

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

Fall 2016 – Spring 2017

Department of English & Humanities

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

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.

RSU Mission	General Education Mission
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.
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 1

Discussion of Instructional Changes Resulting from 2015-2016 General Education Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 4 of last year's General Education Student Learning Report, 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	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
No changes were proposed.	NA	No changes were proposed.

PART 2

Discussion of the University Assessment Committee's 2015-2016 Peer Review Report

[Complete this part only if the general education course(s) was among those that were peer reviewed last year.] The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
No changes were recommended.	NA	No changes were recommended.

PART 3

Analysis of Evidence of Student Learning Outcomes

The four General Education Outcomes are listed below. For each outcome, 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.

OUTCOME 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 . The summary assignment will require a minimum of two documented quotes. The evaluation assignment will require demonstration of critical thinking and observation.	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. All data and results were reported to the assessment coordinator.	448 Total students assessed	379 of 448 students (84.6%) met the performance standard. On-ground 328 of 383 (85.64%) Online 51 of 65 (78.46%) Blended No sections	Students in all delivery modes met the performance standard for this objective, which continues a successful trend. This is evidence that the Department of English and Humanities is meeting its General Education goals. Traditional on-ground classes consistently score higher than their counterparts in the online environments, but the online sections are still meeting the benchmark.	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)
ENGL 1113 Composition I	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 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. All data and results were reported to the assessment coordinator.	453 Total students assessed	364 of 453 students (80.35%) met the performance standard. On-Ground 337 of 418 (80.62%) Online 27 of 35 (77.14%) Blended No sections	Students in all delivery modes met the performance standard for this objective. This is evidence that the Department of English and Humanities is meeting its General Education goals. It is important to note that because of difficulties with Jenzabar in Fall 2016, students in the online sections did not take this test. The results, therefore, from the online section are only reflective of the Spring and Summer courses. As this is a multiple choice test, identical for everyone taking it, this seems to be a particularly relevant result.	Y
ENGL 1213 Composition II	Students will summarize and evaluate an article . The summary assignment will require a minimum of two documented quotes. The evaluation assignment will	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 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	406 Total students assessed	358 of 406 students (88.18%) met the performance standard. On-Ground 325 of 357 (91.04%) Online 33 of 49 (67.35%) Blended No sections	Students in the on-ground classes met this performance standard, a positive sign that the department is achieving its General Education goals. The online classes fell short, which continues a trend from our last report. The differences are marked. Though significant work has gone into online class restructuring, we still see areas of significant weakness when compared to the on-ground delivery mode.	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)
