

Humanities Disposition Study

Fall 2018

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Beginning fall 2016 the Humanities Department included a series of disposition questions at the end of the pre- and post-tests designed to measure student point of view on varying topics associated with the course. All of the questions are ordinal in nature with response options of “Strongly Agree”, “Agree”, “Neutral”, “Disagree”, and “Strongly Disagree”, and are aligned with other courses within the discipline (e.g., HUM 2211 and HUM 2250). Further, some disposition questions align with other courses within the Humanities Department. This report will focus on cross-discipline comparisons of disposition questions.

The Humanities courses undergoing assessment for fall 2018, ARH 1000, HUM 2211, 2235, 2250, MUL 1010, PHI 2010, 2103, 2600, and REL 2300, included common questions that overlap in some areas. Table 1 below lists each disposition prompt (and associated learning outcome) along with which courses include that question.

		ARH 1000	HUM 2211	HUM 2235	HUM 2250	MUL 1010	PHI 2010	PHI 2103	PHI 2600	REL 2300
Engage with the course material on a personal level.										
Q1	I often continue to think about ideas or issues covered in my classes after my instructor is finished with them.	X				X	X	X	X	X
Q2	I often feel that ideas or concepts that I study in my classes are relevant to my own life.	X				X	X	X	X	X
Q3	I allow what I learn in class to impact how I see the world.	X				X	X	X	X	X
Display open-mindedness.										
Q4	I'm comfortable when different perspectives on an issue seem equally valid.	X	X	X	X					
Q5	I value more perspectives on an issue rather than fewer	X	X	X	X					
Q6	I am willing to change my mind based on new evidence.	X	X	X	X					
Q7	I consider it valuable to have my beliefs challenged occasionally.	X	X	X	X					
Demonstrate willingness to inhabit the position of another.										
Q8	Instead of focusing on what I think is wrong about what someone is saying or writing I prefer to try to understand how the ideas might make sense.	X					X	X	X	X
Q9	I feel like those who disagree with me make me look more seriously at perspectives I'd otherwise dismiss.	X					X	X	X	X
Q10	I feel that reading a text from the author's perspective is essential for understanding it.	X					X	X	X	X
Relate the course material to life outside the classroom.										
Q11	I like to see connections between course material and current events.	X	X	X	X	X	X	X	X	X
Q12	I often discuss ideas from my readings or classes with others outside of class (students, family members, co-workers, etc.)	X	X	X	X	X	X	X	X	X
Q13	I often find ways to relate ideas or concepts from my classes to something of interest to my friends.	X	X	X	X	X	X	X	X	X
Resist the urge for quick and easy answers.										
Q14	I'm ok feeling uncertain about ideas or issues.		X	X	X		X	X	X	
Q15	I don't think instructors should always give firm solutions to problems discussed in class.		X	X	X		X	X	X	
Q16	If an answer occurs to me right away, I still prefer to consider other possibilities.		X	X	X		X	X	X	
Seek knowledge independently.										
Q17	I often investigate ideas, issues, or concepts more deeply outside of my classes to learn more about them.					X				X
Q18	If something sparks my interest, I will look into it further on my own.					X				X
Q19	I don't believe knowledge is only valuable if it improves my grade.					X				X

Table 1. Organization of disposition questions by course.

Engage with the course material on a personal level

Results of changes in negative, neutral, and positive responses from pre-test to post-test for the first outcome “Engage with the course material on a personal level” shared by ARH 1000, MUL 1010, PHI 2010, 2103, 2600, and REL 2300 are shown in Figure 1 below. A brief on results are as follows:

- Question 1: 2/5 courses exhibit positive growth (REL 2300 is the largest at +7%)
 - 3/4 courses show agreement between fall 2017 and fall 2018 (no PHI 2103 data in fall 2018)
- Question 2: 3/5 courses exhibit positive growth (REL 2300 is the largest at +15%)
 - 2/4 courses show agreement between fall 2017 and fall 2018
- Question 3: 3/5 courses exhibit positive growth (PHI 2600 is the largest at +6%)
 - 4/4 courses show agreement between fall 2017 and fall 2018

