

General Education Student Learning Report (rev. 7/15)

Fall 2022 – Spring 2023

Department of English & Humanities

PART 1

Degree Program Mission and Student Learning Outcomes

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

RSU Mission	General Education Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	General Education at Rogers State University provides a broad foundation of intellectual skills, knowledge, and perspectives to enable students across the University to achieve professional and personal goals in a dynamic local or global society.
RSU Commitments	General Education Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning, and critical and creative thinking.	<ol style="list-style-type: none">1) Think critically and creatively.2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.3) Use written, oral, and visual communication effectively.4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	<ol style="list-style-type: none">1) Think critically and creatively.2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.3) Use written, oral, and visual communication effectively.4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

RSU Mission	General Education Mission
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.	
To provide university-wide student services, activities, and resources that complement academic programs.	
To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.	
To promote and encourage student, faculty, staff, and community interaction in a positive academic climate that creates opportunities for cultural, intellectual, and personal enrichment for the university and the communities it serves.	

PART 2

Discussion of Instructional Changes Resulting from 2021-2022 General Education Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's General Education SLR, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
"No changes were planned or implemented."	NA	"No changes were planned or implemented."

PART 3

Discussion of the University Assessment Committee's 2021-2022 Peer Review Report

List or accurately summarize all feedback and recommendations, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes	Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes Not Implemented
No peer review occurred.	NA	No peer review occurred.

PART 4

Evidence and Analysis of Student Learning Outcomes

The five University-wide General Education Student Learning Outcomes (SLOs) are listed below. For each SLO, indicate the General Education courses being assessed, and provide a brief narrative of the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw any relevant conclusions related to strengths and weaknesses of their performance. Finally, indicate whether the performance measure was met or not.

SLO #1: THINK CRITICALLY AND CREATIVELY

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
ENGL 1113 Composition I	Students will summarize and evaluate an article .	At least 70% of students who submit the assignment will score 70% or higher, based on rubrics developed by the English Faculty.	Data from all students completing the course were taken into account. Individual faculty members reported grades on summaries to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty.	570 Total students assessed	462 of 570 students (81%) met the performance standard.	Students across learning platforms performed met this standard. Students in the on-ground sections did significantly better than their online peers. Goal met.	Y
	The summary assignment will require a minimum of two documented quotes. The evaluation assignment will require demonstration of critical thinking and observation.				On-ground results: 380 of 453 students (84%) met the performance standard. Online results: 82 of 117 online students (70%) met the performance standard. Blended: 14 of 15 students in the blended class (93%) met the performance standard.		
ENGL 1113 Composition I	Students will take a	At least 70% of students who take the exam	Individual faculty members reported grades	492 Total students assessed	341 of 492 students (69%) met the performance standard.	We had an extremely rough roll out of the new digital platform, which is where the post-test is located, as outlined in the	N

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
	<p>post-test that requires them to analyze written communication.</p> <p>These tests require them to demonstrate careful reading skills, comprehension skills and critical thinking skills, as well as knowledge about documentation requirements and guidelines.</p>	will score 70% or higher, based on a rubric developed by the English Faculty.	on post-tests to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty.		<p>On-ground results: 275 of 399 students (69%) met this standard.</p> <p>Online results: 66 of 93 students (71%) met this standard.</p> <p>Blended: 9 of 15 (60%) students in the blended course met this standard.</p>	<p>narrative in Part 4. There were issues between the publishers and the bookstore and we were given conflicting instructions on how the text would be purchased and accessed. We spent much of this academic year trying to navigate confusion from both students and faculty. There was a huge learning curve as faculty moved to this digital platform at the same time we were learning a new LMS. The result of this is that many students did not purchase their text, especially in the Spring Semester. These low results are certainly in part due to fewer students taking the tests. Beyond that, however, it is possible that these new tests are more vigorous than the old, outmoded paper tests we have been giving for decades. We will need to see more data to draw any conclusions.</p>	
ENGL 1213 Composition II	<p>Students will summarize and evaluate an article.</p> <p>The summary assignment will require a minimum of two documented quotes. The evaluation assignment will require demonstration of critical</p>	<p>At least 70% of students who submit the assignment will score 70% or higher, based on a rubric developed by the English Faculty.</p>	<p>Data from all students completing the course were taken into account. Individual faculty members reported grades on tests to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty</p>	593 Total students assessed	<p>499 of 593 students (84%) met the performance standard.</p> <p>On-ground results: 382 of 424 students (90%) met this standard.</p> <p>Online results 117 of 169 students (69%) met this standard.</p> <p>No blended sections taught.</p>	<p>The on-ground population did very well on this performance standard, scoring much higher than their online peers. This is the second year in a row that this is the case.</p> <p>Curiously, the online students scored higher on the research assessment, which in theory is more difficult. Perhaps they learned from mistakes made on the smaller mor focused analyses.</p>	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
	thinking and observation.		coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty.				
ENGL 1213 Composition II	Students will take a post-test that requires them to analyze written communication. These tests require them to demonstrate careful reading skills, comprehension skills and critical thinking skills, as well as knowledge about documentation requirements and guidelines.	At least 70% of students who take the exam will score 70% or higher, based on a rubric developed by the English Faculty.	Data from all students completing the course were taken into account. Individual faculty members reported grades on tests to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty.	507 Total students assessed	259 of 507 students (51%) met the performance standard. On-ground results: 190 of 344 students (55%) met this standard. Online results: 69 of 163 students (42%) met this standard. No blended sections taught.	We had an extremely rough roll out of the new digital platform, which is where the post-test is located, as outlined in the narrative in Part 4. There were issues between the publishers and the bookstore and we were given conflicting instructions on how the text would be purchased and accessed. We spent much of this academic year trying to navigate confusion from both students and faculty. There was a huge learning curve as faculty moved to this digital platform at the same time we were learning a new LMS. The result of this is that many students did not purchase their text, especially in the Spring Semester. These low results are certainly in part due to fewer students taking the tests. Beyond that, however, it is possible that these new tests are more rigorous than the old, outmoded paper tests we have been giving for decades. We will need to see more data to draw any conclusions.	N
ENGL 2613 Introduction to Literature	Students will submit a creative project responding to some literary	At least 70% of students who submit the creative project will score 70% or higher,	No data, no sampling.	ENGL 2613 (Introduction to Literature) was not taught in AY 2022-2023 because it failed		None	N/A