	require demonstration of critical thinking and observation.		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 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. All data and results were reported to the assessment coordinator.	417 Total students assessed	366 of 417 students (87.77%) met the performance standard. <hr/> On-Ground 319 of 367 (86.92%) <hr/> Online 47 of 50 (94.0%) <hr/> Blended No sections	Students in both delivery modes did very well on this performance standard, which is a positive sign that the department is achieving its General Education goals. Most striking is the increase in the performance for the online classes. Last year, the online students failed to meet this objective. This year, they scored much higher than their on-ground counterparts.	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)
ENGL 2613 Introduction to Literature	Students will submit a creative project responding to some literary work, theme, or text demonstrating generally basic content knowledge of the humanities and in particular critical and creative thinking.	At least 70% of students who submit the creative project 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.	17 Total students assessed	17 of 17 students (100%) met the performance standard. <hr/> On-Ground 17 of 17 (100%) <hr/> Online No sections <hr/> Blended No sections <hr/>	Students consistently perform particularly well on this component. As a course that aims to engage students in creative thinking, this is a particularly good sign.	Y
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.	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>	173 Total students <hr/> Students per category: <u>Fall 2016</u> 48 FT OG 17 FT OL 14 PT B	142 of 173 total students (82.1%) met the performance standard. <hr/> Students per category: <u>Fall 2016</u> 42 FT OG (87.50%) 11 FT OL (64.71%) 14 PT B (100%)	All sections of On-Ground and Blended students exceeded the standard, whether with FT or PT instructors. By contrast, all three sections of Online students (one apiece fall, spring, and summer) failed to meet the standard. All three Online sections were taught by a FT instructor, who also teaches Composition. Results suggest that either this FT instructor graded students' writing by a higher standard, or that the other instructors were more (too?)	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)
	Individual instructors may use more specific prompts for "diverse forces."		On-Ground = OG, Online = OL, Blended = B.	<u>Spring 2017</u> 35 FT OG 16 FT OL 9 PT OG 21 PT B <u>Summer 2017</u> 13 FT OL	<u>Spring 2017</u> 27 FT OG (77.14%) 10 FT OL (62.5%) 9 PT OG (100%) 20 PT B (95.24%) <u>Summer 2017</u> 9 FT OL (69.23%)	<p>generous in evaluating students' writing.</p> <p>Regarding this, note also that on the whole, the highest performance results were from PT instructor sections; PT instructor sections met the performance standard at either 95% or 100% of students, whereas FT instructor sections met the standard at either 77% or 87% of students.</p> <p>Does this indicate poorer instruction and/or weaker learning in FT sections? It seems more likely that PT instructors are more generous in their grading.</p>	
HUM 2223 Humanities II	<p>Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them.</p> <p>Individual instructors may use more specific prompts for "diverse forces."</p>	At least 70% of students who submit the essay will score 70% or higher.	<p>Data from all students who submitted the essay are included.</p> <p>Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.</p>	<p>164 Total students</p> <hr/> <p>Students per category:</p> <p><u>Fall 2016</u> 39 FT OG 16 FT OL 12 PT OL 21 PT B</p> <p><u>Spring 2017</u> 33 FT OG 28 FT OL 5 PT OG 10 PT B</p>	<p>137 of 164 total students (83.5%) met the performance standard.</p> <hr/> <p>Students per category:</p> <p><u>Fall 2016</u> 32 FT OG (82.05%) 10 FT OL (62.5%) 11 PT OL (91.67%) 18 PT B (85.71%)</p> <p><u>Spring 2017</u> 29 FT OG (87.88%) 22 FT OL (78.57%) 5 PT OG (100%) 10 PT B (100%)</p>	<p>Results significantly exceeded the performance standard for all variations of Instructor & Delivery save the two FT OL sections, one of which exceeded the standard by only ~8%, while the other was deficient by ~8%.</p> <p>Drawing conclusions about performance differences by Delivery Mode is difficult, due to inconsistencies. If one considers results in terms of Instructor Status, however, students in FT sections averaged overall lower results (93 of 116 = 80.17%) vs. students in PT sections (44 of 48 = 91.67%).</p> <p>Does this reflect weaker instruction/less learning in FT sections? or just more generous grading in PT sections? Anecdotal evidence suggest the latter, not the former.</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)
