
PROGRAM-LEVEL OUTCOMES (GS courses must meet at least one program-level outcome)

Students can:

- 1) Evaluate information appropriate to the task;
- 2) Apply principles of critical thinking to demonstrate integrative learning;
- 3) Communicate effectively in spoken form;
- 4) Communicate effectively in written form;
- 5) Analyze cultural issues within a global context.
- 6) Evaluate in context significant concepts relating to democracy.

III. DISTRIBUTION

(Distribution courses must meet learning outcome #1 and a majority of the remaining outcomes in their respective category.)

Humanities outcomes

Students can:

- 1) Articulate the relevance of the Humanities course to their general education.
- 2) Analyze primary sources using methodologies appropriate to disciplines in the Humanities.
- 3) Create coherent positions based on the interpretation of primary sources.
- 4) Communicate effectively using the modes of discourse appropriate to the discipline.
- 5) Evaluate primary sources in cultural, historical, literary, or philosophical contexts.

General Studies Assessment
Distribution Category: Humanities

Pilot Assessment

You are taking a General Studies course in the humanities (English, Modern Language, History, Philosophy, or Speech). Below, you will find a list of five (5) reasons for studying the humanities. Please select one or more of these reasons and explain in a written essay how the humanities course you are taking now has enhanced your general education. Use specific examples from the course (readings, class activities, discussions, writing, and/or assignments) in your essay.

Courses in the humanities enable us to

- o Identify the differences and similarities among diverse cultures, including but not limited to the ability to speak a foreign language
- o Appreciate and preserve the great accomplishments of the past, giving us a sense of where we came from so that we can understand how that past has created the present
- o Know and appreciate what humans have created and are capable of creating in terms of written/spoken communication and/or the arts
- o Analyze and practice aesthetic, communicative, and expressive communication using the practices of the discipline
- o Increase our self-awareness of our values and way of looking at the world as we seek to explore and understand the human experience

Your paper will range from two fully developed paragraphs (if you are writing in a foreign language) to two or more double-spaced pages if you are writing in your first language.

Humanities Category: Distribution Courses (draft) Rubric

This rubric addresses the following **General Studies Program (GS)** learning outcomes: **GS 1** – evaluate information appropriate to the task; **GS 2** – demonstrate integrative learning; **GS 3** – communicate effectively in written form; **GS 5** – analyze cultural issues within a global context; **GS 6** – evaluate context significant concepts relating to democracy; **Humanities Distribution (HO)** learning outcomes: **HO 1** - Articulate the relevance of the Humanities course to their general education; **HO 2**- Analyze primary sources using methodologies appropriate to disciplines in the Humanities; **HO 3** - Create coherent positions based on the interpretation of primary sources; **HO 4** - Communicate effectively using the modes of discourse appropriate to the discipline; **HO 5** - Evaluate primary sources in cultural, historical, literary, or philosophical contexts.

Evaluators are encouraged to assign a Does not meet criteria to any work sample that does not meet Beginning level performance.

Indicator	Does not meet Criteria	Beginning	Developing	Proficient	Advanced
1) Articulate relevance to general education <i>HO 1</i>		Articulates an elementary understanding of the relevance of the work.	Uses related content to develop simple ideas about relevance of the work.	Uses relevant persuasive content to explore relevancy.	Uses relevant, compelling content to demonstrate advanced understanding.
Analyze primary sources using methodologies appropriate to disciplines in the Humanities <i>HO 2; HO 4; HO 5 GS 1; GS 2; GS 4</i>		Generally uneven or undeveloped analysis of primary sources.	Rudimentary analysis of primary sources.	Coherent analysis of primary sources.	Thorough and detailed analysis of primary sources.
Create coherent positions based on the interpretation of primary sources <i>HO 3 GS 1; GS 2; GS 4</i>		Central message may be implied but is not supported.	Central message is unclear, simplistic or obvious.	Central message is clear and supported by the source(s) under consideration.	Central message is compelling and supported by the source(s) under consideration.
Communicate effectively using the modes of discourse appropriate to the discipline <i>HO 4 GS 3; GS 4</i>		Stylistic choices reflect limited understanding of discourses in the discipline.	Stylistic choices reflect rudimentary understanding of discourses in the discipline.	Stylistic choices reflect effective understanding of discourses in the discipline.	Stylistic choices reflect compelling understanding of discourses in the discipline.
Evaluate primary sources in cultural, historical, literary, or philosophical contexts <i>HO 1; HO 2; HO 4; HO 5 GS 1; GS 2; GS 5; GS 6</i>		Generally uneven or undeveloped evaluation of sources in context.	Rudimentary evaluation of sources in context.	Coherent valuation of sources in context.	Thorough and detailed evaluation of sources in context.