HWC, 60.4% report that, when compared to their time before HWC, they are more likely to bring others to an arts event. Of students who have completed 16-30 hours at HWC, 50% report that, when compared to their time before HWC, they are more likely to bring others to an arts event. Of students who have completed 31+ hours at HWC, 46.9% report that, when compared to their time before HWC, they are more likely to bring others to an arts event.

The data indicate no correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to feel confident regarding comprehension. Of students who have completed 0 hours at HWC, 70.6% report that, when compared to their time before HWC, they are more likely to feel confident regarding comprehension. Of students who have completed 1-15 hours at HWC, 83.3% report that, when compared to their time before HWC, they are more likely to feel confident regarding comprehension. Of students who have completed 16-30 hours at HWC, 70.6% report that, when compared to their time before HWC, they are more likely to feel confident regarding

comprehension. Of students who have completed 31+ hours at HWC, 71.9% report that, when compared to their time before HWC, they are more likely to feel confident regarding comprehension.

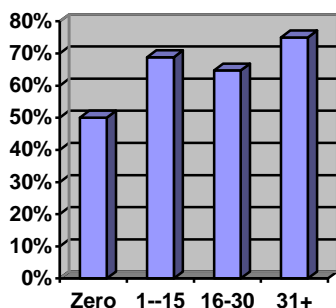
The data indicate no correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to feel confident about interpreting. Of students who have completed 0 hours at HWC, 50% report that, when compared to their time before HWC, they are more likely to feel confident about interpreting. Of students who have completed 1-15 hours at HWC, 76.6% report that, when compared to their time before HWC, they are more likely to feel confident about interpreting. Of students who have completed 16-30 hours at HWC, 70.6% report that, when compared to their time before HWC, they are more likely to feel confident about interpreting. Of students who have completed 31+ hours at HWC, 75% report that, when compared to their time before HWC, they are more likely to feel confident about interpreting.

The data indicate a loose correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to feel confident about writing. Of students who have completed 0 hours at HWC, 55.6% report that, when compared to their time before HWC, they are more likely to feel confident about writing. Of students who have completed 1-15 hours at HWC, 70.2% report that, when compared to their time before HWC, they are more likely to feel confident about writing. Of students who have completed 16-30 hours at HWC, 82.4% report that, when compared to their time before HWC, they are more likely to feel confident about writing. Of students who have completed 31+ hours at HWC, 68.8% report that, when compared to their time before HWC, they are more likely to feel confident about writing.

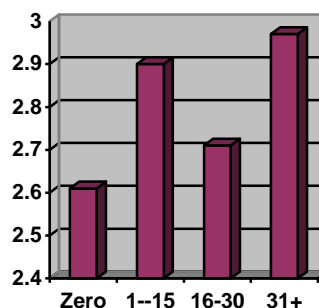
The data indicate a correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to feel confident about speaking in class. Of students who have completed 0 hours at HWC, 72.2% report that, when compared to their time before HWC, they are more likely to feel confident about speaking in class. Of students who have completed 1-15 hours at HWC, 77.1% report that, when compared to their time before HWC, they are more likely to feel confident about speaking in class. Of students who have completed 16-30 hours at HWC, 76.5% report that, when compared to their time before HWC, they are more likely to feel confident about speaking in class. Of students who have completed 31+ hours at HWC, 84.4% report that, when compared to their time before HWC, they are more likely to feel confident about speaking in class.

The data indicate no correlation between the number of hours completed at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to find value in works they do not like. Of students who have completed 0 hours at HWC, 61.1% report that, when compared to their time before HWC, they are more likely to find value in works they do not like. Of students who have completed 1-15 hours at HWC, 77.1% report that, when compared to their time before HWC, they are more likely to find value in works they do not like. Of students who have completed 16-30 hours at HWC, 70.6% report that, when compared to their time before HWC, they are more likely to find value in works they do not like. Of students who have completed 31+ hours at HWC, 65.6% report that, when compared to their time before HWC, they are more likely to find value in works they do not like.

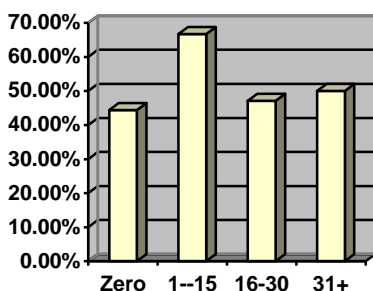
<b>Effects #3</b> Compared to time before HWC, students are more likely to	<b>Zero</b>	<b>1--15</b>	<b>16-30</b>	<b>31+</b>
Search (artifacts) for meaning	50%	68.8%	64.7%	75%
Mean	2.61	2.90	2.71	2.97
Attend an arts event	44.4%	66.7%	47.1%	50%
Mean	2.44	2.83	2.47	2.53
Visit a museum/take an arts tour	61.1%	74.5%	52.9%	50%
Mean	2.67	2.98	2.53	2.59
Bring others to an arts event	50%	60.4%	50%	46.9%
Mean	2.33	2.71	2.44	2.50
Feel confident re: comprehension	70.6%	83.3%	70.6%	71.9%
Mean	2.56	3.06	2.82	2.88
Feel confident about interpreting	50%	76.6%	70.6%	75%
Mean	2.56	3.00	2.71	2.91
Feel confident about writing	55.6%	70.2%	82.4%	68.8%
Mean	2.61	2.94	2.88	2.84
Feel confident speaking in class	72.2%	77.1%	76.5%	84.4%
Mean	2.89	3.02	2.88	3.06
Find value in works not liked	61.1%	77.1%	70.6%	65.6%
Mean	2.67	2.96	2.82	2.75



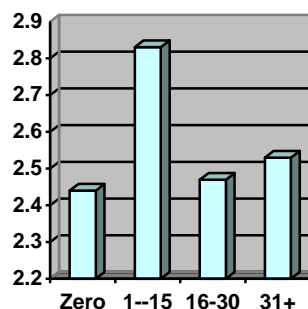
Search (artifacts) for meaning



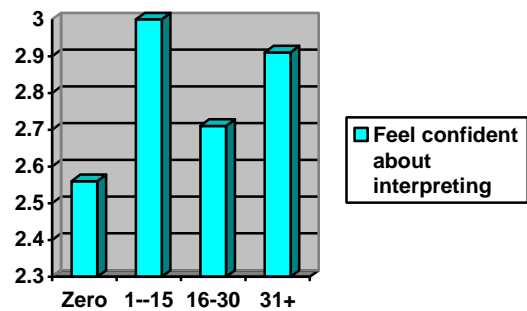
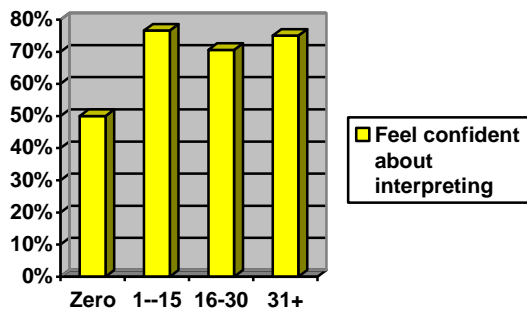
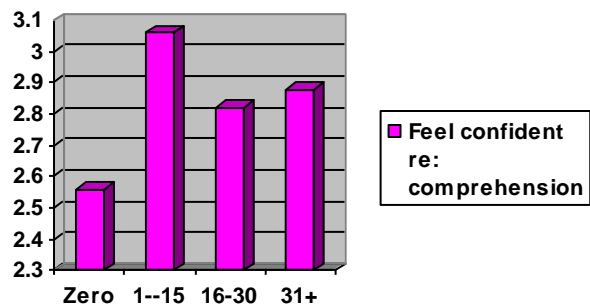
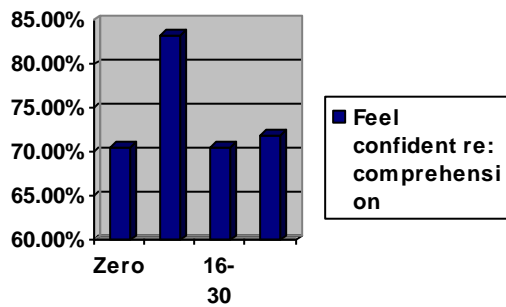
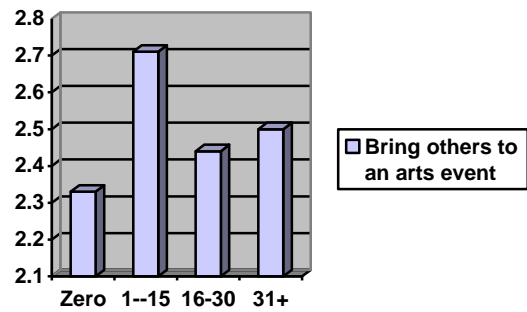
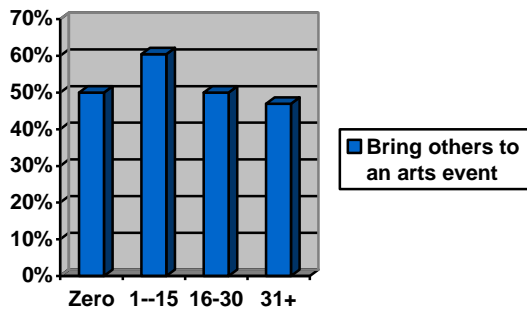
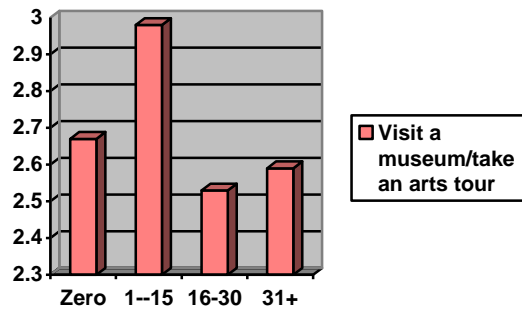
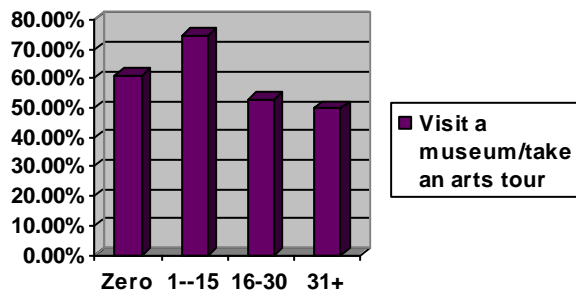
Search (artifacts) for meaning