				<u>Summer 2017</u> No Sections	<u>Summer 2017</u> No Sections		
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 course and the other at the conclusion of the semester.	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.	40 Total students assessed 2 of 2 sections of the course are included: 1 Online (Spring 17) + 1 Online (Summer 17)	29 of 40 students (72.5%) met the performance standard. On-Ground No sections Online 29 of 40 (72.5%) Blended No sections	For the first time, all (both) sections of the course were offered online (note: this was for scheduling and personnel reasons, not pedagogical ones—traditionally, On-Ground course sections have had higher performance results). Results were similar from spring to summer: 16/22 (72.73%) spring; 13/18 (72.22%) summer. Additionally, three of those who failed to reach the standard in the summer course missed it by only a single percentage point (a 69 on one exam and successful on the other). Results are positive—students are accomplishing the outcome.	Y
LANG 1113 Foundations of World Languages	Students will complete workbook assignments 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 2 of 2 sections are included in the sample.	25 Total students assessed On-Ground 9 (F2016) Online 16 (Sp2017)	20 of 25 students (80%) met the performance standard. On-Ground 8 of 9 (88.89%) Online 12 of 16 (75%) Blended No sections	For 2016-17, the performance of On-Ground students (88.89%) was higher than that of Online students (75%); both of these results are very similar to past performances. Because of declining enrollments, starting 2014-15, only two total sections were taught: one On-Ground in the Fall, and one Online in the Spring; this practice continued into 2016-17.	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)
LANG 1113 Foundations of World Languages	Students will complete a comprehensive mid-term examination of weeks 1-9. The mid-term examination will employ a variety of testing methods, including fill in the blank, true/false, multiple choice and short essay answers.	At least 70% of students who take the mid-term examination will average 70% or higher. Student knowledge required to pass the mid-term includes familiarity with the Latin and Greek foundations of language, a beginning understanding of the etymology of words, and efficient articulation of how/why language reflects culture.	Students from 2 of 2 sections are included in the sample.	25 Total students assessed	20 of 25 students (80%) met the performance standard.	In formal exams, like the mid-term and the final (next assessment measure), Online students seemed to perform better (81.25%) than on-ground students (77.78%). Overall, though, both classes performed well on their mid-term tests and met the performance standard. Going forward, we want to continue to watch these results closely, as we believe that the mid-term exam serves as a learning experience that helps our students better prepare for the comprehensive final exam (next assessment measure); thus, the current results establish a quasi-baseline for evaluating overall learning in light of the final exam.	Y
				On-Ground 9 (F2016)	On-Ground 7 of 9 (77.78%)		
				Online 16 (Sp2017)	Online 13 of 16 (81.25%)		
					Blended No sections		
LANG 1113 Foundations of World Languages	Students will complete a comprehensive final examination of weeks 1-15. The final	At least 70% of students who take the final examination will average 70% or higher.	Students from 2 of 2 sections are included in the sample.	25 Total students assessed	20 of 25 students (80%) met the performance standard.	For the final exam, a marked difference can be seen between the On-Ground (66.67%) and the Online (87.5%) sections. Due to the small sample size, however, it is difficult to determine any kind of trend. We will watch this number in the	Y
				On-Ground 9 (F2016)	On-Ground 6 of 9 (66.67%)		