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
	work, theme, or text demonstrating generally basic content knowledge of the humanities and in particular critical and creative thinking.	based on a rubric developed by the English Faculty.		to make. No data can be provided for this assessment measure.			
HUM 2113 Humanities I	Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. Individual instructors may use more specific prompts for “diverse forces.”	At least 70% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	137 total students assessed Students per category: Summer 2022 14 FT OL Fall 2022 33 FT OG 33 FT OL 9 PT B 75 Total Spring 2023 21 FT OG 21 FT OL 6 PT B 48 Total	101 of 137 students (73.72%) met the performance standard Students per category: Summer 2022 8 FT OL 57.14% Fall 2022 31 FT OG 93.94% 16 FT OL 48.48% 9 PT B 100% 56 Total 74.67% Spring 2023 18 FT OG 85.71% 14 FT OL 66.67% 5 PT B 83.33% 37 Total 77.08%	Total students surpassed the performance standard by 3.72%. Instructor Status Aggregated Results FT 87 of 122 71.31% PT 14 of 15 93.34% Delivery Mode Aggregated Results OG 49 of 54 90.74% OL 38 of 68 55.88% B 14 of 15 93.34% Instructor Status & Delivery Aggregated FT OG 49 of 54 90.74% FT OL 38 of 68 55.88% PT B 14 of 15 93.34% Although total students met the standard, OL students, even when taught by FT instructors, performed poorly, underperforming the standard by 14.12%. These results suggest that OG in-class engagement, especially with no Covid excuse, remains crucial for student learning.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
HUM 2223 Humanities II	Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. Individual instructors may use more specific prompts for “diverse forces.”	At least 70% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	99 total students assessed.	76 of 99 students (76.77%) met the performance standard.	Total students surpassed the performance standard by 6.77%.	Y
				Instructor Status Aggregated Results			
				FT	63 of 86	73.26%	
				PT	13 of 13	100%	
				Delivery Mode Aggregated Results			
				OG	25 of 28	89.29%	
				OL	38 of 58	65.51%	
				B	13 of 13	100%	
				Instructor Status & Delivery Aggregated			
				FT	OG	25 of 28	
FT	OL	38 of 58	65.51%				
PT	B	13 of 13	100%				
					Although total students met the standard, OL students underperformed by 4.49%.		
HUM 3633 Comparative Religion	Students will complete two essay exams , demonstrating basic content knowledge of the relevant cultures. The two exams are in-class essay exams, one midway through the	At least 70% of students who take the two essay exams will score 70% or higher.	Data from all students who took both exams are included.	16 total students assessed.	11 of 16 students (68.8%) met the performance standard.	Results lower than in years past. Interestingly all sixteen students achieved 70% on at least one of the two exams. Several students seemed completely unprepared for the midterm exam (despite multiple warnings and clear instructions). They did much better on the final exam.	N
				On-Ground	0		
				Online	17 Summer 2023		

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
	course and the other at the conclusion of the semester.						
LANG 1113 Foundations of World Languages	Students will complete workbook assignment and dictionary assignments that require focus on changes in the English language as well as investigation of etymologies.	At least 70% of students who submit the assignments will score 70% or higher.	Students from two online sections are included in the sample (Fall 2022 and Spring 2023)	25 students assessed	23 of 25 students (92%) met the standard	Although these assignments do an adequate job of measuring the learning objects, students are required to submit their assignments either handwritten or as a typewritten attachment. The instructor plans to revise the submission guidelines to take advantage of the tools in the newly adopted LMS.	Y
LANG 1113 Foundations of World Languages	Students will complete a comprehensive mid-term examination.	At least 70% of students who take the midterm will score 70% or higher.	Students from two online sections are included in the sample (Fall 2022 and Spring 2023)	25 students assessed	25 of 25 students (100%) met the standard	An unusually high percentage of students met the performance standard. Efforts will be made next academic year to revise the midterm to ensure that it is sufficiently rigorous.	Y
LANG 1113 Foundations of World Languages	Students will complete a comprehensive final exam.	At least 70% of students who take the final will score 70% or higher.	Students from two online sections are included in the sample (Fall 2022 and Spring 2023)	25 students assessed	25 of 25 students (100%) met the standard	As with the midterm, an unusually high percentage of students met the final's performance standard. Efforts will be made next academic year to revise the exam to ensure that it is sufficiently rigorous.	Y