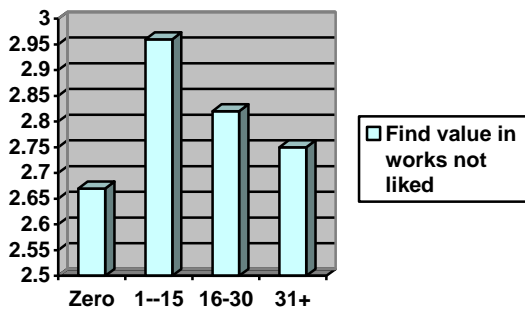
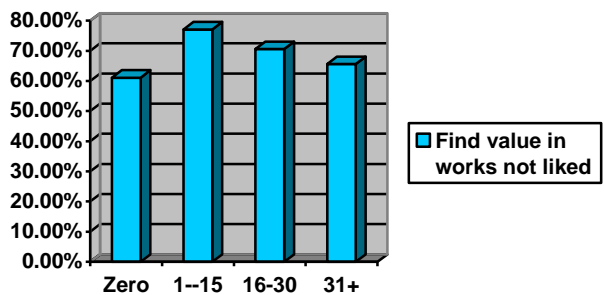
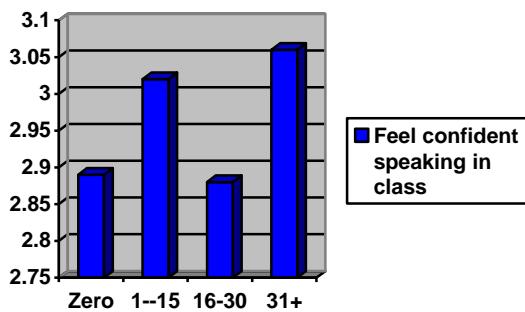
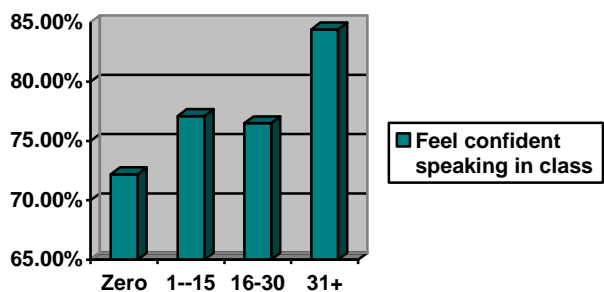
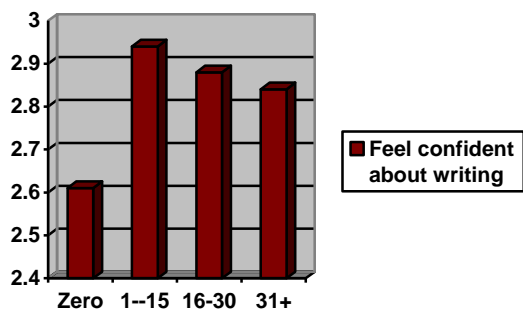
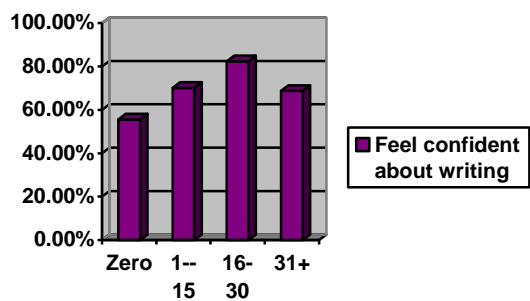


Attend an arts event



Attend an arts event





## Question 8

*What effect does study of the humanities have on student perceptions of their academic abilities, aesthetic sensibilities, worldview, or understandings, and how do they change over the course of their fulfilling the Humanities General Education Requirement?*

### Effects Chart 1 Summary

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that studying humanities has led to new ways to think about their lives. Of students who have completed 0 hours of humanities coursework at HWC, 68.4% report that studying humanities has led to new ways to think about their lives. Of students who have completed 6-9 hours of humanities coursework at HWC, 86.7% report that studying humanities has led to new ways to think about their lives. Of students who have completed 9+ hours of humanities coursework at HWC, 96.6% report that studying humanities has led to new ways to think about their lives.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that studying humanities has led to important skills for other classes. Of students who have completed 0 hours of humanities coursework at HWC, 65.8% report that studying humanities has led to important skills for other classes. Of students who have completed 16 to 30 hours of humanities coursework at HWC, 86.7% report that studying humanities has led to important skills for other classes. Of students who have completed 9+ hours of humanities coursework at HWC, 89.7 % report that studying humanities has led to important skills for other classes.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that studying humanities has helped them reach academic and personal goals. Of students who have completed 0 hours of humanities coursework at HWC, 84.8% report that studying humanities has helped them reach academic and personal goals. Of students who have completed 6-9 hours of humanities coursework at HWC, 82.2% report that studying humanities has helped them reach academic and personal goals. Of students who have completed 9+ hours of humanities coursework at HWC, 93.1% report that studying humanities has helped them reach academic and personal goals.

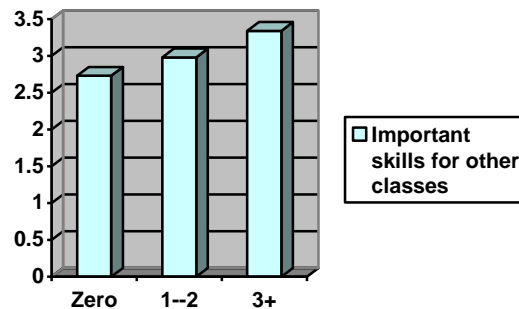
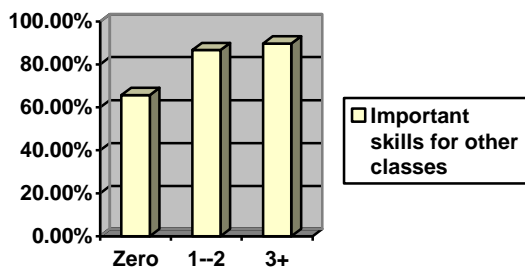
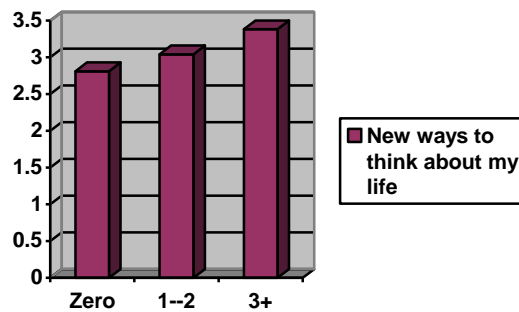
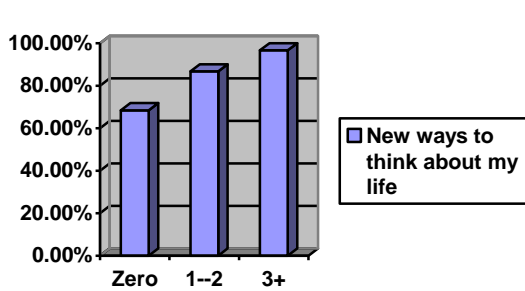
The data indicate a correlation between studying humanities at HWC and the percentage of students who report that studying humanities has led to improved creativity and imagination. Of students who have completed 0 hours of humanities coursework at HWC, 76% report that studying humanities has led to improved creativity and imagination. Of students who have completed 6-9 hours of humanities coursework at HWC, 93.3% report that studying humanities has led to improved creativity and imagination. Of students who have completed 9+ hours of humanities coursework at HWC, 93.1% report that studying humanities has led to improved creativity and imagination.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that studying humanities has broadened their taste. Of students who have completed 0 hours of humanities coursework at HWC, 74.7% report that studying humanities has broadened their taste. Of students who have completed 6-9 hours of humanities coursework at HWC, 76.6% report that studying humanities has broadened their taste. Of students who have completed 9+ hours of humanities coursework at HWC, 93.1% report that studying humanities has broadened their taste.

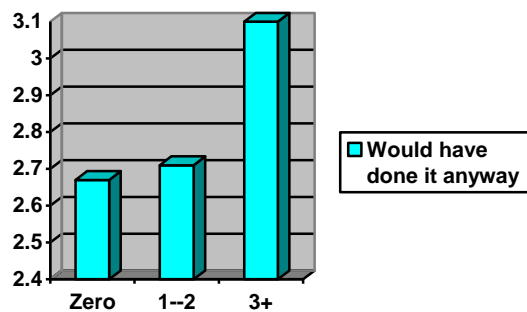
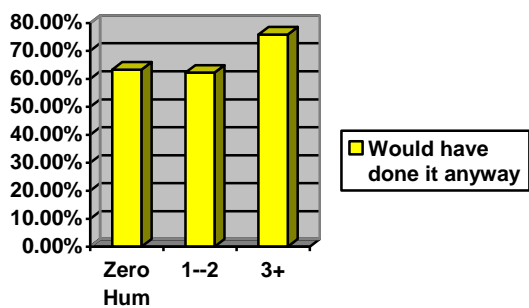
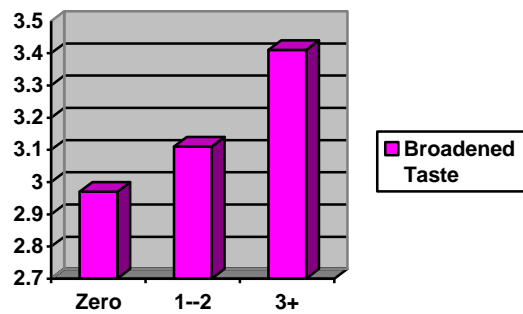
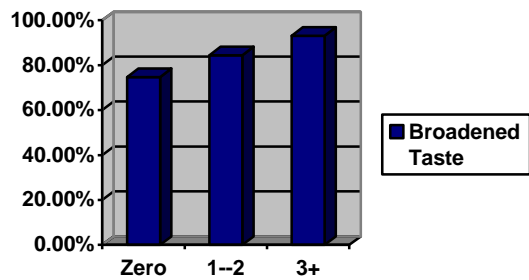
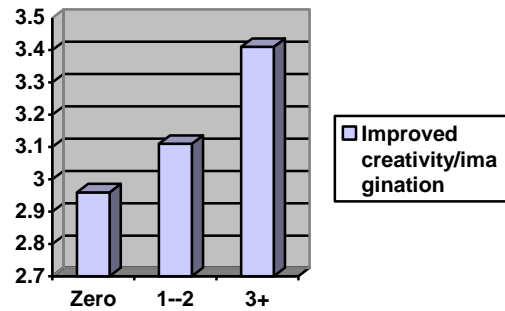
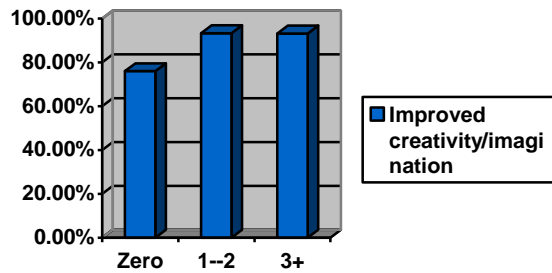
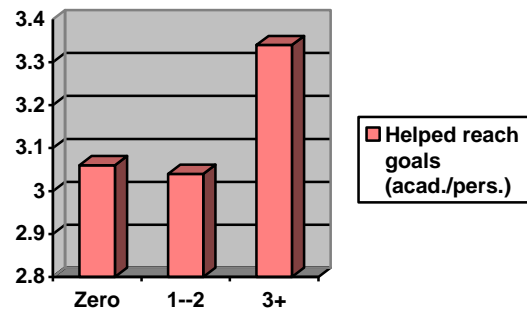
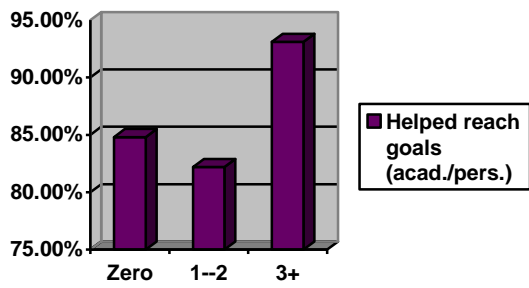
The data do not indicate a correlation between the number of hours completed at HWC and the percentage of students who report that they would have taken humanities courses even if they had not been required. Of students who have completed 0 hours of humanities coursework at HWC, 63.3% report that they would have taken humanities courses even if they had not been required. Of students who have completed 6-9 hours of

humanities coursework at HWC, 62.2% report that they would have taken humanities courses even if they had not been required. Of students who have completed 9+ hours of humanities coursework at HWC, 75.9% report that they would have taken humanities courses even if they had not been required.