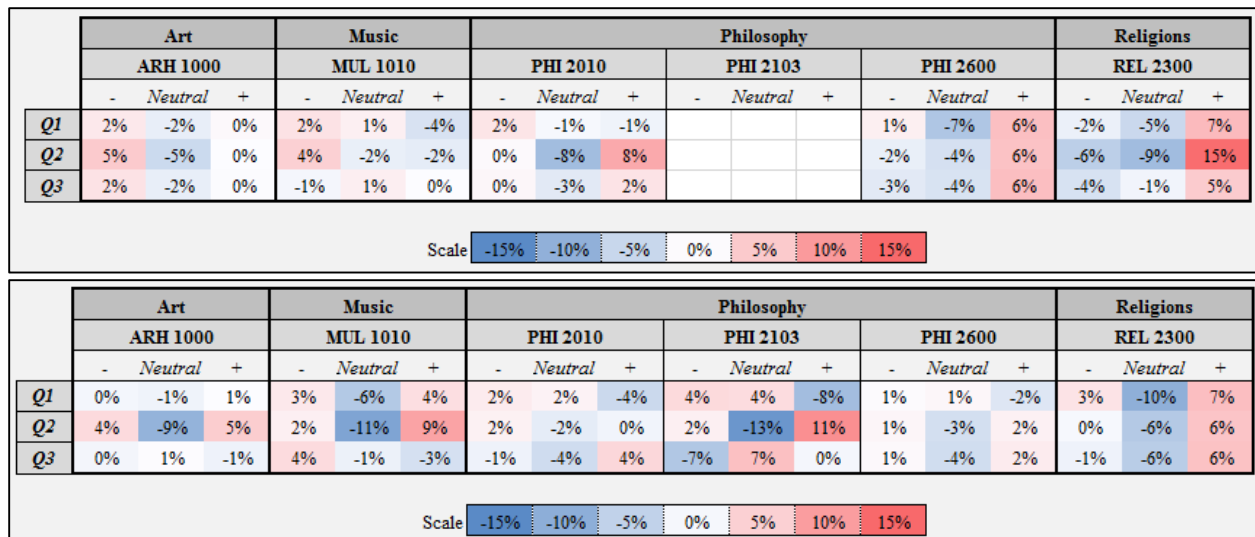


Figure 1. Comparison of responses to disposition “Engage with the course material on a personal level.” Questions from left to right reflects the ordinal options “Strongly Disagree” and “Disagree”, Neutral reflects “Neutral”, and + reflects “Agree”, and “Strongly Agree.” Top: Fall 2018. Bottom: Fall 2017.

Display open-mindedness

Results of changes in negative, neutral, and positive responses from pre-test to post-test for the second outcome “Display open-mindedness.” shared by ARH 1000, HUM 2211, 2235, and 2250 are shown in Figure 2 below. A brief on results are as follows:

- Question 4: 1/4 courses exhibit positive growth (HUM 2235 is the largest at +5%)
 - 1/3 courses show agreement between fall 2017 and fall 2018
- Question 5: 3/4 courses exhibit positive growth (HUM 2250 is the largest at +10%)
 - 2/3 courses show agreement between fall 2017 and fall 2018
- Question 6: 1/4 courses exhibit positive growth (HUM 2250 is the largest at +3%)
 - 0/3 courses show agreement between fall 2017 and fall 2018

- Question 7: 1/4 courses exhibit positive growth (HUM 2235 is the largest at +13%)
 - 0/3 courses show agreement between fall 2017 and fall 2018