SLO #2: ACQUIRE, ANALYZE, & EVALUATE KNOWLEDGE OF HUMAN CULTURES & THE PHYSICAL & NATURAL WORLD

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
HUM 2113 Humanities I	Students will take a comprehensive final exam on content knowledge of the humanities.	At least 70% of students who take the final exam will score 70% or higher.	Data from all students who took the final exam are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	147 total students assessed Students per category: Summer 2022 16 FT OL Fall 2022 36 FT OG 33 FT OL 9 PT B 78 Total Spring 2023 23 FT OG 22 FT OL 8 PT B 53 Total	133 of 147 students (90.48%) met the performance standard Students per category: Summer 2022 14 FT OL 87.5% Fall 2022 35 FT OG 97.22% 30 FT OL 90.91% 8 PT B 88.89% 73 Total 93.59% Spring 2023 19 FT OG 82.61% 21 FT OL 95.45% 6 PT B 75% 46 Total 86.79%	Total students surpassed the performance standard by over 20%. Instructor Status Aggregated Results FT 119 of 130 91.54% PT 14 of 17 82.35% Delivery Mode Aggregated Results OG 54 of 59 91.53% OL 65 of 71 91.55% B 14 of 17 82.35% Instructor Status & Delivery Aggregated FT OG 54 of 59 91.53% FT OL 65 of 71 91.55% PT B 14 of 17 82.35% Students taught by FT instructors, whether OG or OL, surpassed the performance standard by ~21.5%. Students taught by PT, B instructors also were very successful, surpassing the standard by 12.35%, but with a much smaller sample size--only 17 students vs. 130 FT instructor students.	Y
HUM 2223 Humanities II	Students will take a comprehensive final exam on content knowledge of the humanities.	At least 70% of students who take the final exam will score 70% or higher.	Data from all students who took the final exam are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs.	102 total students assessed Students per category: Summer 2022 No Sections	82 of 102 students (80.39%) met the performance standard Students per category: Summer 2022 No Sections	Total students surpassed the performance standard by 10.39%. Instructor Status Aggregated Results FT 71 of 86 82.56% PT 11 of 16 68.75% Delivery Mode Aggregated Results OG 24 of 29 82.76% OL 47 of 57 82.46%	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)																																																																																									
			Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	<table><tr><td colspan="3">Fall 2022</td></tr><tr><td>13</td><td>FT</td><td>OG</td></tr><tr><td>20</td><td>FT</td><td>OL</td></tr><tr><td>11</td><td>PT</td><td>B</td></tr><tr><td>44</td><td colspan="2">Total</td></tr><tr><td colspan="3">Spring 2023</td></tr><tr><td>16</td><td>FT</td><td>OG</td></tr><tr><td>37</td><td>FT</td><td>OL</td></tr><tr><td>5</td><td>PT</td><td>B</td></tr><tr><td>58</td><td colspan="2">Total</td></tr></table>	Fall 2022			13	FT	OG	20	FT	OL	11	PT	B	44	Total		Spring 2023			16	FT	OG	37	FT	OL	5	PT	B	58	Total		<table><tr><td colspan="4">Fall 2022</td></tr><tr><td>11</td><td>FT</td><td>OG</td><td>84.62%</td></tr><tr><td>15</td><td>FT</td><td>OL</td><td>75%</td></tr><tr><td>7</td><td>PT</td><td>B</td><td>63.64%</td></tr><tr><td>33</td><td colspan="2">Total</td><td>75%</td></tr><tr><td colspan="4">Spring 2023</td></tr><tr><td>13</td><td>FT</td><td>OG</td><td>81.25%</td></tr><tr><td>32</td><td>FT</td><td>OL</td><td>86.49%</td></tr><tr><td>4</td><td>PT</td><td>B</td><td>80%</td></tr><tr><td>49</td><td colspan="2">Total</td><td>84.48%</td></tr></table>	Fall 2022				11	FT	OG	84.62%	15	FT	OL	75%	7	PT	B	63.64%	33	Total		75%	Spring 2023				13	FT	OG	81.25%	32	FT	OL	86.49%	4	PT	B	80%	49	Total		84.48%	<table><tr><td>B</td><td>11 of 16</td><td>68.75%</td></tr></table> <table><tr><td colspan="4">Instructor Status & Delivery Aggregated</td></tr><tr><td>FT</td><td>OG</td><td>24 of 29</td><td>82.76%</td></tr><tr><td>FT</td><td>OL</td><td>47 of 57</td><td>82.46%</td></tr><tr><td>PT</td><td>B</td><td>11 of 16</td><td>68.75%</td></tr></table> Students taught by FT instructors, whether OG or OL, surpassed the performance standard by ~12.6%. Students taught by PT, B instructors underperformed by 1.25% --though with a much smaller sample size.	B	11 of 16	68.75%	Instructor Status & Delivery Aggregated				FT	OG	24 of 29	82.76%	FT	OL	47 of 57	82.46%	PT	B	11 of 16	68.75%	
Fall 2022																																																																																																
13	FT	OG																																																																																														
20	FT	OL																																																																																														
11	PT	B																																																																																														
44	Total																																																																																															
Spring 2023																																																																																																
16	FT	OG																																																																																														
37	FT	OL																																																																																														
5	PT	B																																																																																														
58	Total																																																																																															
Fall 2022																																																																																																
11	FT	OG	84.62%																																																																																													
15	FT	OL	75%																																																																																													
7	PT	B	63.64%																																																																																													
33	Total		75%																																																																																													
Spring 2023																																																																																																
13	FT	OG	81.25%																																																																																													
32	FT	OL	86.49%																																																																																													
4	PT	B	80%																																																																																													
49	Total		84.48%																																																																																													
B	11 of 16	68.75%																																																																																														
Instructor Status & Delivery Aggregated																																																																																																
FT	OG	24 of 29	82.76%																																																																																													
FT	OL	47 of 57	82.46%																																																																																													
PT	B	11 of 16	68.75%																																																																																													
PHIL 1113 Introduction to Philosophy	Students will take a comprehensive final exam , evaluating their retention and understanding of the problems and history of philosophy, broadly construed.	<u>Standard #1:</u> At least 50% of students who take the final exam will score 85% or higher. <u>Standard #2:</u> At least 85% of students who take the final exam will score 70% or higher.	Data from all students who took the final exam are included.	68 Total students assessed 5 sections: 2 On-Ground + 3 Online No Blended sections.	<u>Standard #1:</u> 49 of 68 students (72%) met the performance standard. On-Ground 20 of 27 (74%) Online 29 of 41 (70%) <u>Standard #2:</u> 66 of 68 students (97%) met the performance standard. On-ground 26 of 27 (96%)	Students performed well on the final exam. Daily reading quizzes and class discussion were contributing factors.	Y For Standard #1 Y For Standard #2																																																																																									

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
					Online 40 of 41 (98%)		
PHIL 1313 Values and Ethics	Students will take a comprehensive final exam , evaluating their retention and understanding of the problems and history of ethics.	<u>Standard #1:</u> At least 50% of students who take the final exam will score 85% or higher. <u>Standard #2:</u> At least 85% of students who take the final exam will score 70% or higher.	Data from all students who took the final exam are included.	13 Total students assessed 1 On-Ground section. No Online or Blended sections.	<u>Standard #1:</u> 13 of 13 students (100%) met the performance standard. <u>Standard #2:</u> 13 of 13 students (100%) met the performance standard.	Students performed well on the final exam. Daily reading quizzes and class discussion were contributing factors.	Y For Standard #1 Y For Standard #2