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
	examination will employ a variety of testing methods, including fill in the blank, true/false, multiple choice and short essay answers.	Student knowledge required to pass the final includes all that was required for successful completion of the mid-term, as well as a deeper and more intense investigation and understanding of etymology and its role in determining the past and present use of words, and the subsequent impact on intrasocial communication.		Online 16 (Sp2017)	Online 14 of 16 (87.5%) Blended No sections	<p>future to look for larger concerns</p> <p>Usually, evaluating the often lower mid-term exam results in light of the often higher final exam results brings us to the conclusion that taking the comprehensive mid-term exam helped to prepare the students for the comprehensive final. This finding has been consistent for several years.</p> <p>For 2016-17, the overall results for both the mid-term exam and the final exam were identical at 80%. What is peculiar for 2016-17 is that On-Ground students' performance declined from the mid-term exam (77.78%) to the final exam (66.67%), whereas Online students' results improved from 81.25% to 87.5%.</p>	

OUTCOME 2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and 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.	181 Total students Students per category: <u>Fall 2016</u> 51 FT OG 15 FT OL 14 PT B <u>Spring 2017</u> 39 FT OG 20 FT OL 9 PT OG 20 PT B <u>Summer 2017</u> 13 FT OL	149 of 181 total students (82.32%) met the performance standard. Students per category: <u>Fall 2016</u> 39 FT OG (76.47%) 13 FT OL (86.67%) 14 PT B (100%) <u>Spring 2017</u> 30 FT OG (76.92%) 14 FT OL (70%) 7 PT OG (77.78%) 19 PT B (95%) <u>Summer 2017</u> 13 FT OL (100%)	Results meet or exceed the standard for all variations of Instructor Status & Delivery Mode. Instructor Status Aggregated Results: FT: 109 of 138 (78.99%) PT: 40 of 43 (93%) Delivery Mode Aggregated Results: OG: 76 of 99 (76.77%) OL: 40 of 48 (83.34%) B: 33 of 34 (97.1%) Overall, the two PT B sections had the highest performance (97.1% Ave); but note that of the 43 total students taught by PT instructors, 34 of them (79.1%) were in the two PT B sections. Results are skewed. OL students averaged higher results (40 of 48 = 83.34%) vs. OG students (76 of 99 = 76.77%), but note that OL students sample size is less than half the OG students sample size. Students taught by FT faculty averaged lower results (109 of 138 = 78.99%) vs. students taught by PT faculty (40 of 43 = 93%), but 79.1% of PT students were in the two B sections (97.1% results), and PT faculty taught only 43 of 181 (23.76%) total students.	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 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.	<p>Data from all students who took the final exam are included.</p> <p>Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.</p>	<p>177 Total students</p> <hr/> <p>Students per category:</p> <p><u>Fall 2016</u> 43 FT OG 16 FT OL 14 PT OL 21 PT B</p> <p><u>Spring 2017</u> 39 FT OG 29 FT OL 5 PT OG 10 PT B</p> <p><u>Summer 2017</u> No Sections</p>	<p>135 of 177 total students (76.27%) met the performance standard.</p> <hr/> <p>Students per category:</p> <p><u>Fall 2016</u> 40 FT OG (93.02%) 14 FT OL (87.5%) 1 PT OL (7.14%) 18 PT B (85.71%)</p> <p><u>Spring 2017</u> 33 FT OG (84.62%) 22 FT OL (75.86%) 1 PT OG (20%) 6 PT B (60%)</p> <p><u>Summer 2017</u> No Sections</p>	<p>Results meet or exceed the standard for all variations of Instructor Status & Delivery Mode with three significant exceptions: PT OL fall 2016; PT OG spring 2017; PT B spring 2017.</p> <p>Investigation of the two lowest results found that both sections were taught by the same adjunct instructor, who did not quiz students regularly throughout the semester and did not conduct a mid-term exam; thus, the final exam was these students' one and only testing of their content knowledge. This confirms the need to quiz students and have a mid-term exam to help students to build up their learning (including learning from their mistakes) as they advance toward the final exam.</p> <p>Instructor Status Aggregated Results: FT: 109 of 127 (85.83%) PT: 26 of 50 (52%)</p> <p>Delivery Mode Aggregated Results: OG: 74 of 87 (85.1%) OL: 37 of 59 (62.71%) B: 24 of 31 (77.42%)</p> <p>Conclusions of comparison across Instructor Status and Deliver Mode are problematic due to the highly skewed results of the three combinations cited at the end of the first paragraph. Also, note that FT instructors taught well over twice as many students.</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)
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.	100 Total students assessed 6 sections: 4 On-Ground + 2 Online No Blended sections.	<u>Standard #1:</u> 73 of 100 students (73%) met the performance standard. On-Ground 50 of 65 (76.92%) Online 23 of 35 (65.71%) <u>Standard #2:</u> 76 of 100 students (76%) met the performance standard. On-ground 50 of 65 (76.92%) Online 26 of 35 (74.29%)	Students performed well on the final exam. Quizzes given during the semester were a contributing factor.	Y For Standard #1 N For Standard #2
PHIL 1313 Values and Ethics	Students will take a comprehensive final exam , evaluating their retention and understanding of the problems and history of	<u>Standard #1:</u> At least 50% of students who take the final exam will score 85% or higher. <u>Standard #2:</u>	Data from all students who took the final exam are included.	37 Total students assessed 2 sections, both On-Ground. No Online or Blended sections.	<u>Standard #1:</u> 28 of 37 students (75.68%) met the performance standard. <u>Standard #2:</u> 33 of 37 students (89.19%) met the	Students performed well on the final exam. Quizzes given during the semester were a contributing factor.	Y Both standards were met.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
	ethics.	At least 85% of students who take the final exam will score 70% or higher.			performance standard.		