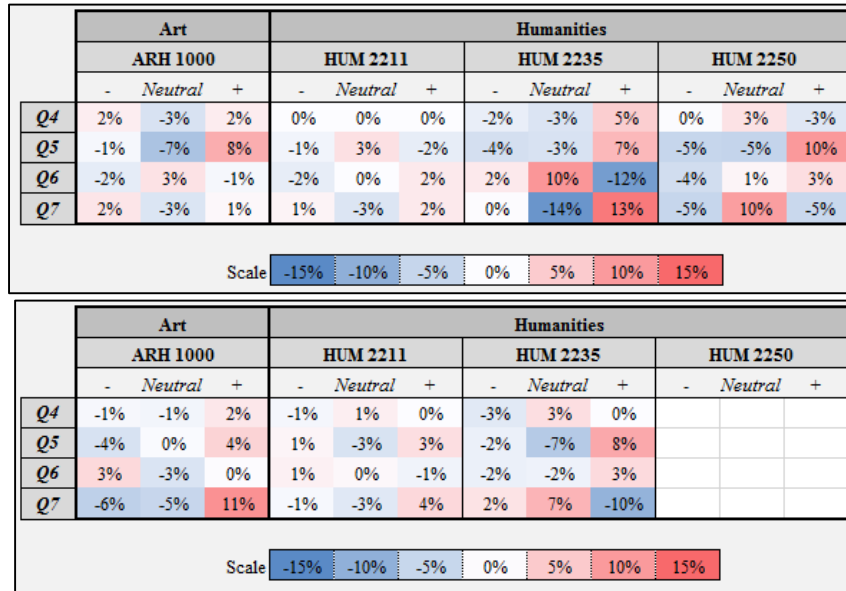


Figure 2. Comparison of responses to disposition “Display open-mindedness.” Questions from left to right reflects the ordinal options “Strongly Disagree” and “Disagree”, Neutral reflects “Neutral”, and + reflects “Agree”, and “Strongly Agree.” Top: Fall 2018. Bottom: Fall 2017.

Demonstrate willingness to inhabit the position of another

Results of changes in negative, neutral, and positive responses from pre-test to post-test for the third outcome “Demonstrate willingness to inhabit the position of another.” shared by ARH 1000, PHI 2010, 2103, 2600, and REL 2300 are shown in Figure 3 below. A brief on results are as follows:

- Question 8: 4/4 courses exhibit positive growth (REL 2300 is the largest at +8%)
 - 2/4 courses show agreement between fall 2017 and fall 2018
- Question 9: 4/4 courses exhibit positive growth (ARH 1000 is the largest at +8%)
 - 4/4 courses show agreement between fall 2017 and fall 2018
- Question 10: 0/4 courses exhibit positive growth
 - 1/4 courses show agreement between fall 2017 and fall 2018

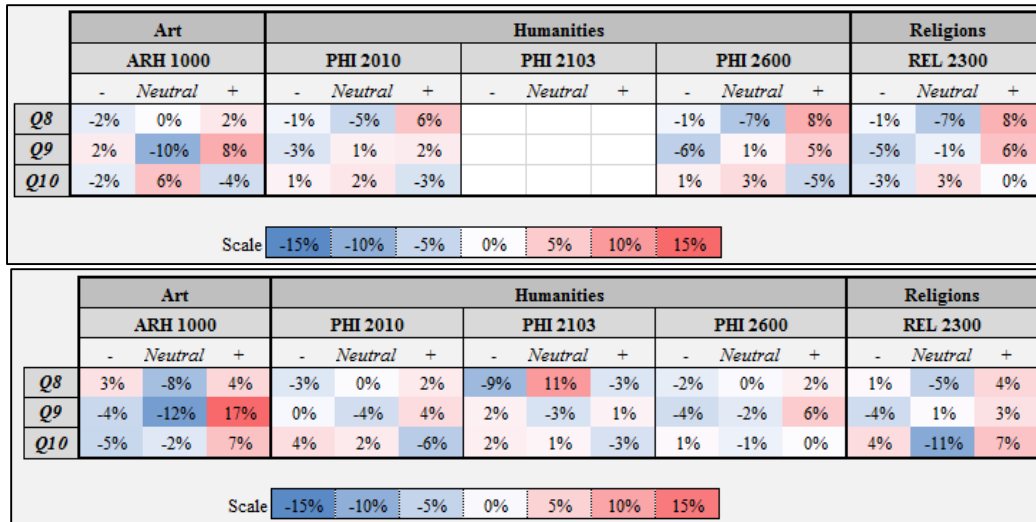


Figure 3. Comparison of responses to disposition “Display open-mindedness.” Questions from left to right reflects the ordinal options “Strongly Disagree” and “Disagree”, Neutral reflects “Neutral”, and + reflects “Agree”, and “Strongly Agree.” Top: Fall 2018. Bottom: Fall 2017.

Relate the course material to life outside the classroom

Results of changes in negative, neutral, and positive responses from pre-test to post-test for the fourth outcome “Relate the course material to life outside the classroom.” shared by all humanities courses are shown in Figure 4 below. A brief on results are as follows:

- Question 11: 5/8 courses exhibit positive growth (HUM 2211 is the largest at +12%)
 - 5/7 courses show agreement between fall 2017 and fall 2018
- Question 12: 6/8 courses exhibit positive growth (REL 2300 is the largest at +9%)
 - 2/7 courses show agreement between fall 2017 and fall 2018
- Question 13: 7/8 courses exhibit positive growth (REL 2300 is the largest at +16%)
 - 4/7 courses show agreement between fall 2017 and fall 2018