SLO #3: USE WRITTEN, ORAL, AND VISUAL COMMUNICATION EFFECTIVELY

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
ENGL 1113 Composition I	Students will write a short, researched essay/body section of an essay , using one or more forms of standard	At least 70% of students who submit the assignment will score 70% or higher, using a rubric	Data from all students completing the course were taken into account. Individual faculty members	584 Total students assessed	453 of 584 students (78%) met the performance standard. On-ground results: 368 of 467 students (79%) met this standard.	Students across all delivery modes did well on this assessment. This is a strong result since research is just introduced in Comp I with Comp II focusing more fully on the researched paper.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
	documentation, such as MLA, APA, etc.	developed by the English Faculty.	<p>reported grades on essays to the writing faculty coordinator.</p> <p>Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty.</p> <p>All data and results were reported to the assessment coordinator.</p>		<p>Online results: 85 of 117 students (73%) met this standard.</p> <p>15 of 15 students in the blended course met this standard.</p>		
ENGL 1113 Composition I	Students will write a well-developed, well-supported 400-1000 word expository essay , using a writing process, including pre-writing, planning, organizing, drafting, revising and editing.	At least 70% of students who submit the assignment will score 70% or higher, using a rubric developed by the English Faculty.	Data from all students completing the course were taken into account.	630 Total students assessed	516 of 630 students (82%) met the performance standard.	Students across learning platforms performed particularly well on these assignments.	Y
		A successfully structured	Individual faculty members reported grades on essays to the writing faculty coordinator. Collated results were examined		<p>On-ground results: 413 of 513 students (81%) met this standard.</p> <p>Online results: 103 of 117 students (88%) met this standard.</p> <p>Blended: 14 of 15 (93%) students in the blended course met the standard.</p>		

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
		formal essay will contain a coherent thesis statement and a minimal amount of grammatical and mechanical errors.	and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator.				
ENGL 1113 Composition I	Students will take one timed Comp I essay test (50 minutes, minimum and 75 minutes maximum).	At least 70% of students who submit the	Data from all students completing the course were	547 Total students assessed	446 of 547 students (82%) met the performance standard.	Students across learning platforms performed particularly well on these assignments. The Department of English and Humanities is meeting its General Education goals in this category.	Y
		assignment will score 70% or higher. Essay test questions/ subjects will require students to demonstrate skill with essay structure,	taken into account. Individual faculty members reported grades on post-tests to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty		On-ground results: 365 of 443 students (82%) met this standard. Online results: 81 of 104 students (78%) met this standard. Blended: 13 of 15 (87%) students in the blended class met this standard.		
		coherence, and clarity of thought.	coordinator and shared with the writing faculty committee, consisting of all				

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
			<p>full-time English Faculty.</p> <p>All data and results were reported to the assessment coordinator.</p>				
ENGL 1213 Composition II	<p>Students will write a well-developed, well-supported answer to an essay question.</p>	At least 70% of students who submit the	Data from all students completing the course were	574 Total students assessed	494 of 574 students (86%) met the performance standard.	Students across delivery modes met the performance standard. There is a marked difference in the performances of the on-ground and online populations, however.	Y
		assignment will score 70% or higher, based on a rubric developed by the English Faculty.	taken into account.		<p>On-ground results: 383 of 421 students (91%) met this standard.</p> <p>Online results: 111 of 153 students (73%) met this standard.</p> <p>No blended sections taught.</p>		
		A successfully structured formal essay will contain a coherent topic sentence, support, and few grammatical and mechanical errors.	<p>Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty.</p> <p>All data and results were reported to the</p>				

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)			
			assessment coordinator.							
ENGL 1213 Composition II	Students will write a researched essay , using one or more forms of standard documentation, such as MLA, APA, etc.	At least 70% of students who submit the assignment will score 70% or higher, based on a rubric developed by the English Faculty.	Data from all students completing the course are included. Individual faculty members reported results to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator.	589 Total students assessed	515 of 589 students (87%) met the performance standard. On-ground results: 376 of 418 students (90%) met this standard. Online results: 139 of 171 students (81%) met this standard. No blended sections taught.	Students across all delivery modes met this performance standard. Successful documented writing is a primary objective of Comp II, so this is a positive result.	Y			
HUM 2113 Humanities I	Students will complete an in-class presentation displaying	At least 70% of students who present will score 70%	Data from all students who presented are included.	35 total students assessed.	32 of 35 students (91.43%) met the performance standard.	Total students surpassed the performance standard by 21.43%.	Y			
Instructor Status Aggregated Results										
				Students	Students	<table><tr><td>FT</td><td>19 of 21</td><td>90.48%</td></tr></table>	FT	19 of 21	90.48%	
FT	19 of 21	90.48%								