<b>Effects #1</b>	<b>Zero</b>	<b>1-2</b>	<b>3+</b>
Studying Humanities has led to			
New ways to think about my life	68.4%	86.7%	96.6%
Mean	2.81	3.04	3.38
Important skills for other classes	65.8%	86.7%	89.7%
Mean	2.73	2.98	3.34
Helped reach goals (acad./pers.)	84.8%	82.2%	93.1%
Mean	3.06	3.04	3.34
Improved creativity/imagination	76.0%	93.3%	93.1%
Mean	2.96	3.11	3.41
Broadened Taste	74.7%	84.4%	93.1%
Mean	2.97	3.11	3.41
Would have done it anyway	63.3%	62.2%	75.9%
Mean	2.67	2.71	3.10







## Question 8

### Effects Chart 2 Summary

The data indicate an inverse relationship between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to read different types of books. Of students who have completed 0 hours of humanities coursework at HWC, 71.1% report that, when compared to their time before HWC, they are more likely to read different types of books. Of students who have completed 6-9 hours of humanities coursework at HWC, 71.1% report that, when compared to their time before HWC, they are more likely to read different types of books. Of students who have completed 9+ hours of humanities coursework at HWC, 65.5% report that, when compared to their time before HWC, they are more likely to read different types of books.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to listen to different types of music. Of students who have completed 0 hours of humanities coursework at HWC, 48.2% report that, when compared to their time before HWC, they are more likely to listen to different types of music. Of students who have completed 6-9 hours of humanities coursework at HWC, 53.3% report that, when compared to their time before HWC, they are more likely to listen to different types of music. Of students who have completed 9+ hours of humanities coursework at HWC, 62.1% report that, when compared to their time before HWC, they are more likely to listen to different types of music.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to enjoy different types of visual art. Of students who have completed 0 hours of humanities coursework at HWC, 72% report that, when compared to their time before HWC, they are more likely to enjoy different types of visual art. Of students who have completed 6-9 hours of humanities coursework at HWC, 73.3% report that, when compared to their time before HWC, they are more likely to enjoy different types of visual art. Of students who have completed 9+ hours of humanities coursework at HWC, 86.2% report that, when compared to their time before HWC, they are more likely to enjoy different types of visual art.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to think about arts and race and ethnicity. Of students who have completed 0 hours of humanities coursework at HWC, 72% report that, when compared to their time before HWC, they are more likely to think about arts and race and ethnicity. Of students who have completed 6-9 hours of humanities coursework at HWC, 75.6% report that, when compared to their time before HWC, they are more likely to think about arts and race and ethnicity. Of students who have completed 9+ hours of humanities coursework at HWC, 82.8% report that, when compared to their time before HWC, they are more likely to think about arts and race and ethnicity.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to think about arts and sex and gender. Of students who have completed 0 hours of humanities coursework at HWC, 60.2% report that, when compared to their time before HWC, they are more likely to think about arts and sex and gender. Of students who have completed 6-9 hours of humanities coursework at HWC, 62.2% report that, when compared to their time before HWC, they are more likely to think about arts and sex and gender. Of students who have completed 9+ hours of humanities coursework at HWC, 82.8% report that, when compared to their time before HWC, they are more likely to think about arts and sex and gender.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to think about arts and sexuality. Of students who have completed 0 hours of humanities coursework at HWC, 54.2% report that, when compared to their time before HWC, they are more likely to think about arts and sexuality. Of students who have completed 6-9 hours of humanities coursework at HWC, 57.8% report that, when compared to their time before HWC, they are more likely to think about arts and sexuality. Of students who have completed 9+ hours of humanities coursework at HWC, 86.2% report that, when compared to their time before HWC, they are more likely to think about arts and sexuality.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to think about arts and religion. Of students who have completed 0 hours of humanities coursework at HWC, 55.4% report that, when compared to their time before HWC, they are more likely to think about arts and religion. Of students who have completed 6-9 hours of humanities coursework at HWC, 66.7% report that, when compared to their time before HWC, they are more likely to think about arts and religion. Of students who have completed 9+ hours of humanities coursework at HWC, 86.2% report that, when compared to their time before HWC, they are more likely to think about arts and religion.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to think about arts and society. Of students who have completed 0 hours of humanities coursework at HWC, 77.1% report that, when compared to their time before HWC, they are more likely to think about arts and society. Of students who have completed 6-9 hours of humanities coursework at HWC, 77.8% report that, when compared to their time before HWC, they are more likely to think about arts and society. Of students who have completed 9+ hours of humanities coursework at HWC, 89.7% report that, when compared to their time before HWC, they are more likely to think about arts and society.

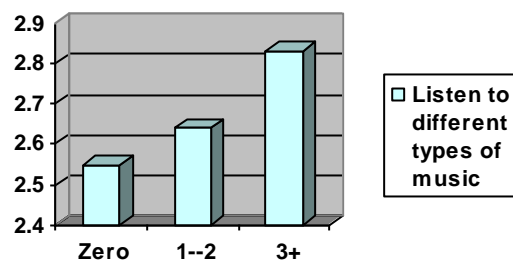
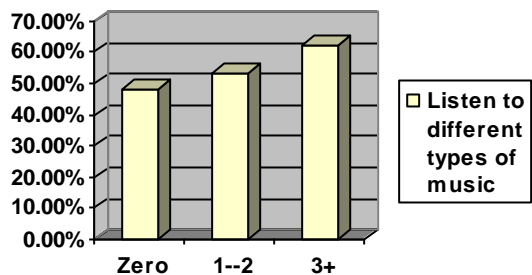
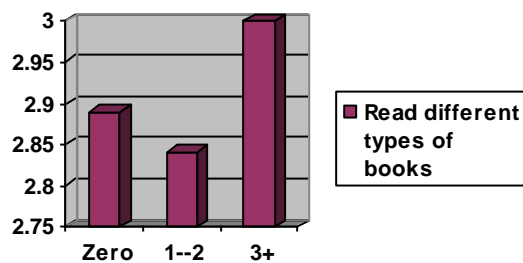
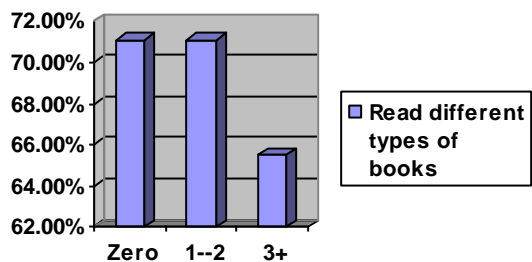
The data indicate a correlation between studying Humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to think about arts and politics. Of students who have completed 0 hours of humanities coursework at HWC, 57.3% report that, when compared to their time before HWC, they are more likely to think about arts and politics. Of students who have completed 6-9 hours of humanities coursework at HWC, 50% report that, when compared to their time before HWC, they are more likely to think about arts and politics. Of students who have completed 9+ hours of humanities coursework at HWC, 79.3% report that, when compared to their time before HWC, they are more likely to think about arts and politics.

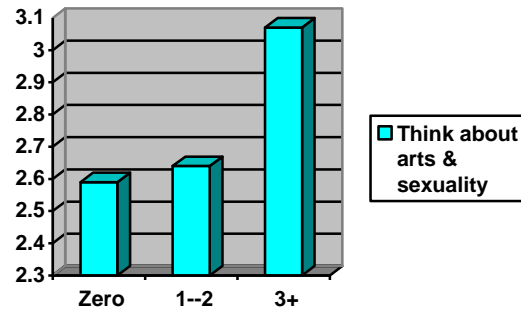
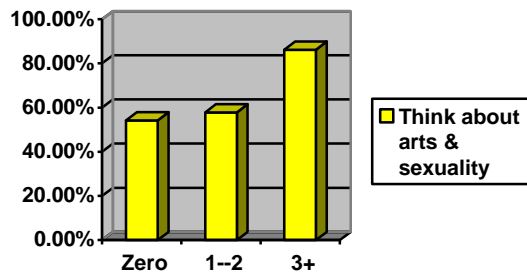
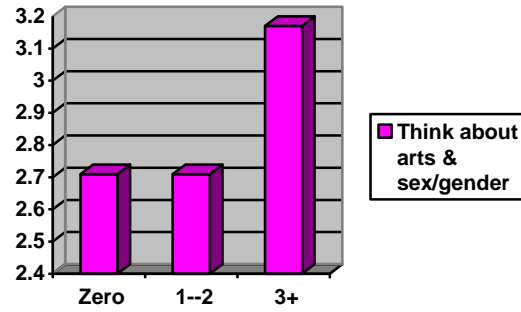
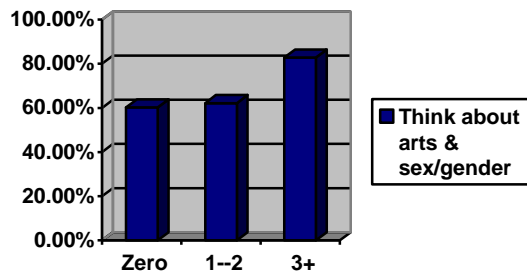
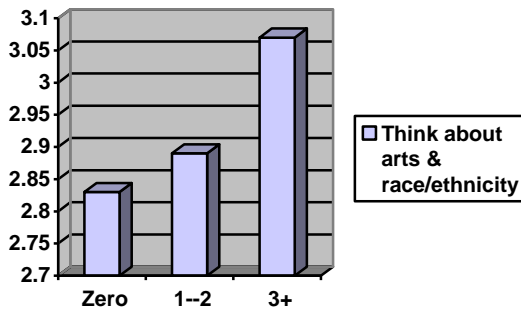
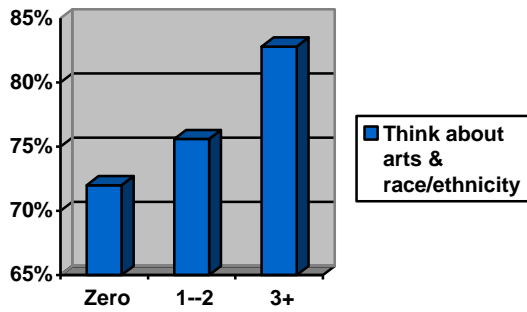
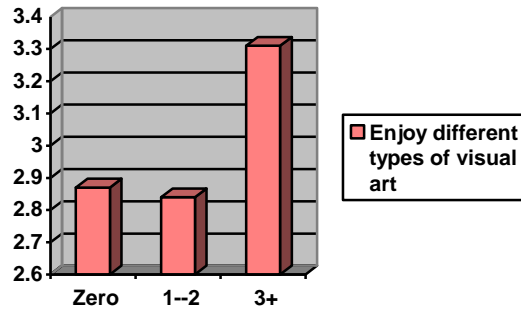
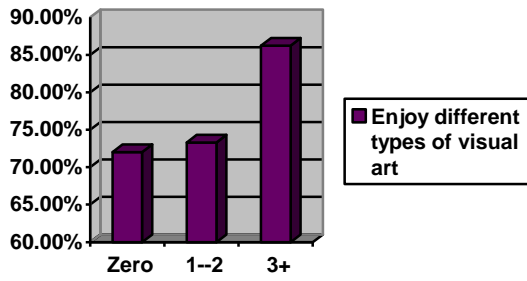
The data indicate an inverse relationship between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to discuss life's big questions. Of students who have completed 0 hours of humanities coursework at HWC, 77.1% report that, when compared to their time before HWC, they are more likely to discuss life's big questions. Of students who have completed 6-9 hours of humanities coursework at HWC, 66.7% report that, when compared to their time before HWC, they are more likely to discuss life's big questions. Of students who have completed 9+ hours of humanities coursework at HWC, 72.4% report that, when compared to their time before HWC, they are more likely to discuss life's big questions.