	Art			Humanities						Music			Humanities						Religions								
	ARH 1000			HUM 2211			HUM 2235			HUM 2250			MUL 1010			PHI 2010		PHI 2103		PHI 2600		REL 2300					
	-	Neutral	+	-	Neutral	+	-	Neutral	+	-	Neutral	+	-	Neutral	+	-	Neutral	+	-	Neutral	+	-	Neutral	+			
Q11	-4%	3%	1%	-2%	-10%	12%	6%	-14%	8%	0%	-8%	8%	3%	-6%	3%	0%	-2%	2%				0%	0%	0%	1%	-8%	7%
Q12	-2%	9%	-8%	7%	-7%	0%	12%	-19%	7%	-3%	-4%	7%	0%	-8%	8%	-1%	-4%	5%				-1%	-1%	2%	1%	-10%	9%
Q13	0%	5%	-5%	1%	-7%	7%	-3%	-4%	7%	-1%	-5%	7%	-5%	-8%	12%	0%	-11%	11%				-2%	-12%	14%	-4%	-12%	16%

Scale: -15% -10% -5% 0% 5% 10% 15%

Figure 4. Comparison of responses to disposition “Display open-mindedness.” Questions from left to right reflects the ordinal options “Strongly Disagree” and “Disagree”, Neutral reflects “Neutral”, and + reflects “Agree”, and “Strongly Agree.” Top: Fall 2018. Bottom: Fall 2017.

Resist the urge for quick and easy answers

Results of changes in negative, neutral, and positive responses from pre-test to post-test for the fourth outcome “Resist the urge for quick and easy answers.” shared by HUM 2211, 2235, 2250, PHI 2010, 2103, and 2600 are shown in Figure 5 below. A brief on results are as follows:

- Question 14: 5/5 courses exhibit positive growth (HUM 2235 is the largest at +12%)
 - 3/4 courses show agreement between fall 2017 and fall 2018
- Question 15: 5/5 courses exhibit positive growth (PHI 2600 is the largest at +11%)
 - 2/4 courses show agreement between fall 2017 and fall 2018
- Question 16: 2/5 courses exhibit positive growth (HUM 2250 is the largest at +4%)
 - 3/4 courses show agreement between fall 2017 and fall 2018

	Humanities									Humanities								
	HUM 2211			HUM 2235			HUM 2250			PHI 2010			PHI 2103			PHI 2600		
	-	Neutral	+	-	Neutral	+	-	Neutral	+	-	Neutral	+	-	Neutral	+	-	Neutral	+
Q14	-1%	-6%	7%	-4%	-8%	12%	-8%	5%	3%	-5%	-2%	7%				0%	-4%	5%
Q15	4%	-5%	1%	-9%	3%	6%	0%	-5%	5%	2%	-6%	4%				-2%	-9%	11%
Q16	-1%	-2%	3%	3%	10%	-13%	-7%	3%	4%	-1%	2%	-1%				-2%	1%	1%

Scale: -15% -10% -5% 0% 5% 10% 15%

Figure 5. Comparison of responses to disposition “Display open-mindedness.” Questions from left to right reflects the ordinal options “Strongly Disagree” and “Disagree”, Neutral reflects “Neutral”, and + reflects “Agree”, and “Strongly Agree.” Top: Fall 2018. Bottom: Fall 2017.

Seek knowledge independently

Results of changes in negative, neutral, and positive responses from pre-test to post-test for the fourth outcome “Seek knowledge independently.” shared by MUL 1010 and REL 2300 are shown in Figure 6 below. A brief on results are as follows:

- Question 17: 1/2 courses exhibit positive growth
 - 1/2 courses show agreement between fall 2017 and fall 2018
- Question 18: 0/2 courses exhibit positive growth
 - 1/2 courses show agreement between fall 2017 and fall 2018
- Question 19: 1/2 courses exhibit positive growth
 - 1/2 courses show agreement between fall 2017 and fall 2018

	MUL 1010			REL 2300		
	-	Neutral	+	-	Neutral	+
	Q17	2%	-8%	6%	3%	-4%
Q18	3%	-2%	-2%	0%	2%	-2%
Q19	1%	-1%	1%	-2%	-4%	6%

-15%	-10%	-5%	5%	10%	15%
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	MUL 1010			REL 2300		
	-	Neutral	+	-	Neutral	+
	Q17	-5%	-7%	12%	-2%	-5%
Q18	2%	2%	-5%	-1%	-3%	3%
Q19	-2%	-1%	3%	0%	-5%	5%

-15%	-10%	-5%	5%	10%	15%
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Figure 6. Comparison of responses to disposition “Display open-mindedness.” Questions from left to right reflects the ordinal options “Strongly Disagree” and “Disagree”, Neutral reflects “Neutral”, and + reflects “Agree”, and “Strongly Agree.” Top: Fall 2018. Bottom: Fall 2017.