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)																																																																																							
	oral and visual communication skills, as well as creative and critical thinking. Online students will submit a video presentation.	or higher.	Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	per category: Summer 2022 <table><tr><td>12</td><td>FT</td><td>OL</td></tr></table> Fall 2022 <table><tr><td>0</td><td>FT</td><td>OG</td></tr><tr><td>9</td><td>FT</td><td>OL</td></tr><tr><td>8</td><td>PT</td><td>B</td></tr><tr><td>17</td><td colspan="2">Total</td></tr></table> Spring 2023 <table><tr><td>0</td><td>FT</td><td>OG</td></tr><tr><td>0</td><td>FT</td><td>OL</td></tr><tr><td>6</td><td>PT</td><td>B</td></tr><tr><td>6</td><td colspan="2">Total</td></tr></table>	12	FT	OL	0	FT	OG	9	FT	OL	8	PT	B	17	Total		0	FT	OG	0	FT	OL	6	PT	B	6	Total		per category: Summer 2022 <table><tr><td>11</td><td>FT</td><td>OL</td><td>91.67%</td></tr></table> Fall 2022 <table><tr><td>0</td><td>FT</td><td>OG</td><td>0%</td></tr><tr><td>8</td><td>FT</td><td>OL</td><td>88.89%</td></tr><tr><td>7</td><td>PT</td><td>B</td><td>87.5%</td></tr><tr><td>15</td><td colspan="2">Total</td><td>88.24%</td></tr></table> Spring 2023 <table><tr><td>0</td><td>FT</td><td>OG</td><td>0%</td></tr><tr><td>0</td><td>FT</td><td>OL</td><td>0%</td></tr><tr><td>6</td><td>PT</td><td>B</td><td>100%</td></tr><tr><td>6</td><td colspan="2">Total</td><td>100%</td></tr></table>	11	FT	OL	91.67%	0	FT	OG	0%	8	FT	OL	88.89%	7	PT	B	87.5%	15	Total		88.24%	0	FT	OG	0%	0	FT	OL	0%	6	PT	B	100%	6	Total		100%	<table><tr><td>PT</td><td>13 of 14</td><td>92.86%</td></tr></table> Delivery Mode Aggregated Results <table><tr><td>OG</td><td>0 of 0</td><td>0%</td></tr><tr><td>OL</td><td>19 of 21</td><td>90.48%</td></tr><tr><td>B</td><td>13 of 14</td><td>92.86%</td></tr></table> Instructor Status & Delivery Aggregated <table><tr><td>FT</td><td>OG</td><td>0 of 0</td><td>0%</td></tr><tr><td>FT</td><td>OL</td><td>19 of 21</td><td>90.48%</td></tr><tr><td>PT</td><td>B</td><td>13 of 14</td><td>92.86%</td></tr></table> Students performed very well, surpassing the standard by over 20%, regardless of instructor status or deliver mode. Nevertheless, sample sizes are small as FT instructors are experimenting with eliminating this assessment measure due to the aftereffects of changes during/due to Covid.	PT	13 of 14	92.86%	OG	0 of 0	0%	OL	19 of 21	90.48%	B	13 of 14	92.86%	FT	OG	0 of 0	0%	FT	OL	19 of 21	90.48%	PT	B	13 of 14	92.86%	
12	FT	OL																																																																																												
0	FT	OG																																																																																												
9	FT	OL																																																																																												
8	PT	B																																																																																												
17	Total																																																																																													
0	FT	OG																																																																																												
0	FT	OL																																																																																												
6	PT	B																																																																																												
6	Total																																																																																													
11	FT	OL	91.67%																																																																																											
0	FT	OG	0%																																																																																											
8	FT	OL	88.89%																																																																																											
7	PT	B	87.5%																																																																																											
15	Total		88.24%																																																																																											
0	FT	OG	0%																																																																																											
0	FT	OL	0%																																																																																											
6	PT	B	100%																																																																																											
6	Total		100%																																																																																											
PT	13 of 14	92.86%																																																																																												
OG	0 of 0	0%																																																																																												
OL	19 of 21	90.48%																																																																																												
B	13 of 14	92.86%																																																																																												
FT	OG	0 of 0	0%																																																																																											
FT	OL	19 of 21	90.48%																																																																																											
PT	B	13 of 14	92.86%																																																																																											
HUM 2223 Humanities II	Students will complete an in-class presentation displaying oral and visual communication skills, as well as creative and critical thinking. Online students will submit a video presentation.	At least 70% of students who present will score 70% or higher.	Data from all students who presented are included.	66 total students assessed.	56 of 66 students (84.85%) met the performance standard.	Total students surpassed the performance standard by 14.85%.	Y																																																																																							
			Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	Students per category: Summer 2022 <table><tr><td>No Sections</td></tr></table> Fall 2022 <table><tr><td>15</td><td>FT</td><td>OG</td></tr><tr><td>0</td><td>FT</td><td>OL</td></tr><tr><td>11</td><td>PT</td><td>B</td></tr><tr><td>26</td><td colspan="2">Total</td></tr></table> Spring 2023	No Sections	15	FT	OG	0	FT	OL	11	PT	B	26	Total		Students per category: Summer 2022 <table><tr><td>No Sections</td></tr></table> Fall 2022 <table><tr><td>15</td><td>FT</td><td>OG</td><td>100%</td></tr><tr><td>0</td><td>FT</td><td>OL</td><td>0%</td></tr><tr><td>8</td><td>PT</td><td>B</td><td>72.73%</td></tr><tr><td>23</td><td colspan="2">Total</td><td>88.46%</td></tr></table> Spring 2023	No Sections	15	FT	OG	100%	0	FT	OL	0%	8	PT	B	72.73%	23	Total		88.46%	 Instructor Status Aggregated Results <table><tr><td>FT</td><td>44 of 51</td><td>86.27%</td></tr><tr><td>PT</td><td>12 of 15</td><td>80%</td></tr></table> Delivery Mode Aggregated Results <table><tr><td>OG</td><td>30 of 30</td><td>100%</td></tr><tr><td>OL</td><td>14 of 21</td><td>66.67%</td></tr><tr><td>B</td><td>12 of 15</td><td>80%</td></tr></table> Instructor Status & Delivery Aggregated <table><tr><td>FT</td><td>OG</td><td>30 of 30</td><td>100%</td></tr><tr><td>FT</td><td>OL</td><td>14 of 21</td><td>66.67%</td></tr><tr><td>PT</td><td>B</td><td>12 of 15</td><td>80%</td></tr></table>	FT	44 of 51	86.27%	PT	12 of 15	80%	OG	30 of 30	100%	OL	14 of 21	66.67%	B	12 of 15	80%	FT	OG	30 of 30	100%	FT	OL	14 of 21	66.67%	PT	B	12 of 15	80%																															
No Sections																																																																																														
15	FT	OG																																																																																												
0	FT	OL																																																																																												
11	PT	B																																																																																												
26	Total																																																																																													
No Sections																																																																																														
15	FT	OG	100%																																																																																											
0	FT	OL	0%																																																																																											
8	PT	B	72.73%																																																																																											
23	Total		88.46%																																																																																											
FT	44 of 51	86.27%																																																																																												
PT	12 of 15	80%																																																																																												
OG	30 of 30	100%																																																																																												
OL	14 of 21	66.67%																																																																																												
B	12 of 15	80%																																																																																												
FT	OG	30 of 30	100%																																																																																											
FT	OL	14 of 21	66.67%																																																																																											
PT	B	12 of 15	80%																																																																																											