OUTCOME 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 documentation, such as MLA, APA, etc.	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. Individual faculty members reported grades on essays to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee,	481 Total students assessed	401 of 481 students (83.37%) met the performance standard. On-Ground 359 of 417 (86.09%) Online 42 of 64 (65.63%) Blended No sections	Students in the on-ground classes met this objective, while their online counterparts did not. This reverses the upward trend that we witnessed last year for the online classes.	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)
			<p>consisting of all full-time English Faculty.</p> <p>All data and results were reported to the assessment coordinator.</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.	<p>At least 70% of students who submit the assignment will score 70% or higher, using a rubric developed by the English Faculty.</p> <p>A successfully structured formal essay will contain a coherent thesis statement and a minimal amount of grammatical and mechanical errors.</p>	<p>Data from all students completing the course were taken into account.</p> <p>Individual faculty members 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>	489 Total students assessed	<p>437 of 489 students (89.37%) met the performance standard.</p> <hr/> <p>On-Ground 389 of 421 (92.4%)</p> <hr/> <p>Online 48 of 68 (70.59%)</p> <hr/> <p>Blended No sections</p>	<p>Students across all delivery modes met the performance standard for this objective, which is a positive sign that the department is achieving its General Education goals.</p> <p>Students in the on-ground classes did significantly better than their online counterparts.</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)
ENGL 1113 Composition I	Students will take one timed Comp I essay test (50 minutes, minimum and maximum).	At least 70% of students who submit the assignment will score 70% or higher. Essay test questions/ subjects will require students to demonstrate skill with essay structure, coherence, and clarity of thought.	Data from all students completing the course were 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 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.	497 Total students assessed	432 of 497 students (86.92%) met the performance standard. On-Ground 391 of 434 (90.09%) Online 41 of 63 (65.08%) Blended No sections	Students in the on-ground classes met this objective, while their online counterparts did not. Again, the positive uptick we witnessed in the online population last AY has reversed this year.	Y
ENGL 1213 Composition II	Students will write a well-developed, well-supported answer to an essay question.	At least 70% of students who submit the assignment will score 70% or higher, based on a rubric	Data from all students completing the course were taken into account. Individual faculty members reported	427 Total students assessed	392 of 427 students (91.8%) met the performance standard. On-Ground 348 of 375 (92.8%)	Students across delivery modes did very well on this assessment measure for this objective, which is a positive sign that the department is achieving its General Education goals.	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)
		<p>developed by the English Faculty.</p> <p>A successfully structured formal essay will contain a coherent topic sentence, support, and few grammatical and mechanical errors.</p>	<p>grades on essay tests 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 44 of 52 (84.62%)</p> <hr/> <p>Blended No sections</p> <hr/>		
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.	<p>Data from all students completing the course were taken into account.</p> <p>Individual faculty members reported results to the writing faculty coordinator.</p> <p>Collated results were examined and recorded by the writing faculty</p>	418 Total students assessed	<p>351 of 418 students (83.97%) met the performance standard.</p> <hr/> <p>On-Ground 314 of 367 (85.56%)</p> <hr/> <p>Online 37 of 51 (72.55%)</p> <hr/> <p>Blended No sections</p> <hr/>	<p>Students across all delivery modes met this performance standard.</p> <p>Notably, students' ability with research and documentation increased from Comp I, which is as it should be.</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)
			<p>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>				