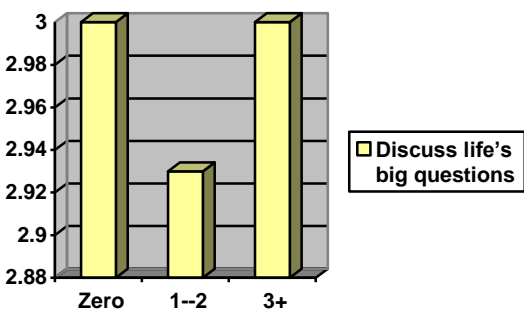
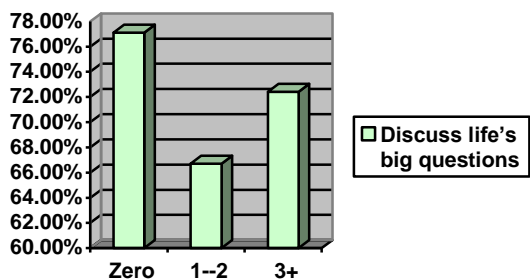
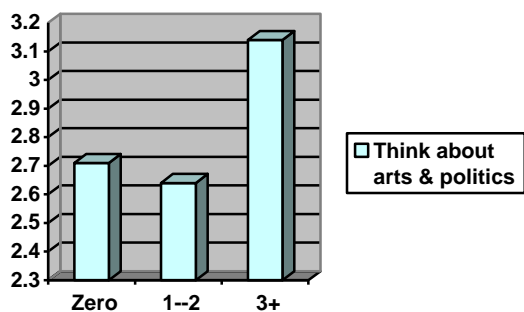
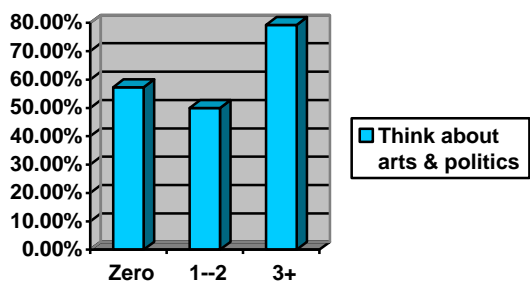
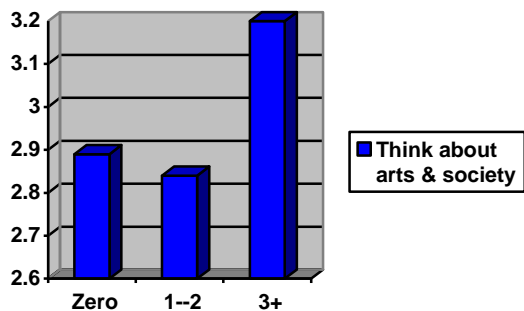
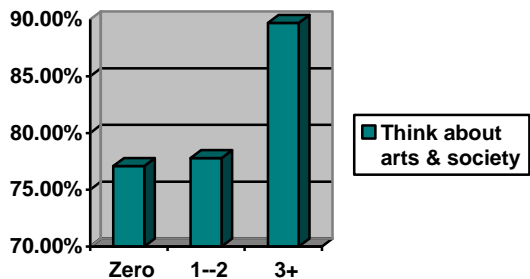
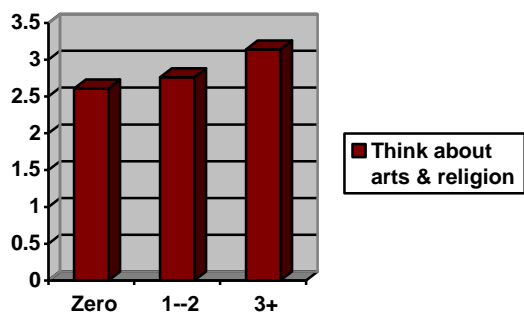
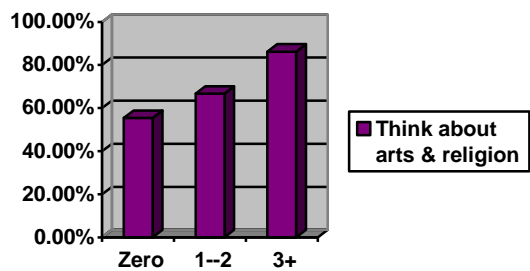
<b>Effects #2</b> Compared to time before HWC, students are more likely to	<b>Zero</b>	<b>1-2</b>	<b>3+</b>
Read different types of books	71.1%	71.1%	65.5%
Mean	2.89	2.84	3.0
Listen to different types of music	48.2%	53.3%	62.1%
Mean	2.55	2.64	2.83
Enjoy different types of visual art	72.0%	73.3%	86.2%
Mean	2.87	2.84	3.31
Think about arts & race/ethnicity	72%	75.6%	82.8%
Mean	2.83	2.89	3.07
Think about arts & sex/gender	60.2%	62.2%	82.8%
Mean	2.71	2.71	3.17
Think about arts & sexuality	54.2%	57.8%	86.2%
Mean	2.59	2.64	3.07
Think about arts & religion	55.4%	66.7%	86.2%
Mean	2.61	2.76	3.14
Think about arts & society	77.1%	77.8%	89.7%
Mean	2.89	2.84	3.2
Think about arts & politics	57.3%	50%	79.3%
Mean	2.71	2.64	3.14
Discuss life's big questions	77.1%	66.7%	72.4%
Mean	3.0	2.93	3.0

% Agree/Strongly Agree

Mean







## Question 8

### Effects Chart 3 Summary

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, students are more likely to search (artifacts) for meaning. Of students who have completed 0 hours of humanities coursework at HWC, 70% report that, when compared to their time before HWC, students are more likely to search (artifacts) for meaning. Of students who have completed 6-9 hours of humanities coursework at HWC, 64.4% report that, when compared to their time before HWC, students are more likely to search (artifacts) for meaning. Of students who have completed 9+ hours of humanities coursework at HWC, 89.3% report that, when compared to their time before HWC, students are more likely to search (artifacts) for meaning.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to attend an arts event. Of students who have completed 0 hours of humanities coursework at HWC, 51.2% who report that, when compared to their time before HWC, they are more likely to attend an arts event. Of students who have completed 6-9 hours of humanities coursework at HWC, 48.9% who report that, when compared to their time before HWC, they are more likely to attend an arts event. Of students who have completed 9+ hours of humanities coursework at HWC 78.6% who report that, when compared to their time before HWC, they are more likely to attend an arts event.

The data indicate an inverse relationship between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to visit a museum and/or take an arts tour. Of students who have completed 0 hours of humanities coursework at HWC, 64.3% report that, when compared to their time before HWC, they are more likely to visit a museum and/or take an arts tour. Of students who have completed 6-9 hours of humanities coursework at HWC, 53.3% report that, when compared to their time before HWC, they are more likely to visit a museum and/or take an arts tour. Of students who have completed 9+ hours of humanities coursework at HWC, 75% report that, when compared to their time before HWC, they are more likely to visit a museum and/or take an arts tour.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to bring others to an arts event. Of students who have completed 0 hours of humanities coursework at HWC, 51.2% report that, when compared to their time before HWC, they are more likely to bring others to an arts event. Of students who have completed 6-9 hours of humanities coursework at HWC, 52.4% report that, when compared to their time before HWC, they are more likely to bring others to an arts event. Of students who have completed 9+ hours of humanities coursework at HWC, 64.2% report that, when compared to their time before HWC, they are more likely to bring others to an arts event.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to feel confident regarding comprehension. Of students who have completed 0 hours of humanities coursework at HWC, 74.1% report that, when compared to their time before HWC, they are more likely to feel confident regarding comprehension. Of students who have completed 6-9 hours of humanities coursework at HWC, 71.1% report that, when compared to their time before HWC, they are more likely to feel confident regarding comprehension. Of students who have completed 9+ hours of humanities coursework at HWC, 85.7% report that, when compared to their time before HWC, they are more likely to feel confident regarding comprehension.

The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to feel confident about interpreting. Of students who have completed 0 hours of humanities coursework at HWC, 67.1% report that, when compared to their time before HWC, they are more likely to feel confident about interpreting. Of students who have completed 6-9 hours of humanities coursework at HWC, 75.6% report that, when compared to their time before HWC, they are more likely to feel confident about interpreting. Of students who have completed 9+ hours of humanities coursework at HWC, 89.3% report that, when compared to their time before HWC, they are more likely to feel confident about interpreting.

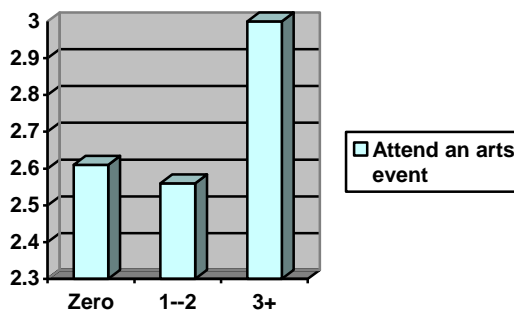
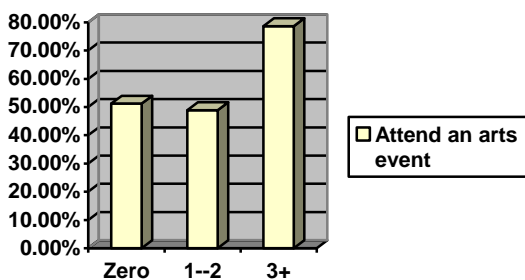
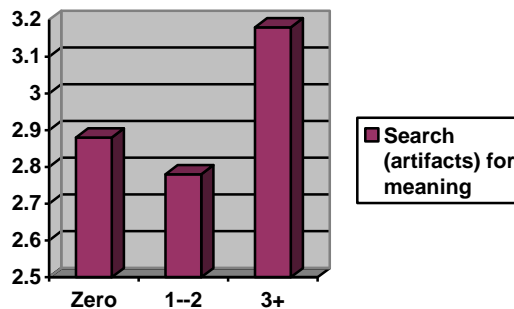
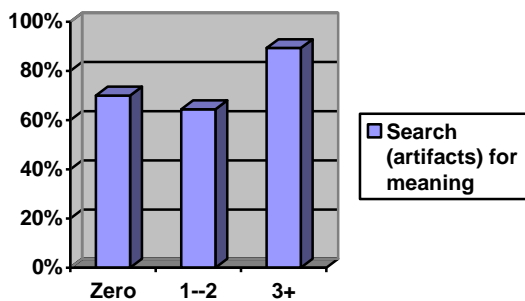
The data indicate a loose correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to feel confident about writing. Of students who have completed 0 hours of humanities coursework at HWC, 72.3% report that, when compared to their time before HWC, they are more likely to feel confident about writing. Of students who have completed 6-9 hours of humanities coursework at HWC, 71.1% report that, when compared to their time before HWC, they are more likely to feel confident about writing. Of students who have completed 9+ hours of humanities coursework at HWC, 85.7% report that, when compared to their time before HWC, they are more likely to feel confident about writing.