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)																												
				<table><tr><td>15</td><td>FT</td><td>OG</td></tr><tr><td>21</td><td>FT</td><td>OL</td></tr><tr><td>4</td><td>PT</td><td>B</td></tr><tr><td>40</td><td colspan="2">Total</td></tr></table>	15	FT	OG	21	FT	OL	4	PT	B	40	Total		<table><tr><td>15</td><td>FT</td><td>OG</td><td>100%</td></tr><tr><td>14</td><td>FT</td><td>OL</td><td>66.67%</td></tr><tr><td>4</td><td>PT</td><td>B</td><td>100%</td></tr><tr><td>33</td><td colspan="2">Total</td><td>82.5%</td></tr></table>	15	FT	OG	100%	14	FT	OL	66.67%	4	PT	B	100%	33	Total		82.5%	OG students performed very well, B students performed well, but OL students underperformed by 3.33%. Instructors are experimenting with eliminating this assessment measure due to aftereffects of changes during/due to Covid.	
15	FT	OG																																	
21	FT	OL																																	
4	PT	B																																	
40	Total																																		
15	FT	OG	100%																																
14	FT	OL	66.67%																																
4	PT	B	100%																																
33	Total		82.5%																																
PHIL 1113 Introduction to Philosophy	Students will write an essay in which they are asked to explore diverse ethical systems and problems taken from a variety of historical periods: ancient, medieval, and modern.	<u>Standard #1:</u> At least 50% of students who submit the essay will score 85% or higher. <u>Standard #2:</u> At least 85% of students who submit the essay will score 70% or higher. All essays were scored using a rubric.	Data from all students who submitted the essay are included in the sample.	68 Total students assessed 5 sections: 2 On-Ground + 3 Online No blended sections were taught.	<u>Standard #1:</u> 48 of 68 students (71%) met the performance standard. On-Ground 20 of 27 (74%) Online 28 of 41 (68%) <u>Standard #2:</u> 65 of 68 students (96%) met the performance standard. On-ground 26 of 27 (96%) Online 39 of 41 (95%)	Students from year to year continue to perform well on the rubric-graded essay. As a direct measure, the essay has proven an effective tool for measuring not only General Education outcomes, but also course objectives, which include comprehending the concepts and arguments utilized by philosophers and articulating and appraising possible solutions to core philosophical problems.	Y For Standard #1 Y For Standard #2																												
PHIL 1313 Values and Ethics	Students will write an essay in which they	<u>Standard #1:</u> At least 50%	Data from all students who	13 Total students assessed	<u>Standard #1:</u>	Students from year to year continue to perform well on the rubric-graded essay. As a direct measure, the essay has proven	Y For																												

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
	are asked to explore diverse ethical systems and problems taken from a variety of historical periods: ancient, medieval, and modern.	<p>of students who submit the essay will score 85% or higher.</p> <hr/> <p><u>Standard #2:</u> At least 85% of students who submit the essay will score 70% or higher.</p> <hr/> <p>All essays were scored using a rubric</p>	submitted the essay are included in the sample.	<hr/> <p>1 On-Ground section.</p> <hr/> <p>No Online or Blended sections.</p>	<p>13 of 13 students (100%) met the performance standard.</p> <hr/> <p><u>Standard #2:</u> 13 of 13 students (100%) met the performance standard.</p>	an effective tool for measuring not only General Education outcomes, but also course objectives, which include comprehending the concepts and arguments utilized by philosophers and articulating and appraising possible solutions to core philosophical problems.	<p>Standard #1</p> <hr/> <p>Y For Standard #2</p>
SPAN 1113 Beginning Spanish I	<p>Students will take a final examination that focuses on written and oral communication in Spanish.</p> <p>On this exam, students will be tested on their knowledge of the Spanish language and understanding of</p>	At least 70% of students who take the final exam will score 70% or higher.	All students in SPAN 1113 (online, and on-ground) who complete the class (i.e., those who do not drop, stop attending, or fail to take the final exam) are counted.	<p>137 Total students assessed (62 on-ground students, and 75 online students).</p> <p>These totals include sections offered during summer 2022, fall 2022, and spring 2023.</p>	<p>Overall result: 105 of 137 students (76.6%) met the performance standard.</p> <p>On-ground classes breakdown: 56 of 62 (90.3%) met the performance standard.</p> <p>Online classes breakdown:</p>	<p>Counting all students enrolled in SPAN1113 (online and on-ground), 76.6% of students met or exceeded the 70% performance standard on a timed exam that tested the technical mechanics of self-expression and communication in the Spanish language, as well as testing aspects of awareness of Hispanic cultures.</p> <p>As discussed in our previous year's report, the Spanish section implemented several changes to our McGraw-Hill Connect e-course materials format, which seem to have benefitted both online and on-ground students. As proposed in 2021-2022, these</p>	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
	Hispanic cultures.				49 of 75 (63.3%) met the performance standard.	changes included: 1) Increasing students attempts on quizzes to 2, instead of 1; and 2) adjusting settings on workbook and e-book assignments to allow for immediate feedback after submission, instead of the one-hour waiting period that had been in place previously. Although not proposed in last year's report, we also created a system of pre-tests for each end-of-chapter exam, and the final exam. Students are allowed unlimited attempts at these pre-tests in order to prepare for their high-stakes exams.	
					No blended courses were taught.	These changes have contributed to overall student success. Compared to the previous academic year, when we began using Connect for all Beginning Spanish I sections, the percentage of students who achieved the performance standard increased from 62.7% (2021-2022) to 76.6% (2022-2023)—an overall increase of 13.9%. Online student performance increased from 55.3% (2021-2022) to 65.3% (2022-2023). On-ground student performance saw an overall increase of 20% from 70.3% (2021-2022) to 90.3% (2022-2023). Spanish also saw an 8% increase in enrollment/retention over last year (110 students completed their Spanish I course in 2021-2022, and 137 in 2022-2023). Although on-ground students continue to outperform online students, the increase in overall performance is encouraging.	
						Whereas students had previously reported feeling overwhelmed at the end of the semester, and therefore were inclined to put forth minimum effort on the final exam, after implementing our pre-test exam preparation,	

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
						students have been much more likely to complete the final exam satisfactorily.	