HUM 2113 Humanities I	<p>Students will complete an in-class presentation displaying oral and visual communication skills, as well as creative and critical thinking.</p> <p>(Online students will submit a paper/project in lieu of the presentation.)</p>	At least 70% of students who present will score 70% or higher.	<p>Data from all students who presented are included.</p> <p>Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.</p>	<p>182 Total students</p> <hr/> <p>Students per category:</p> <p><u>Fall 2016</u> 53 FT OG 15 FT OL 16 PT B</p> <p><u>Spring 2017</u> 39 FT OG 16 FT OL 9 PT OG 21 PT B</p> <p><u>Summer 2017</u> 13 FT OL</p>	<p>169 of 182 total students (92.86%) met the performance standard.</p> <hr/> <p>Students per category:</p> <p><u>Fall 2016</u> 50 FT OG (94.34%) 14 FT OL (93.33%) 13 PT B (81.25%)</p> <p><u>Spring 2017</u> 36 FT OG (92.31%) 15 FT OL (100%) 7 PT OG (77.78%) 21 PT B (100%)</p> <p><u>Summer 2017</u> 13 FT OL (100%)</p>	<p>Results exceed the standard for all variations of Instructor Status & Delivery Mode.</p> <p>Instructor Status Aggregated Results: FT: 128 of 136 (94.12%) PT: 41 of 46 (86.96%)</p> <p>Delivery Mode Aggregated Results: OG: 93 of 101 (92.1%) OL: 42 of 44 (95.45%) B: 34 of 37 (91.89%)</p> <p>Overall, students taught by FT faculty averaged higher results vs. students taught by PT faculty. This is noteworthy since FT faculty taught 74.73% of all students.</p> <p>Overall, OG students averaged slightly lower results vs. OL students, but both of these Delivery Modes exceeded B sections; overall, all Delivery Modes had extremely high results.</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)
						Note that OG students sample (101) exceeded the combination of OL & B students sample (81).	
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 paper/project in lieu of the presentation.)	At least 70% of students who present will score 70% or higher.	Data from all students who presented 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.	175 Total students Students per category: <u>Fall 2016</u> 43 FT OG 16 FT OL 16 PT OL 21 PT B <u>Spring 2017</u> 38 FT OG 26 FT OL 5 PT OG 10 PT B <u>Summer 2017</u> No sections	164 of 175 total students (93.71%) met the performance standard. Students per category: <u>Fall 2016</u> 39 FT OG (90.7%) 16 FT OL (100%) 15 PT OL (93.75%) 20 PT B (95.24%) <u>Spring 2017</u> 36 FT OG (94.74%) 26 FT OL (100%) 4 PT OG (80%) 8 PT B (80%) <u>Summer 2017</u> No sections	Results significantly exceed the standard for all variations of Instructor Status & Delivery Mode, with the lowest results being 80%. Instructor Status Aggregated Results: FT: 117 of 123 (95.12%) PT: 47 of 52 (90.38%) Delivery Mode Aggregated Results: OG: 79 of 86 (91.86%) OL: 57 of 58 (98.28%) B: 28 of 31 (90.32%) Overall, students taught by FT faculty averaged higher results vs. students taught by PT faculty. This is noteworthy since FT faculty taught 70.29% of all students. Overall, OG students averaged ~7% lower results vs. OL students, but both of these Delivery Modes exceeded B sections; overall, all Delivery Modes had extremely high results. Note that OG students sample (86) was nearly equal to the combination of OL & B students sample (89).	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 3633 Comparative Religion	<p>Students will complete and present a comprehensive project, which includes a five-to-seven page paper and various supporting materials.</p> <p>For these projects, students attended a service of an unfamiliar tradition, created a new religion, or interviewed members of various religious backgrounds.</p>	At least 70% of students who submit the project will score 70% or higher.	Data from all students who completed the project are included.	<p>35 Total students assessed</p> <hr/> <p>2 of 2 sections of the course are included:</p> <p>1 Online (Spring 17) + 1 Online (summer 17)</p>	<p>35 of 35 students (100%) met the performance standard.</p> <hr/> <p>On-Ground No sections</p> <hr/> <p>Online 35 of 35 (100%)</p> <hr/> <p>Blended No sections</p>	<p>For the first time, all (both) sections of the course were offered online (note: this was for scheduling and personnel reasons, not pedagogical ones). Traditionally, On-Ground course sections have had higher performance results than Online sections, but 2016-17 Online students were highly successful.</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 have been at or above 90% the past several years (e.g., 93.3% in 2014-15; 93.8% in 2013-14; 92.3% in 2011-12). 2016-17 results are significantly higher.</p> <p>Worth noting that five students failed to submit any project at all (and so failed the course). This is why there are 35 students for this measure (SLO #3) vs. 40 students for the SLO #1 measure. It is one of the peculiarities of the online system that students sometimes take the final exam without completing the final assignment (the project). In an on-ground course the project is submitted first, and so students typically do not show up for the final exam if they did not submit the project. That said, the overall standard is met. Students accomplished the outcome quite well.</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)