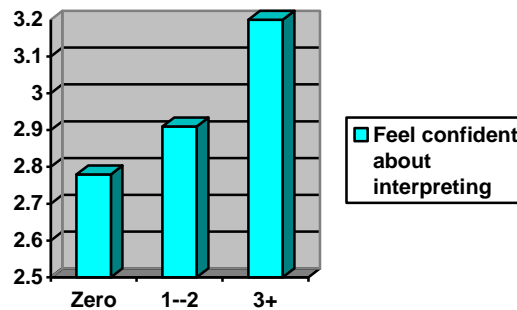
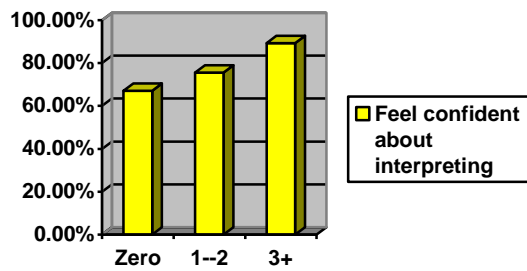
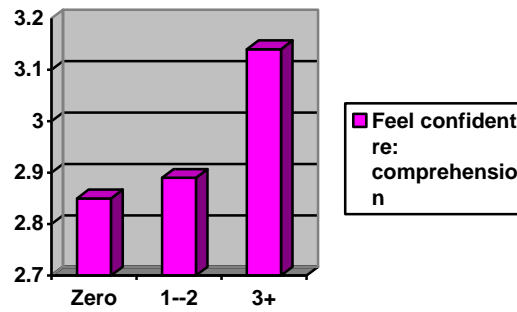
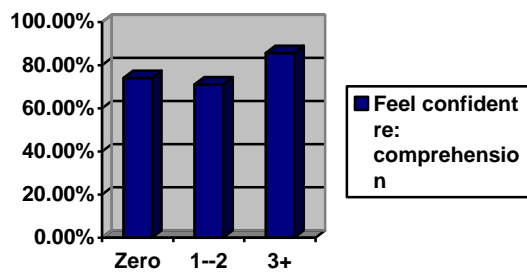
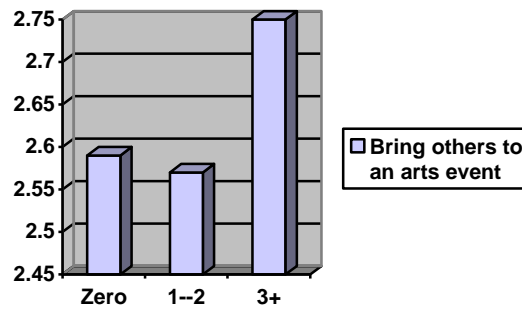
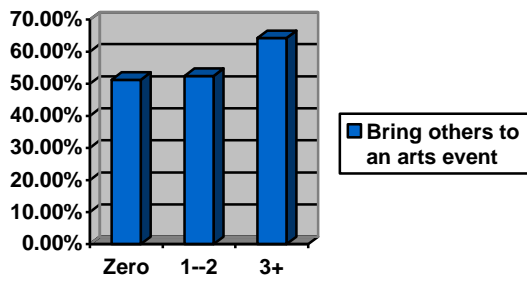
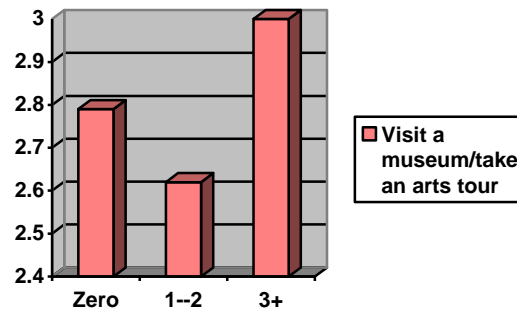
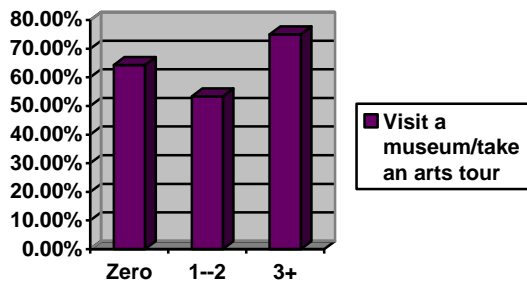
The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to feel confident about speaking in class. Of students who have completed 0 hours of humanities coursework at HWC, 77.4% report that, when compared to their time before HWC, they are more likely to feel confident about speaking in class. Of students who have completed 6-9 hours of humanities coursework at HWC, 71.1% report that, when compared to their time before HWC, they are more likely to feel confident about speaking in class. Of students who have completed 9+ hours of humanities coursework at HWC, 82.1% report that, when compared to their time before HWC, they are more likely to feel confident about speaking in class.

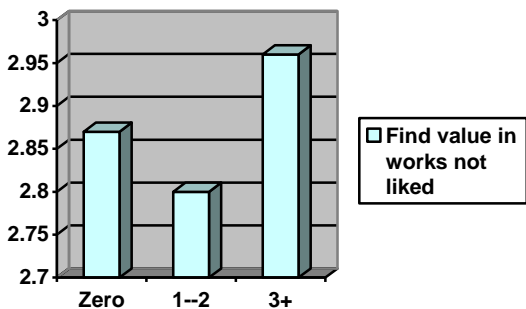
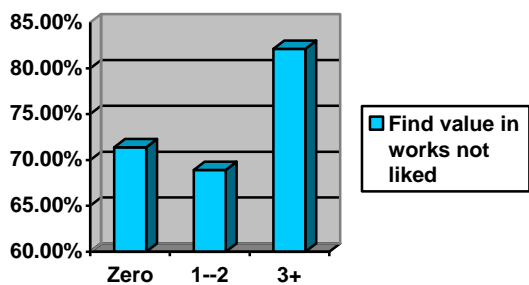
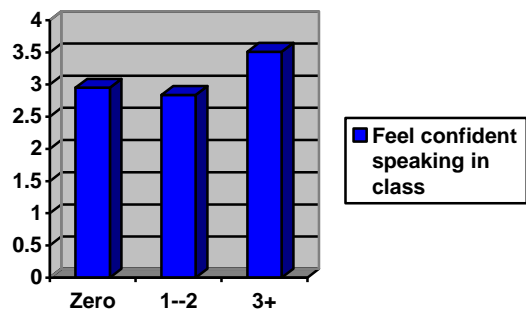
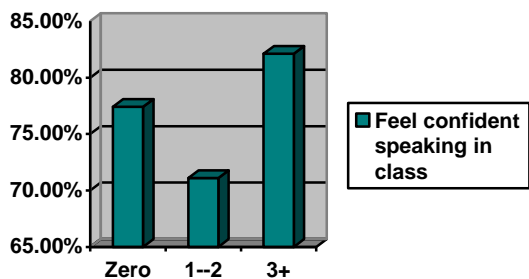
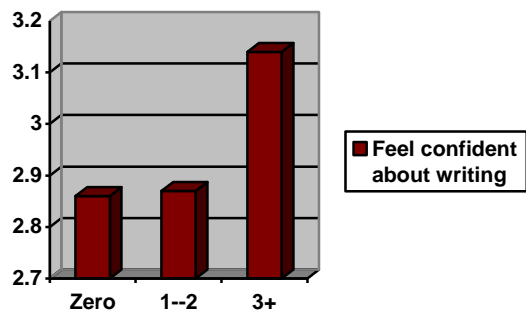
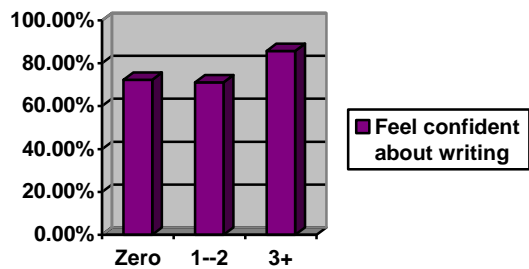
The data indicate a correlation between studying humanities at HWC and the percentage of students who report that, when compared to their time before HWC, they are more likely to feel value in works they do not like. Of students who have completed 0 hours of humanities coursework at HWC, 71.4% report that, when compared to their time before HWC, they are more likely to feel value in works they do not like. Of students who have completed 6-9 hours of humanities coursework at HWC, 68.9% report that, when compared to their time before HWC, they are more likely to feel value in works they do not like. Of students who have completed 9+ hours of humanities coursework at HWC, 82.1% report that, when compared to their time before HWC, they are more likely to feel value in works they do not like.



<b>Effects #3</b> Compared to time before HWC, students are more likely to	<b>Zero</b>	<b>1-2</b>	<b>3+</b>
Search (artifacts) for meaning	70%	64.4%	89.3%
Mean	2.88	2.78	3.18
Attend an arts event	51.2%	48.9%	78.6%
Mean	2.61	2.56	3.00
Visit a museum/take an arts tour	64.3%	53.3%	75%
Mean	2.79	2.62	3.00
Bring others to an arts event	51.2%	52.4%	64.2%
Mean	2.59	2.57	2.75
Feel confident re: comprehension	74.1%	71.1%	85.7%
Mean	2.85	2.89	3.14
Feel confident about interpreting	67.1%	75.6%	89.3%
Mean	2.78	2.91	3.20
Feel confident about writing	72.3%	71.1%	85.7%
Mean	2.86	2.87	3.14
Feel confident speaking in class	77.4%	71.1%	82.1%
Mean	2.95	2.84	3.51
Find value in works not liked	71.4%	68.9%	82.1%
Mean	2.87	2.80	2.96







## Question 9

9. Do students' behaviors toward the arts predict/correlate to their positive attitudes & improved cognitive engagement with the products of the arts?

Various cross-sections of our student population, when demarcated along the lines of how many hours they have attended HWC, display different patterns of participation or non-participation in various arts-related community events. There seems to be no clear trend of behavior.

In general, we find that prior and continuing involvement in various events of the arts community corresponds to somewhat better scores on the assessment. Likewise, there may be some benefit of exposing students for the first time to these events during their coursework at HWC, but no causative effect is determinable from these data.

It is recommended that departmental assessment plans be worked out to explore these questions in greater depth. The data below suggest intriguing areas of inquiry:

Of students who had completed 0 hours at HWC at the time of testing, 11% met or exceeded performance expectations on the assessment.

Of that same cohort:

- 6.7% had attended a museum
- 5.6% had attended an architecture tour
- 38.9% had attended a live performance of music
- 11.1% had attended a play
- 27.8% had attended a poetry reading or open mic
- 11.1% had attended a fiction reading or discussion of writing
- 0% had attended a film at an independent movie theatre
- 11.8% had attended an arts-related lecture
- 27.8% had a dance performance
- 35.3% had attended a debate or philosophical discussion.