SLO #4: DEVELOP AN INDIVIDUAL PERSPECTIVE ON THE HUMAN EXPERIENCE, & DEMONSTRATES AN UNDERSTANDING OF DIVERSE PERSPECTIVES & VALUES

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
ENGL 2613 Introduction to Literature	Students will take a final examination , in which they are expected to demonstrate, in particular, content knowledge of literature and, more generally, basic content knowledge of the humanities.	At least 70% of students who take the final exam will score 70% or higher, based on a rubric developed by the English Faculty.	Data from all students completing the course were taken into account. Individual faculty members reported grades on tests to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty. All data and results were	ENGL 2613 (Introduction to Literature) was not taught in AY 2022-2023 because it failed to make. No data can be provided for this assessment measure.		None	N/A

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
			reported to the assessment coordinator.				
ENGL 2613 Introduction to Literature	Students will write one literary analysis/ research paper , in which they are expected to demonstrate, in particular, content knowledge of literature and, more generally, basic content knowledge of the humanities.	At least 70% of students who submit the literary analysis/ research paper will score 70% or higher, based on a rubric developed by the English Faculty.	Data from all students completing the course were taken into account. Individual faculty members reported grades on papers to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator.	ENGL 2613 (Introduction to Literature) was not taught in AY 2022-2023 because it failed to make. No data can be provided for this assessment measure.		None	N/A
HUM 2113 Humanities I	Students will submit an essay	At least 70% of students who submit	Data from all students who submitted the	137 total students assessed.	101 of 137 students (73.72%) met the performance standard.	Total students surpassed the performance standard by 3.72%.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
	in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. Individual instructors may use more specific prompts for "diverse forces."	the essay will score 70% or higher.	essay are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	Students per category: Summer 2022 14 FT OL Fall 2022 33 FT OG 33 FT OL 9 PT B 75 Total Spring 2023 21 FT OG 21 FT OL 6 PT B 48 Total	Students per category: Summer 2022 8 FT OL 57.14% Fall 2022 31 FT OG 93.94% 16 FT OL 48.48% 9 PT B 100% 56 Total 74.67% Spring 2023 18 FT OG 85.71% 14 FT OL 66.67% 5 PT B 83.33% 37 Total 77.08%	Instructor Status Aggregated Results FT 87 of 122 71.31% PT 14 of 15 93.34% Delivery Mode Aggregated Results OG 49 of 54 90.74% OL 38 of 68 55.88% B 14 of 15 93.34% Instructor Status & Delivery Aggregated FT OG 49 of 54 90.74% FT OL 38 of 68 55.88% PT B 14 of 15 93.34% Although total students met the standard, OL students, even when taught by FT instructors, performed by far worst, underperforming the standard by 14.12%. These results suggest that OG in-class engagement, especially with no Covid excuse, remains crucial for student learning.	
HUM 2223 Humanities II	Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. Individual instructors	At least 70% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i>	99 total students assessed.	76 of 99 students (76.77%) met the performance standard.	Total students surpassed the performance standard by 6.77%. Instructor Status Aggregated Results FT 63 of 86 73.26% PT 13 of 13 100% Delivery Mode Aggregated Results OG 25 of 28 89.29% OL 38 of 58 65.51% B 13 of 13 100% Instructor Status & Delivery Aggregated FT OG 25 of 28 89.29% FT OL 38 of 58 65.51%	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions				H. Standards Met (Y/N)																													
	may use more specific prompts for “diverse forces.”		On-Ground = OG, Online = OL, Blended = B.	<div>Spring 2023</div> <table><tr><td>15</td><td>FT</td><td>OG</td></tr><tr><td>39</td><td>FT</td><td>OL</td></tr><tr><td>3</td><td>PT</td><td>B</td></tr><tr><td>57</td><td colspan="2">Total</td></tr></table>	15	FT	OG	39	FT	OL	3	PT	B	57	Total		<div>Spring 2023</div> <table><tr><td>12</td><td>FT</td><td>OG</td><td>80%</td></tr><tr><td>31</td><td>FT</td><td>OL</td><td>79.49%</td></tr><tr><td>3</td><td>PT</td><td>B</td><td>100%</td></tr><tr><td>46</td><td colspan="2">Total</td><td>80.7 %</td></tr></table>	12	FT	OG	80%	31	FT	OL	79.49%	3	PT	B	100%	46	Total		80.7 %	<table><tr><td>PT</td><td>B</td><td>13 of 13</td><td>100%</td></tr></table> <p>Although total students met the standard, OL students, even when taught by FT instructors, underperformed by 4.49%. These results suggest that OG in-class engagement, especially with no Covid excuse, remains crucial for student learning.</p>	PT	B	13 of 13	100%	
15	FT	OG																																					
39	FT	OL																																					
3	PT	B																																					
57	Total																																						
12	FT	OG	80%																																				
31	FT	OL	79.49%																																				
3	PT	B	100%																																				
46	Total		80.7 %																																				
PT	B	13 of 13	100%																																				