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. <hr/> <u>Standard #2:</u> At least 85% of students who submit the essay will score 70% or higher. <hr/> All essays were scored using a rubric.	Data from all students who submitted the essay are included in the sample.	100 Total students assessed <hr/> 6 sections: 4 On-Ground + 2 Online <hr/> No blended sections were taught.	<u>Standard #1:</u> 66 of 100 students (66%) met the performance standard. <hr/> On-Ground 45 of 65 (69.23%) <hr/> Online 21 of 35 (60%) <hr/> <u>Standard #2:</u> 78 of 100 students (78%) met the performance standard. <hr/> On-Ground 51 of 65 (78.46%) <hr/> Online 27 of 35 (77.14%)	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 <hr/> N For Standard #2
PHIL 1313 Values and Ethics	Students will write an essay in which they are asked to explore diverse ethical systems and problems taken from a variety of historical	<u>Standard #1:</u> At least 50% of students who submit the essay will score 85% or higher. <hr/> <u>Standard #2:</u>	Data from all students who submitted the essay are included in the sample.	37 Total students assessed <hr/> 2 sections: On-Ground. <hr/> No Online or Blended sections were taught.	<u>Standard #1:</u> 27 of 37 students (72.97%) met the performance standard. <hr/> <u>Standard #2:</u> 32 of 37 students (86.49%) met the	Students performed well on the essay assignment. Quizzes given during the semester were a contributing factor.	Y Both standards were met.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
	periods: ancient, medieval, and modern.	At least 85% of students who submit the essay will score 70% or higher. <hr/> <hr/> All essays were scored using a rubric			performance standard.		
SPAN 1113 Beginning Spanish I	Students will take a final examination that focuses on written and oral communication in Spanish. On this exam, students will be tested on their knowledge of the Spanish language and understanding of Hispanic cultures.	At least 70% of students who take the final exam will score 70% or higher.	All students in SPAN 1113 (Online & On-Ground) who complete the class (i.e., those who do not drop, stop attending, or fail to take the final exam) are counted.	147 Total students assessed. This includes: fall 2016 & spring 2017.	119 of 147 students (80.95%) met the performance standard. <hr/> On-Ground 79 of 95 (83.16%) <hr/> Online 40 of 52 (76.92%) <hr/> Blended No sections	Counting all students enrolled in SPAN 1113 (Online and On-Ground), 81% 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. Contrast this 81% with the percentage of total students two years ago (in academic year 2014-2015) who met the performance standard; it was significantly lower overall (69.8%), which included On-Ground classes at 70.2%, as well as Online at 67.7%. In academic year 2015-16, 82.5% of all SPAN 1113 students met or exceeded the 70% or higher benchmark (On- Ground classes were 82.6%; Online classes were 82.2%). Over the last three years, the Spanish section has seen marked improvement in overall	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)
						<p>final exam scores, especially for Online classes.</p> <p>The performance of Online students has increased overall from academic year 2014-15 to academic year 2016-17, from 67.7% in 2014-15, to 82.2% in 2015-16, and 76.9% in 2016-17. The most drastic increase was seen between years 2014-15 to 2015-16 (14.5%). 2016-17 saw a modest decrease from 2015-16 in student performance on the final exam (76.9% total, or a decrease of 5.3 % from 2015-16). This may be due to factors that include student preparedness for college-level classes, previous experience with high school Spanish, and instructor experience with Online classes, and familiarity with the Online learning environment. It seems that overall, student performance has increased in Online sections after the implementation of the Jenzabar LMS, which may have to do with final exam reorganization and revision post-eCampus.</p> <p>On-Ground performances have improved from 70.2% in 2014-15, to 82.5% in 2015-16, to 83.2% in 2016-17. This is an increase of 13% over academic year 2014-15, and an additional .7% over academic year 2015-16. The general improvement in performance could be related to</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)
						increased effort on the part of instructors to connect personally with students, utilization of Spanish tutors, and effort and preparation on the part of students.	