Of students who had completed 1-15 hours at HWC at the time of testing, 25% met or exceeded performance expectations on the assessment.

Of that same cohort:

- 33.4% had attended a museum
- 25% had attended an architecture tour
- 66.7% had attended a live performance of music
- 55.6% had attended a play
- 27.1% had attended a poetry reading or open mic
- 20.9% had attended a fiction reading or discussion of writing
- 29.2% had attended a film at an independent movie theatre
- 29.2% had attended an arts-related lecture
- 29.1% had a dance performance
- 22.9% had attended a debate or philosophical discussion.

It is interesting to note that members of this cohort were slightly less likely to have attended a poetry reading or open mic and considerably less likely to have attended a debate or philosophy discussion. There is no clear explanation for anomalies such as these.

Of students who had completed 16-30 hours, 17% met or exceeded performance expectations on the assessment.

Of that same cohort:

- 77.8% had attended a museum
- 50% had attended an architecture tour
- 61.2% had attended a live performance of music
- 59.4% had attended a play
- 41.2% had attended a poetry reading or open mic
- 41.2% had attended a fiction reading or discussion of writing
- 47.1% had attended a film at an independent movie theatre
- 22.2% had attended an arts-related lecture
- 22.3% had a dance performance
- 50% had attended a debate or philosophical discussion.

Though they had taken more hours, and in general, been roughly as involved in the arts community as the cohort above, fewer of them met or exceeded expectations. This statistic suggests the need for a more involved departmental study. For instance, on its face, it looks as if continued study at HWC actually makes students less likely to meet or exceed expectations. However, there are a number of possible explanations for this effect. For instance, it is quite possible that the students in the second cohort do not, in simple terms, *become* the students in the third cohort. As we are a two-year college, it is expected that many of our students are taking classes at HWC as a stepping stone into four-year universities. Bearing that in mind, it stands to reason that many of our best students may well leave HWC after completing one or two semesters, thusly contributing to a drop-off in scores in the remaining cohort. This is not to disparage the students in the third cohort so much as to acknowledge the fact that many students at community or city colleges are not merely “getting the basics out of the way” before moving on, but are there precisely because they need additional time to “catch up” to collegial standards. There is, of course, a range of possible explanations for this finding, and more in-depth assessment could perhaps determine specific, causal relationships that this tool was not designed to find.

Of students who had completed 31+ hours at HWC at the time of testing, 30% met or exceeded performance expectations on the assessment.

Of that same cohort:

- 69.7% had attended a museum
- 54.6% had attended an architecture tour
- 54.5% had attended a live performance of music
- 61.2% had attended a play
- 36.4% had attended a poetry reading or open mic
- 27.2% had attended a fiction reading or discussion of writing
- 36.4% had attended a film at an independent movie theatre
- 30.3% had attended an arts-related lecture
- 45.4% had a dance performance
- 30.3% had attended a debate or philosophical discussion.

As suggested above, the flux of matriculation trends could serve to obscure the picture. However, it seems clear from comparing this last cohort to the 0-hours cohort, that taking classes here seems to foster better scores on the assessment and greater participation in the arts community. To be sure, the gains in both areas are more modest than we would like, but with that encouraging news in mind, we need only to find the right tools for making the necessary adjustments in our classrooms. Such a discussion should be encouraged among the humanities department, faculty council, curriculum committee, and faculty at large. To them we present the following non-binding suggestions.

## VII. RECOMMENDATIONS

### *Future Humanities Assessment*

Before the next incarnation of the Humanities Assessment Tool, we must acknowledge some important success and recommend some important changes regarding the test design and the associated technology. First, it should be noted that Professor Amanda Loos did an outstanding job of creating a tool which is, to be frank, unparalleled in the field. Second, that we were able to administer such an assessment is a testament to the hard work of the computer lab and its many aides, without whom, the Assessment Committee would have been lost. That said, as evidenced by the discussion recorded on May 23, 2007, we learned a great deal about our students and the assessment tool during the scoring process. Through that process, and with the benefit of hindsight, we can recommend two changes to the tool, itself, one change to our grading practices, one change to the way we record demographic information, and one major change to the technology used in the measure.

We recommend that the tool be changed in two ways: the chosen artifacts should either be equally famous or equally obscure, and the number of essays students are asked to write should be reduced. The reason for the first suggestion is that the results of the assessment may have been skewed by the name recognition of Jimi Hendrix. Students, fearing the uncertainty of an “exam” may have chosen to write about the one piece they had heard of in hopes of gaining an advantage. The effect of this name recognition may explain why more students chose the music question than the other two. Moreover, the popularity of the song might have contributed to the number of essays that said, essentially, “Of course it’s good; it’s Jimi Hendrix!” If we continue to use the Hendrix song in the tool, we should level the ground by asking students to choose between more generalized descriptions, such as, a visual art piece of the 1960s, a poem of the 1960s or a song of the 1960s.

We recommend that the Assessment Committee alter its grading policies for the next assessment. In 2006, we strove to reach 95% interrater reliability. That is, given a test of 36 possible points, we hoped for no more than 2 points variance in the grades assigned by two different graders. In retrospect, this goal seems too stringent: approximately half of the tests needed a third scorer, and roughly a third of those needed yet a fourth. In future iterations, we may devise a different methodology to ensure both accuracy and efficiency of grading.

We recommend that all future assessment measures use the same age categories as district reports, demarcating age groups along the following lines: *Under 22, 22-24, 25-30, 31-35, 36-40, 41-45, 46*. Doing so will ensure accuracy in our sample.

We also recommend that students be asked to write only one essay instead of four. There are multiple reasons for this. First, asking students to write only one essay may result in better thought-out and executed essays. Second, reducing the number of essays will cut down on grader expense and grader fatigue. Finally, assigning each student a score based on a single essay will greatly simplify the process of linking that score back to the demographic information provided by the survey. This act of simplification makes more feasible the automation of the tool, which is, we believe, our next step.

We further recommend that different reports be generated during the next course of humanities assessment. The reports we generate should this time include the data about the three different criteria on which each essay is scored. With that addition, the reports generated should detail the following correlations:

Number of hours at HWC : Final Score

Number of humanities courses taken at HWC : Final Score

Number of hours at HWC : Behaviors

Number of humanities courses taken at HWC : Behaviors

Number of hours at HWC : Self ID

Number of humanities courses taken at HWC : Self ID  
Number of hours at HWC : Effects  
Number of humanities courses taken at HWC : Effects

Interpretive essay Art :: final scores  
Interpretive essay Music :: final scores  
Interpretive essay Poetry :: final scores

Affective essay Art :: final scores  
Affective essay Music :: final scores  
Affective essay Poetry :: final scores

Contextual essay Art :: final scores  
Contextual essay Music :: final scores  
Contextual essay Poetry :: final scores

Evaluative essay Art :: final scores  
Evaluative essay Music :: final scores  
Evaluative essay Poetry :: final scores

# of humanities courses :: criterion 1 (i.e. Focus and Organization)  
# of hours at HWC :: criterion 1

# of humanities courses :: criterion 2 (i.e. Support and Logic)  
# of hours at HWC :: criterion 2

# of humanities courses :: criterion 3 (i.e. Sentence-Level Clarity)  
# of hours at HWC :: criterion 3

The desire for automation brings us to the issue of technology. As for the design of the tool, it worked well, as far as it went: a PowerPoint presentation prompted students to choose between the three artifacts. Then students were asked to handwrite responses to the essay questions in pre-numbered test booklets. The problems with this method were multiple: the use of so much paper could be seen as wasteful, it was burdensome for each grader to carry home over 100 booklets for each of the two main grading sessions, numerous tests were illegible because of poor handwriting, and most pressingly, the survey information had to be manually linked to the test results, a situation which caused long delays and which, through only a slight human error, could have resulted in catastrophic problems.

For the reasons of expediency, reliability, and security, it is recommended that the Assessment Committee aggressively pursue the automation of the Humanities Assessment Tool. Such automation would create a database of anonymous student demographic information, would route essays to different graders electronically and allow for on-line grading. Formulas could be devised to compare the scores of two graders and average them if they are within the margin of error, or alternately re-route them to a third scorer. The final score would automatically be plugged into the database, and finally, it could generate pre-designed reports efficiently and accurately.



## *Learning Improvement*

Taking into consideration the fact that this iteration of the measure does not include some of the desired data<sup>10</sup>, we can offer fewer pedagogical answers than we would like. In future measures, the tool will note specific areas of student weakness regarding the very criteria by which their essays were scored. That information will allow teachers to target very specific student needs in their instruction. In the meantime, we base our recommendations on the observations we made during the recalibration meeting referenced on pages 14-15 of this paper.

We note student shortcomings in the following specific areas:

Student responses rely on a very narrow emotional vocabulary in discussing how works make them feel.

Student responses often mistakenly equate the idea that aesthetic judgment is subjective with the idea that aesthetic judgment is impossible

Students seem to lack the technical vocabulary to adequately perform the more sophisticated tasks in the assessment.

Student responses do not reflect adequate vocabulary for discussing the component pieces of a given work of art.

Student responses often omit textual evidence that would lend support to their reasoning.

In response to these shortcomings, we recommend that instructors at HWC spend **additional time working with students to develop their vocabulary as it relates to affective and interpretive tasks**; to **increase student opportunities to provide evidential support for their reasoning**; and to **introduce students to a wider array of critical tools for explaining, interpreting, evaluating, and contextualizing humanistic artifacts**. Beyond these core recommendations, we **urge the humanities department to create a “humanities toolkit” of vocabulary words, critical tools, and examples of evidential support to be used by instructors in the department and across the curriculum when applicable** to ensure that all of our students are more successful at achieving desired outcomes.

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<sup>10</sup> See page 8.