SLO #5: DEMONSTRATE CIVIC KNOWLEDGE & ENGAGEMENT, ETHICAL REASONING, & SKILLS FOR LIFELONG LEARNING

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
HUM 3633 Comparative Religion	Students will complete and present a comprehensive project, which includes a five-to-seven-page paper and various supporting materials. For this project, students attend a service of an unfamiliar tradition, create a new religion, or interview members of various	At least 70% of students who submit the project will score 70% or higher.	Data from all students who completed the project are included. NOTE: Two students failed to submit any project. Students who did not	16 total students assessed. On-Ground 0 Online 16 Summer 2022	16 of 16 students (100%) met the performance standard.	<p>Standard met. Results strong. Students accomplished this outcome quite well.</p> <p>To complete the assignment, students may visit an unfamiliar religious service or create a new religion. In either case, this activity is a good measure of civic knowledge and engagement (SLO #5)--as either requires knowledge of other religions, and religion in general, to visit or to create--as well as ethical reasoning and skills for lifelong learning.</p> <p>This is an assignment that many students particularly enjoy, and so one to which they devote a great deal of effort. Success rates for this specific measure (previously used to assess SLO #3) have been at or above 90% the past several years:</p>	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions		H. Standards Met (Y/N)
	religious backgrounds.		submit are not included in the results.			2022-23 = 100%	2021-22 = 98.6%	
						2020-21 = 100%	2019-20 = 100%	
						2018-19 = 100%	2017-18 = 93.5%	
						2016-17 = 100%	2014-15 = 93.3%	
						2013-14 = 93.8%	2011-12 = 92.3%	

PART 5

Proposed Instructional or Assessment Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

General Education Outcome	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations
SLO #1: LANG 1113 Foundations of World Languages	New learning materials will be adopted.	<p>The course, for years, has used two required texts as its principal learning materials.</p> <ul style="list-style-type: none"> Donald M. Ayers, <i>English Words from Latin and Greek Elements</i>, Second Edition (University of Arizona Press, 1986) Helena Dettmer and Marcia Lindgren, <i>Revised Workbook to Accompany English Words from Latin and Greek Elements</i> (University of Arizona Press, 2005) <p>New texts have been selected to replace these.</p>	<p>Although the Ayers text has served students well over the years, it is fairly outdated. The newly selected texts not only cover the same material, but they also have the advantage of being more up-to-date in their scholarship. These include:</p> <ul style="list-style-type: none"> George Yule, <i>The Study of Language</i>, Seventh Edition (Cambridge University Press, 2020) Tamara M. Green, <i>The Greek and Latin Roots of English</i> (Rowman & Littlefield, 2020) <p>The updated learning materials will also assist in improving the assessment measures, which in turn will positively impact student learning.</p>
SLO #3: USE WRITTEN, ORAL, AND VISUAL COMMUNICATION EFFECTIVELY	HUM 2113 and HUM 2223 full-time instructors are experimenting with eliminating the in-class and/or video presentation as an assessment measure.	Before Covid, On-Ground students delivered an in-class presentation, but Online students submitted a paper. During Covid, in-class presentations were impossible, so On-Ground students submitted video presentations, and some instructors had Online	Still undetermined. Assigning students to deliver in-class presentations was problematic: students' anxiety, students' absenteeism, and it required two weeks of class meetings, which reduced the amount of instruction. Video presentations free

General Education Outcome	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations
		students do likewise. Video presentations freed class time for instruction, but many videos were weak.	class periods for additional instruction, but many students' videos are poorly done or not submitted.
	<p>The Writing Faculty has modified the language of our SLO that will begin AY 2023-2024 for Comp I and Comp II.</p> <p>In AY 2022-2023, we moved to a digital grammar/usage textbook. While the inaugural rollout was extremely problematic, we anticipate that this change will yield positive results in AY 2023-2024</p>	<p>We believe the new wording of the SLOs for both levels of First Year Writing reflect more clearly and succinctly the learning objectives for these courses. These changes will make alignment with QM more seamless.</p> <p>Both Comp I and Comp II are up for QM certification. Such an adoption is a positive step for online courses. Additionally, the features of Achieve, the online system, offer grammar lessons and quizzes that help students focus on their particular weaknesses. Finally, the printed text was often out-of-date with the ever-changing rules for documentation. The digital text will reflect updates and changes more quickly and will not require students to purchase an updated printed version.</p>	<p>We believe these refinements will clarify to student (and instructor) the expectations and assessments in First Year Writing. We anticipate deeper engagement within the courses for all activities.</p> <p>The grammar and usage text is meant to be a resource for students. However, many have simply refused to purchase or use the print text in the past. Because the digital text can be more easily integrated into the course and the gradebook, we anticipate an uptick in usage.</p>
	Overall, the department is reexamining all assessment measures for AY 2023-24 with an eye toward streamlining assessment processes.	The number of assessment measures threatens to become unwieldy. It may well be possible to make more of an impact with fewer measures and less data.	

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description. More detail can be communicated during peer review.

Description
NA

PART 7 A & B

Documentation of Faculty Participation and Review

A. Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles.

Faculty Name	Role in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signature
Matthew Oberrieder	Assessment Coordinator. Contributed individual data for both HUM 2113 & HUM 2223; calculated, analyzed, reported, and evaluated all data for both HUM 2113 & HUM 2223; oversaw all aspects of HUM 2113 & HUM 2223 assessment process.	
Hayden Bozarth	Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
Renée Cox	Contributed data for both HUM 2113 & HUM 2223. Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
Jeanice Davis	Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
Emily Dial-Driver	Contributed and evaluated data for ENGL 1113, ENGL 1213. Reviewed and approved final draft.	
Sally Emmons	Contributed and evaluated data for ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
James Ford	Contributed and evaluated data for HUM 3633. Collated data from all areas. Reviewed and approved final draft.	
Francis A Grabowski III	Contributed and evaluated data for LANG 1113, PHIL 1113 & PHIL 1313. Reviewed and approved final draft.	
Laura Gray	Contributed and evaluated data for ENGL 1113, ENGL 1213, & ENGL 2613; oversaw all collection and analysis of ENGL assessment process. Reviewed and approved final draft.	
Gioia Kerlin	Collected, contributed, and evaluated data for SPAN 1113. Reviewed and approved final draft.	
Matthew Oberrieder	Assessment Coordinator. Contributed individual data for both HUM 2113 & HUM 2223; calculated, analyzed, reported, and evaluated all data for both HUM 2113 & HUM 2223; oversaw all aspects of HUM 2113 & HUM 2223 assessment process.	
Scott Reed	Contributed data for both HUM 2113 & HUM 2223. Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
Rebekah Warren	Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	

B. Reviewed by:

Title	Name	Signature	Date
Department Head	James Ford		
Dean	Keith W Martin		