

**General Education Outcomes Assessment  
Assessment Form 2 -Humanities**

Course Number (Section Number)/Name: \_\_\_\_\_

Course Instructor: \_\_\_\_\_

General Education Category: \_\_\_\_\_

1. Please describe the assessment measures you used in your course.
  - If you utilized items on quizzes and/or items on multiple choice/fill-in-the-blank exams, please cut and paste sample items that correspond to *each* General Education Learning Objective (Attach copy of Assessment Form 1).
  - If you utilized components of essay exams and/or components of papers/projects, please attach the 1) text of the assignment and 2) either a sample scoring rubric or a narrative that describes the criteria you used to measure student learning on the General Education Learning Objectives you used in your course.
  - If you utilized other assessment methods, please provide an example of the method and the criteria you used to measure student learning on the General Education Learning Objectives you used in your course.
2. In the space below or on a separate sheet of paper, indicate *how* the assessment measures you used enabled you to assess student success in meeting each learning objective.

3. Identify the *number of students* in the course who achieved at each level for each General Education Learning Objectives you used in your course.

Humanities Learning Objectives	A/A- Exceeds	B+/B/B-/ C+/C/C- Meets	D+/D/D- Approaches	E Not Meets
1. <b>Humanities courses enable students to demonstrate knowledge of the assumptions, methods of study, and theories of at least one of the disciplines within the humanities.</b>				
2. an understanding of the objects of study as expressions of the cultural contexts of the people who created them				
3. an understanding of the continuing relevance of the objects of study to the present and to the world outside the university				
4. an ability to employ the terms and understand the conventions particular to the discipline				
5. an ability to analyze and assess the strengths and weaknesses of ideas and positions along with the reasons or arguments that can be given for and against them				
6. an understanding of the nature of the texts, artifacts, ideas, or discourse of the discipline and of the assumptions that underlie this understanding, including those relating to issues of tradition and canon				