Summation

Table 2 below lists each disposition prompt (and associated learning outcome), and the “Positive response” change (e.g., increase/decrease in “Agree” or “Strongly Agree”). Of the 88 disposition offerings over all courses (normally 100 but PHI 2103 was not offered), 44% exhibit 5% positive response increase or higher (up from 32% in fall 2017 and 21% in fall 2016). These changes are likely a result of amplified responses due to revisions made on negatively worded questions in the fall 2016 version of the survey (Roszkowski and Soven, 2010).

		ARH 1000	HUM 2211	HUM 2235	HUM 2250	MUL 1010	PHI 2010	PHI 2103	PHI 2600	REL 2300
<i>Engage with the course material on a personal level.</i>										
Q1	I often continue to think about ideas or issues covered in my classes after my instructor is finished with them.	0.2%				-3.5%	-1.4%	X	6.1%	6.6%
Q2	I often feel that ideas or concepts that I study in my classes are relevant to my own life.	-0.3%				-2.4%	8.3%	X	5.8%	14.7%
Q3	I allow what I learn in class to impact how I see the world.	-0.3%				-0.3%	2.3%	X	6.2%	4.8%
<i>Display open-mindedness.</i>										
Q4	I'm comfortable when different perspectives on an issue seem equally valid.	1.7%	0.0%	4.8%	-2.6%					
Q5	I value more perspectives on an issue rather than fewer	8.1%	-1.9%	7.0%	10.2%					
Q6	I am willing to change my mind based on new evidence.	-0.6%	1.9%	-12.4%	3.1%					
Q7	I consider it valuable to have my beliefs challenged occasionally.	0.6%	1.9%	13.4%	-4.7%					
<i>Demonstrate willingness to inhabit the position of another.</i>										
Q8	Instead of focusing on what I think is wrong about what someone is saying or writing I prefer to try to understand how the ideas might make sense.	2.0%					5.7%	X	8.0%	7.5%
Q9	I feel like those who disagree with me make me look more seriously at perspectives I'd otherwise dismiss.	8.2%					1.8%	X	4.8%	6.0%
Q10	I feel that reading a text from the author's perspective is essential for understanding it.	-3.9%					-3.3%	X	-4.8%	-0.1%
<i>Relate the course material to life outside the classroom.</i>										
Q11	I like to see connections between course material and current events.	0.6%	11.5%	8.1%	7.9%	3.5%	2.2%	X	0.1%	6.8%
Q12	I often discuss ideas from my readings or classes with others outside of class (students, family members, co-workers, etc.)	-7.7%	0.0%	7.4%	7.2%	7.7%	5.4%	X	2.1%	9.1%
Q13	I often find ways to relate ideas or concepts from my classes to something of interest to my friends.	-4.6%	6.5%	6.8%	6.6%	12.4%	10.8%	X	13.7%	15.7%
<i>Resist the urge for quick and easy answers.</i>										
Q14	I'm ok feeling uncertain about ideas or issues.		7.2%	12.4%	3.0%		7.0%	X	4.5%	
Q15	I don't think instructors should always give firm solutions to problems discussed in class.		1.3%	6.2%	5.2%		4.4%	X	11.2%	
Q16	If an answer occurs to me right away, I still prefer to consider other possibilities.		3.1%	-13.2%	4.4%		-1.1%	X	0.8%	
<i>Seek knowledge independently.</i>										
Q17	I often investigate ideas, issues, or concepts more deeply outside of my classes to learn more about them.					6.1%				1.5%
Q18	If something sparks my interest, I will look into it further on my own.					-1.7%				-2.1%
Q19	I don't believe knowledge is only valuable if it improves my grade.					0.6%				6.1%

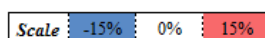


Table 2. Organization of disposition questions by course with positive response changes.

References

Roszkowski, M. J. and Soven, M. 2010. Shifting gears: Consequences of including two negatively worded items in the middle of a positively worded questionnaire. *Assessment & Evaluation in Higher Education*, 35(1), 113-130.