## Appendix

# Harold Washington College Humanities Assessment Survey Spring 2007

*The following demographic questions will be used to determine whether the sample of students who take this assessment are a representative sample of the student body at large in order to check the reliability of the data obtained.*

Please fill in marks like this:                      ●                      not like this:                      ⊙                      ⊗

1. Please indicate the total number of college level credit hours that you have completed:

At HWC:	<input type="radio"/> 0	<input type="radio"/> 1-15	<input type="radio"/> 16-30	<input type="radio"/> 31+
Other colleges	<input type="radio"/> 0	<input type="radio"/> 1-15	<input type="radio"/> 16-30	<input type="radio"/> 31+

2. At HWC we define **the Humanities** as including any topic in Philosophy, Literature (poetry, fiction, drama, etc.), Art History, Fine Arts, Art, Music, Film, Theater, Media, Dance, Creative Writing, and Religious Studies. Given that definition, please indicate how many courses you have completed in **the Humanities**:

At HWC:	<input type="radio"/> 0	<input type="radio"/> 1-2	<input type="radio"/> 3+
Other colleges	<input type="radio"/> 0	<input type="radio"/> 1-2	<input type="radio"/> 3+

3. Please indicate your sex:

☐ Female  
☐ Male

4. Please indicate your race and/or ethnicity:

<input type="radio"/> African American/Black	<input type="radio"/> Arab/Arab American	<input type="radio"/> Asian American/Pacific Islander
<input type="radio"/> Hispanic/Latino/Chicano	<input type="radio"/> Multi-racial/Multi-Ethnic	<input type="radio"/> Native American/Alaska Native
<input type="radio"/> White/Caucasian		

5. Please indicate your age:

<input type="radio"/> 25 or under	<input type="radio"/> 26-40
<input type="radio"/> 41-60	<input type="radio"/> 61+

6. Please indicate your current academic status:

☐ Full time  
☐ Part time

**The following questions will ask you about your interests, values, and opinions related to the Arts and Humanities. Use this time to think honestly about yourself. For each of the following statements, determine if it is true or false for you.**

7. I consider myself:	Strongly Agree	Agree	Disagree	Strongly Disagree
a. an artist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. a writer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. a musician.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. an actor or performer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. a philosopher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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**8. I think studying the arts and humanities:**

a. has given me new ways to think about my own life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. has given me important skills to use in other classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. has <u>not</u> helped me reach my academic and/or personal goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. has helped me become a more expressive/creative/imaginative person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. has <u>not</u> helped broaden my taste in music, literature, and visual arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. is something I would have done even if there were not a humanities requirement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. Compared to the time before I came to Harold Washington College, I am now more likely to:**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
-----------------------	--------------	-----------------	--------------------------

a. read different types of books.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. listen to different types of music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. enjoy different types of visual art.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. think about the arts and race or ethnicity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. think about the arts and sex or gender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. think about the arts and sexuality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. think about the arts and religion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. think about the arts and society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. think about the arts and politics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. discuss life's big questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Compared to the time before I came to Harold Washington College, I am now more likely to:	Strongly Agree	Agree	Disagree	Strongly Disagree
a. a search for meaning in the music I hear, the images I see, and/or books I read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. attend an arts event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. visit a museum or take an arts-related tour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. bring family, friends, or coworkers to an arts event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. feel confident about understanding what I read, see, and hear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. feel confident about interpreting creative works of art (e.g. literature, a sculpture, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. feel confident about what I write.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. feel confident about what I say in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. find value in creative works of art even if I don't enjoy them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. <u>Since coming to HWC</u> , have you attended or otherwise experienced (indicate all that apply):	Yes and it was a new experience	Yes but it was not new to me	No but I have experienced this before	No and I have never experienced this
a. the Art Institute, the MCA or other art museum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. an arts or architecture tour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. a live music performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. a play.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. a Poetry Reading, Poetry Slam, or Open Mic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. a fiction reading or a writer's talk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. a film presentation on campus, at the Gene Siskel Film Center, or other independent movie theater.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. an arts related lecture or educational presentation (non-credit).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. a dance performance or performance art event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. a debate or philosophy discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **Thank you very much. You are now ready to complete Part 2.**

To complete Part 2, you will have to:

1. Turn your attention to the computer screen and put on the headphones;
2. Follow the instructions there until you have chosen a Humanities work or “artifact” to think and write about;
3. Then turn your attention to the writing booklet, read the instructions and then answer the four (4) questions presented

*Please write your responses in your **writing booklet**. Each short essay should be at least 1-2 full paragraphs, thorough, clearly-written, in complete sentences.  
**Write to the best of your ability.***

**Please turn now to your screen and follow the instructions there.**

Exhibit 1 cont'd

# HUMMMM...

## Arts & Humanities

### ANSWER BOOKLET

I chose to write about:

POETRY ☐

VISUAL ART ☐

MUSIC ☐

**General Education Humanities Assessment**

**Spring, 2007**

**REMEMBER:**

- Read all four (4) questions *before* answering any;
- Prepare to write short essays for each, 1 to 2 full paragraphs that are thorough, focused, clear with mechanically sound writing. Use technical vocabulary if you know any, be as specific and precise as you can.
- In short, think and write to the best of your ability.



**Please turn your attention back to the computer and go to the FINAL screen.**

**7**

#### Question #4

##### **Evaluation**

After thinking about its message and style as you answered the last few questions, you will now be asked to evaluate the quality of the work. How do you distinguish “good” art from other kinds, in general? Based on those criteria, do you see value in the piece (whether you like it or not)? If so, what sort?

*Using details from the work, explain your judgment.*

### Question #1

#### **Reaction**

How does this work make you feel, personally and emotionally?

*Using details from the work, explain why you think you had this reaction.*

## Question #2

### Interpretation

What do you think is this work's meaning or theme? What do you think the artist is "trying to say?" Why?

*Using details from the work, explain how you came to this conclusion.*

### Question #3

#### **Analysis**

A work of art often reflects or reacts to the historical period in which it was created and/or the artistic movements that came before it.

How do you think this work relates to the historical environment in which it was created and/or the artistic movements that came before it? In other words, how does the work reflect its historical or artistic context or both?

*Using details from the work, explain your analysis.*

# right on: white america

by Sonia Sanchez

right on: white America  
this country might have  
been a pio  
neer land  
once.  
but. there ain't  
no mo  
indians blowing  
custer's mind  
with a different  
image of america.  
this country  
might have  
needed shoot/  
outs/ daily/  
once.  
but. there ain't  
no mo real/ white allamerican  
bad/ guys.  
just  
. u & me  
blk/ and un/ armed.  
this country might have  
been a pio  
neer land, once.  
and it still is.  
check out  
the falling  
guns/ shells on our blk/ tomorrows.



Exhibit 3



*“The Star Spangled Banner”*

By Francis Scott Key

Performed by Jimi Hendrix

*Click on the icon below to LISTEN.*

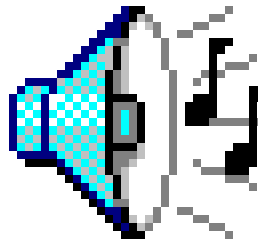




Exhibit 5

Humanities Survey Item Statistics Report																								
Question				Summary Statistics				Values			Descriptive Statistics				Percentiles				Confidence Intervals					
Item	Sample Size	Missing	Mean	Variance	Std. Dev.	Std. Error	Minimum	Maximum	Range	Skewness	Kurtosis	T Value	Mean Abs. Dev.	Percentile 25%	Median	Percentile 75%	Inter Quart. Range	Con. Interval Lower	Con. Interval Upper	Con. Interval Lower	Con. Interval Upper			
1_ Total number of college level credit hours completed at HWC				631	34	2.53	1.09	1.05	0.04	1	4	3	0.13	-1.20	60.79	0.82	2	2.00	4	2	2.42	2.46	2.61	2.64
Total number of college credit hours completed at other colleg				398	267	2.42	1.38	1.18	0.06	1	4	3	0.16	-1.46	41.01	1.06	1	2.00	4	3	2.27	2.30	2.53	2.57
2_ How many courses have you completed in the Humanities at HW				626	39	1.82	0.61	0.78	0.03	1	3	2	0.33	-1.28	58.29	0.67	1	2.00	2	1	1.74	1.76	1.88	1.90
How many courses have you completed in the Humanities at other				374	291	1.87	0.71	0.84	0.04	1	3	2	0.24	-1.55	43.00	0.74	1	2.00	3	2	1.76	1.79	1.96	1.99
3_ Please indicate your sex:				663	2	1.63	0.23	0.48	0.02	1	2	1	-0.54	-1.71	88.91	0.47	1	2.00	2	1	1.58	1.59	1.67	1.68
4_ Please indicate your race and/or ethnicity:				652	13	5.71	2.42	1.56	0.06	1	7	6	-1.29	0.86	93.84	1.21	5	6.00	7	2	5.55	5.59	5.83	5.87
5_ Please indicate your age:				666	0	3.47	0.72	0.85	0.03	1	4	3	-1.12	-0.54	105.56	0.74	3	4.00	4	1	3.39	3.41	3.54	3.56
6_ Please indicate your academic status:				654	11	1.28	0.20	0.45	0.02	1	2	1	0.97	-1.05	72.82	0.40	1	1.00	2	1	1.24	1.25	1.32	1.33
7_ I consider myself: A_an ARTIST_				662	3	2.53	0.85	0.92	0.04	1	4	3	-0.02	-0.84	70.42	0.80	2	3.00	3	1	2.44	2.46	2.60	2.62
I consider myself: B_a WRITER_				658	7	2.58	0.71	0.84	0.03	1	4	3	-0.15	-0.55	78.70	0.72	2	3.00	3	1	2.50	2.52	2.65	2.67
I consider myself: C_a MUSICIAN_				658	7	2.19	0.75	0.86	0.03	1	4	3	0.41	-0.42	64.96	0.68	2	2.00	3	1	2.10	2.12	2.25	2.27
I consider myself: D_an ACTOR or PERFORMER_				659	6	2.31	0.81	0.90	0.04	1	4	3	0.20	-0.72	66.03	0.76	2	2.00	3	1	2.22	2.24	2.38	2.40

Exhibit 5 cont'd

Humanities Survey Item Statistics Report																					
Question			Summary Statistics				Values			Descriptive Statistics				Percentiles				Confidence Intervals			
Item	Sample Size	Missing	Mean	Variance	Std. Dev.	Std. Error	Minimum	Maximum	Range	Skewness	Kurtosis	T Value	Mean Abs. Dev.	Percentile 25%	Median	Percentile 75%	Inter Quart. R.	Con. Interval 25%	Con. Interval 75%	Con. Interval 25%	Con. Interval 75%
studying arts & humanities1	653	12	3.10	0.63	0.73	0.03	1	4	3	-0.59	0.35	109.03	0.52	3	3.00	4	1	3.02	3.04	3.15	3.17
studying arts & humanities2	648	17	3.04	0.49	0.70	0.03	1	4	3	-0.49	0.39	110.61	0.47	3	3.00	3	0	2.97	2.99	3.10	3.12
studying arts & humanities3	644	21	1.88	0.44	0.66	0.03	1	4	3	0.45	0.47	72.14	0.47	1	2.00	2	1	1.82	1.83	1.93	1.95
studying arts & humanities4	651	14	3.14	0.48	0.70	0.03	1	4	3	-0.58	0.50	115.21	0.52	3	3.00	4	1	3.07	3.09	3.19	3.21
studying arts & humanities5	649	16	1.88	0.60	0.77	0.03	1	4	3	0.68	0.21	61.82	0.58	1	2.00	2	1	1.80	1.82	1.93	1.95
studying arts & humanities6	651	14	2.80	0.71	0.84	0.03	1	4	3	-0.32	-0.46	84.77	0.67	2	3.00	3	1	2.72	2.74	2.87	2.89
before HWC compared to now1	659	6	2.80	0.65	0.80	0.03	1	4	3	-0.26	-0.39	89.25	0.64	2	3.00	3	1	2.71	2.73	2.86	2.88
before HWC compared to now2	680	5	2.62	0.72	0.85	0.03	1	4	3	0.09	-0.72	79.19	0.74	2	3.00	3	1	2.54	2.56	2.69	2.71
before HWC compared to now3	659	6	2.82	0.62	0.79	0.03	1	4	3	-0.32	-0.25	92.21	0.61	2	3.00	3	1	2.74	2.76	2.88	2.90
before HWC compared to now4	656	9	2.85	0.59	0.77	0.03	1	4	3	-0.38	-0.08	95.02	0.58	2	3.00	3	1	2.77	2.79	2.90	2.92
before HWC compared to now5	680	5	2.73	0.61	0.78	0.03	1	4	3	-0.11	-0.44	89.73	0.65	2	3.00	3	1	2.65	2.67	2.79	2.80
before HWC compared to now6	654	11	2.63	0.61	0.78	0.03	1	4	3	0.02	-0.47	86.10	0.67	2	3.00	3	1	2.55	2.57	2.69	2.71
before HWC compared to now7	656	9	2.69	0.59	0.77	0.03	1	4	3	-0.23	-0.26	89.56	0.64	2	3.00	3	1	2.61	2.63	2.75	2.76
before HWC compared to now8	657	8	2.88	0.55	0.74	0.03	1	4	3	-0.52	0.32	99.52	0.53	3	3.00	3	0	2.80	2.82	2.93	2.95
before HWC compared to now9	653	12	2.70	0.62	0.79	0.03	1	4	3	-0.12	-0.43	87.83	0.66	2	3.00	3	1	2.62	2.64	2.76	2.78
before HWC compared to now10	654	11	2.88	0.69	0.83	0.03	1	4	3	-0.38	-0.41	88.43	0.64	2	3.00	3	1	2.79	2.81	2.94	2.96
before HWC now more likely to1	652	13	2.80	0.66	0.82	0.03	1	4	3	-0.25	-0.46	87.67	0.66	2	3.00	3	1	2.72	2.74	2.86	2.88
before HWC now more likely to2	654	11	2.64	0.64	0.80	0.03	1	4	3	-0.02	-0.52	84.07	0.69	2	3.00	3	1	2.56	2.58	2.70	2.72
before HWC now more likely to3	654	11	2.73	0.63	0.79	0.03	1	4	3	-0.13	-0.46	88.18	0.66	2	3.00	3	1	2.65	2.67	2.79	2.81

