Humanities Honors
Foundational Explorations (FELO) Assessment
Fa2020 – Sp2021

Learning Outcome:
GELO1A: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:
HON350: Humanities Honors Portfolio and Integrative Essay

Portfolio: Select 7-12 written assignments in Humanities Honors Courses that represent your best work and provide the basis for your integrative essay.

Integrative Essay: Write a 5-7 page essay that integrates various strands of insight into your personal, spiritual, and intellectual growth.

Criteria for Success:
89% of students completing the Humanities Honors Program will reach Level 3 or higher as directed in the Boston University Assessment Rubric for General Studies – "Written and Oral Communication."

Longitudinal Data:

Percentage of Level 3 or Higher:

Year	Percentage of Level 3 or Higher:
Spring 2018	90%
Spring 2019	93%
Fall 2020	91%
Spring 2021	80%

Conclusions Drawn from Data:
While it is too early to draw conclusions, it appears that the Program has met the criteria for success.

Changes to Be Made Based on Data:
No change suggested at this time.

BU College of General Studies

Assessment Rubric

Rubric Areas	Level 4: Excellent	Level 3: Competent	Level 2: Developing	Level 1: No mastery
Written and oral communication	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (including organization, content, presentation, formatting, and stylistic choices); uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task; uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Follows expectations appropriate to a specific discipline and/or writing task for basic organization, content, and presentation; uses language that generally conveys meaning, although there may be problems with clarity and the writing may include some errors.	Attempts to use a consistent system for basic organization and presentation; uses language that sometimes impedes meaning or clarity. Contains errors in usage.
Gathering, analyzing, and documenting information	Synthesizes in-depth information from a range of high-quality, credible, relevant sources that are appropriate for the discipline and genre to develop ideas and documents these sources fully using MLA or Chicago style.	Consistently presents in-depth information from credible, relevant sources appropriate to the discipline and genre to support ideas. Documents sources with few errors or exceptions using MLA or Chicago style.	Demonstrates an attempt to use credible and/or relevant sources to support ideas and to document these sources properly using MLA or Chicago style.	Minimally attempts to use sources to support ideas in the writing; these sources may not be correctly documented using an acceptable style manual and/or may not be fully relevant to the task at hand.
Awareness of specific historical, literary, and cultural contexts	Uses appropriate, relevant, and compelling content and sufficient detail to illustrate mastery of the subject, including historical, literary, and cultural contexts.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline(s), but many not yet provide sufficient detail or illustrate mastery of historical, literary, and cultural contexts.	Uses appropriate and relevant content to develop and explore ideas through most of the work; does not display a consistently clear or adequately detailed understanding of historical, literary, and cultural contexts.	May use appropriate and relevant content to develop simple ideas in some parts of the work.
Rhetorical and aesthetic conventions	Demonstrates a thorough understanding of context, audience, purpose. Makes skillful rhetorical choices and shows deep appreciation for literary and aesthetic conventions and their effects.	Demonstrates adequate consideration of context, audience, and purpose. Understands rhetorical effects and shows appreciation for literary and aesthetic conventions and their effects.	Demonstrates some awareness of context, audience, and purpose. Can identify rhetorical strategies and shows some appreciation for literary and aesthetic techniques and conventions.	Demonstrates minimal attention to context, purpose, and audience. May not be aware of rhetorical effects of one's own work or of rhetorical strategies and literary techniques in works analyzed.
Critical Thinking and perspective-taking	Questions are examined from a range of viewpoints, taking into account the complexities of an issue. Conclusions and related outcomes are logical and reflect the student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Specific position takes into account the complexities of an issue and acknowledges other viewpoints. Conclusion is logically tied to a range of information.	Information is presented with some interpretation or evaluation, but not enough to develop a coherent analysis or synthesis. Acknowledges different sides of an issue, but may be more aware of others' assumptions than one's own (or vice versa).	Specific position is stated, but is simplistic and obvious. Conclusion is inconsistently tied to some of the information discussed. Information from sources is presented without interpretation or evaluation.
Integrative and applied learning	Makes insightful connections across disciplines and perspectives. Draws conclusions by combining examples, facts, theories or methodologies from more than one field of study to arrive at a sophisticated interdisciplinary understanding.	Makes connections across disciplines and perspectives by independently combining examples, facts, theories, or methodologies from more than one field of study.	When prompted, connects examples, facts, or theories across disciplines and perspectives. May not show a strong understanding of how methodologies differ across fields of study or could be applied in a new situation.	When prompted, presents examples, facts, or theories representing different disciplines and perspectives. Shows a limited interdisciplinary understanding.
Quantitative methods	Uses quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful and carefully-qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data for basic judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data for tentative judgments; hesitates to draw conclusions from this work.