### Humanities Survey Item Statistics Report

Question			Summary Statistics				Values			Descriptive Statistics				Percentiles				Confidence Intervals			
Item	Sample Size	Missing	Mean	Variance	Std. Dev.	Std. Error	Minimum	Maximum	Range	Skewness	Kurtosis	T Value	Mean Abs. Dev.	Percentile 25%	Median	Percentile 75%	Inter Quart. R.	Con. Interval 25%	Con. Interval 75%	Con. Interval 25%	Con. Interval 75%
before HWC now more likely to5	644	21	2.88	0.55	0.74	0.03	1	4	3	-0.38	0.03	98.70	0.54	2	3.00	3	1	2.81	2.82	2.94	2.96
before HWC now more likely to6	645	20	2.82	0.55	0.74	0.03	1	4	3	-0.24	-0.21	98.18	0.58	2	3.00	3	1	2.74	2.76	2.88	2.90
before HWC now more likely to7	654	11	2.89	0.59	0.77	0.03	1	4	3	-0.37	-0.15	95.82	0.57	2	3.00	3	1	2.81	2.83	2.95	2.96
before HWC now more likely to8	655	10	2.95	0.57	0.76	0.03	1	4	3	-0.38	-0.12	99.84	0.53	3	3.00	3	0	2.87	2.89	3.00	3.02
before HWC now more likely to9	651	14	2.85	0.54	0.74	0.03	1	4	3	-0.41	0.12	98.80	0.55	2	3.00	3	1	2.78	2.80	2.91	2.93
Since HWC attend or experienced1	656	10	2.51	0.91	0.95	0.04	1	4	3	-0.09	-0.92	67.51	0.83	2	3.00	3	1	2.42	2.44	2.59	2.61
Since HWC attend or experienced2	653	12	2.12	1.01	1.00	0.04	1	4	3	0.47	-0.88	54.07	0.82	1	2.00	3	2	2.02	2.05	2.20	2.23
Since HWC attend or experienced3	656	9	2.56	0.62	0.79	0.03	1	4	3	-0.25	-0.36	83.23	0.68	2	3.00	3	1	2.48	2.50	2.62	2.64
Since HWC attend or experienced4	651	14	2.43	0.65	0.81	0.03	1	4	3	0.09	-0.47	78.81	0.70	2	2.00	3	1	2.35	2.37	2.49	2.51
Since HWC attend or experienced5	647	18	2.08	0.88	0.94	0.04	1	4	3	0.39	-0.87	56.15	0.76	1	2.00	3	2	1.97	1.99	2.14	2.16
Since HWC attend or experienced6	646	19	1.88	0.91	0.95	0.04	1	4	3	0.73	-0.56	50.31	0.79	1	2.00	3	2	1.79	1.81	1.96	1.98
Since HWC attend or experienced7	647	18	1.87	0.95	0.98	0.04	1	4	3	0.75	-0.64	48.81	0.82	1	2.00	3	2	1.77	1.80	1.95	1.97
Since HWC attend or experienced8	652	13	1.93	0.97	0.99	0.04	1	4	3	0.65	-0.77	49.97	0.82	1	2.00	3	2	1.83	1.85	2.01	2.03
Since HWC attend or experienced9	656	9	2.25	0.78	0.89	0.03	1	4	3	0.20	-0.73	65.14	0.74	2	2.00	3	1	2.16	2.19	2.32	2.34
Since HWC attend or experienced10	654	11	1.98	0.99	0.99	0.04	1	4	3	0.54	-0.94	50.88	0.83	1	2.00	3	2	1.88	1.90	2.05	2.08

## Exhibit 6

### Assessment Reports Request

1. 1a = Zero AND 1b = Zero	►	Mean, Median and Mode Score, Subject Choice, All Survey
2. 1a = 1-15 AND 1b = Zero	►	Mean, Median and Mode Score, Subject Choice, All Survey
3. 1a = Zero AND 1b = 1-15	►	Mean, Median and Mode Score, Subject Choice, All Survey
4. 1a = 16-30 AND 1b = Zero	►	Mean, Median and Mode Score, Subject Choice, All Survey
5. 1a = Zero AND 1b = 16-30	►	Mean, Median and Mode Score, Subject Choice, All Survey
6. 1a = 1-15 AND 1b = 1-15	►	Mean, Median and Mode Score, Subject Choice, All Survey
7. 1a = 31+	►	Mean, Median and Mode Score, Subject Choice, All Survey
8. 1b = 31+	►	Mean, Median and Mode Score, Subject Choice, All Survey
9. 1a = 16-30 AND 1b = 16-30	►	Mean, Median and Mode Score, Subject Choice, All Survey
10. 2a = Zero AND 2b = Zero	►	Mean, Median and Mode Score, Subject Choice, All Survey
11. 2a = 1-2 AND 2b = Zero	►	Mean, Median and Mode Score, Subject Choice, All Survey
12. 2a = Zero AND 2b = 1-2	►	Mean, Median and Mode Score, Subject Choice, All Survey
13. 2a = 3 AND 2b = Zero	►	Mean, Median and Mode Score, Subject Choice, All Survey
14. 2a = Zero AND 2b = 3	►	Mean, Median and Mode Score, Subject Choice, All Survey
15. Subject (Music)	►	Mean, Median and Mode Score, All Survey
16. Subject (Visual Art)	►	Mean, Median and Mode Score, All Survey
17. Subject (Poetry)	►	Mean, Median and Mode Score, All Survey
18. Q7 (Each Part (a-e))	►	Mean, Median and Mode Score, Subject Choice
19. Q11 (Each Part (a-j) & Each Answer (Agree, etc.))	►	Mean, Median and Mode Score, Subject Choice
20. Q8f (Disagree & Str. Disagree)	►	Mean, Median and Mode Score, Subject Choice, All Survey
21. Q1b = Blank	►	Mean, Median and Mode Score, Subject Choice, All Survey
22. Q2b = Blank	►	Mean, Median and Mode Score, Subject Choice, All Survey

## Exhibit 7

### The Rubric

In order to foster inter-rater reliability, the subcommittee members all used this rubric to calibrate our scoring:

Reader # \_\_\_\_\_ Test # \_\_\_\_\_ Subject \_\_\_\_\_  
(1=Poetry 2=Visual Art 3=Music)  
3 = Demonstrates very strong, consistent, sophisticated evidence of the outcome  
2 = Demonstrates basic evidence of the outcome but is lacking in consistency and/or sophistication  
1 = Demonstrates little or no evidence of the outcome

#### Q 1 – Personal Response

- A. *Focus and Organization* A. \_\_\_\_\_  
~ Response presents an explicit thesis that responds “through the self” and identifies emotion or state as result of encounter with work.  
~ Response utilizes a discernable organizational plan to respond affectively to the work.  
B. *Support and Logic* B. \_\_\_\_\_  
~ Response makes accurate observations and reasonable inferences about the work.  
~ Response supports claim(s) by connecting observations to emotional response.  
~ Response is logical, avoiding inconsistency and incoherence.  
C. *Sentence-Level Clarity* C. \_\_\_\_\_  
~ Response utilizes appropriate diction to avoid vagueness and ambiguity.  
~ Response displays consistently correct syntax.  
~ Response uses correct grammar, spelling and punctuation with few exceptions.

**Total 1:** \_\_\_\_\_

#### Q2 – Interpretation

- A. *Focus and Organization* A. \_\_\_\_\_  
~ Response presents an explicit thesis that asserts the meaning of the work.  
~ Response utilizes a discernable organizational plan to interpret the work.  
B. *Support and Logic* B. \_\_\_\_\_  
~ Response makes accurate observations and reasonable inferences about the work.  
~ Response provides support for the claim(s) by connecting observations to meaning(s) and/or theme(s).  
~ Response is logical, avoiding inconsistency and incoherence.  
C. *Sentence-Level Clarity* C. \_\_\_\_\_  
~ Response utilizes appropriate diction to avoid vagueness and ambiguity.  
~ Response displays consistently correct syntax.  
~ Response uses correct grammar, spelling and punctuation with few exceptions.

**Total 2:** \_\_\_\_\_

#### Q 3 – Context

- A. *Focus and Organization* A. \_\_\_\_\_  
~ Response presents an explicit thesis regarding the historical, political, social, cultural, and artistic context of the work.  
~ Response utilizes a discernable organizational plan to contextualize the work.  
*Support and Logic* B. \_\_\_\_\_  
~ Response makes accurate observations and draws reasonable inferences about the work and its context, especially its culture, period, movement, etc.  
~ Response provides support for the claim(s) by connecting observations of work to context of work.  
~ Response is logical, avoiding inconsistency and incoherence.  
*Sentence-Level Clarity* C. \_\_\_\_\_  
~ Response utilizes appropriate diction to avoid vagueness and ambiguity.  
~ Response displays consistently correct syntax.  
~ Response uses correct grammar, spelling and punctuation with few exceptions.

**Total 3:** \_\_\_\_\_

#### Q 4 – Evaluation

A. *Focus and Organization* A. \_\_\_\_\_

~ Response presents explicit thesis establishing and applying normative criteria to the work.

~ Response utilizes a discernable organizational plan to evaluate the work.

B. *Support and Logic* B. \_\_\_\_\_

~ Response makes accurate observations and draws reasonable inferences about the work.

~ Response provides support for the claim(s) by connecting observations to qualitative evaluation of the work.

~ Response is logical, avoiding inconsistency and incoherence.

C. *Sentence-Level Clarity* C. \_\_\_\_\_

~ Response utilizes appropriate diction to avoid vagueness and ambiguity.

~ Response displays consistently correct syntax.

~ Response uses correct grammar, spelling and punctuation with few exceptions.

**Total 4:** \_\_\_\_\_

**Additional Comments:**

**GRAND TOTAL:** \_\_\_\_\_/36