OUTCOME 4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and 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.	<p>Data from all students completing the course were taken into account.</p> <p>Individual faculty members reported grades on tests 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,</p>	18 Total students assessed	<p>13 of 18 students (72.22%) met the performance standard.</p> <hr/> <p>On-Ground 13 of 18 (72.22%)</p> <hr/> <p>Online No sections</p> <hr/> <p>Blended No sections</p> <hr/>	Students met the standard for this measure, which is a positive sign that the department is achieving its General Education goals.	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)
			<p>consisting of all full-time English Faculty.</p> <p>All data and results were reported to the assessment coordinator.</p>				
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.	<p>Data from all students completing the course were taken into account.</p> <p>Individual faculty members reported grades on papers 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</p>	18 Total students assessed	<p>14 of 18 students (77.78%) met the performance standard.</p> <hr/> <p>On-Ground 14 of 18 (77.78%)</p> <hr/> <p>Online No sections</p> <hr/> <p>Blended No sections</p>	Students met the standard for this measure, which is a positive sign that the department is achieving its General Education goals.	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)
			assessment coordinator.				
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.	173 Total students Students per category: <u>Fall 2016</u> 48 FT OG 17 FT OL 14 PT B <u>Spring 2017</u> 35 FT OG 16 FT OL 9 PT OG 21 PT B <u>Summer 2017</u> 13 FT OL	142 of 173 total students (82.1%) met the performance standard. Students per category: <u>Fall 2016</u> 42 FT OG (87.50%) 11 FT OL (64.71%) 14 PT B (100%) <u>Spring 2017</u> 27 FT OG (77.14%) 10 FT OL (62.5%) 9 PT OG (100%) 20 PT B (95.24%) <u>Summer 2017</u> 9 FT OL (69.23%)	All sections of On-Ground and Blended students exceeded the standard, whether with FT or PT instructors. By contrast, all three sections of Online students (one apiece fall, spring, and summer) failed to meet the standard. All three Online sections were taught by a FT instructor, who also teaches Composition. Results suggest that either this FT instructor graded students to a higher standard, or that the other instructors were more (too?) generous in evaluating students' writing. Regarding this, note also that on the whole, the highest performance results were from PT instructor sections; PT instructor sections met the performance standard at either 95% or 100% of students, whereas FT instructor sections met the standard at either 77% or 87% of students.	Y
HUM 2223 Humanities II	Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities	At least 70% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included.	164 Total students	137 of 164 total students (83.5%) met the performance standard.	Results significantly exceeded the performance standard for all variations of Instructor & Delivery save the two FT OL sections, one of which exceeded the standard by only ~8%, while the other was deficient by ~8%. Drawing conclusions about performance differences by Delivery Mode is difficult, due to inconsistencies. If one considers	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)
	and our responses to them. Individual instructors may use more specific prompts for "diverse forces."		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: <u>Fall 2016</u> 39 FT OG 16 FT OL 12 PT OL 21 PT B <u>Spring 2017</u> 33 FT OG 28 FT OL 5 PT OG 10 PT B <u>Summer 2017</u> No Sections	Students per category: <u>Fall 2016</u> 32 FT OG (82.05%) 10 FT OL (62.5%) 11 PT OL (91.67%) 18 PT B (85.71%) <u>Spring 2017</u> 29 FT OG (87.88%) 22 FT OL (78.57%) 5 PT OG (100%) 10 PT B (100%) <u>Summer 2017</u> No Sections	results in terms of Instructor Status, however, students in FT sections averaged overall lower results (93 of 116 = 80.17%) vs. students in PT sections (44 of 48 = 91.67%). Does this reflect weaker instruction/less learning in FT sections? or just more generous grading in PT sections? Anecdotal evidence suggest the latter, not the former.	

OUTCOME 5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
NA							

PART 4

Proposed Instructional 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 3 (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 Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
No changes are planned.	No changes are planned.	Due to recent instructional or assessment changes across several departmental general education courses, faculty members believe that we should wait to assess these changes more fully before introducing any additional changes.	No changes are planned.

PART 5







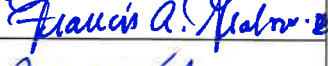


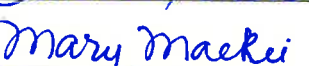
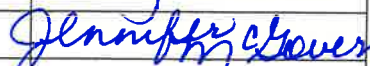
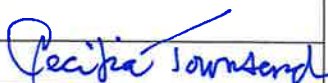
Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(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 below. More detail can be communicated during the face to face peer review session.

Description
A comment from the English/writing faculty: "In all, our results point to improvements to performances of students in the online classes in general. Further, students in all courses are doing better in the areas of research and documentation. The Writing Faculty honed in on these areas in the past years, so it seems to be a positive trend. We will continue to monitor these numbers in the coming years before we draw conclusions."

PART 6 (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 Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Matthew Oberrieder	Assessment Coordinator. Contributed individual data for both HUM 2113 and HUM 2223; calculated, analyzed, reported, and evaluated all data for both HUM 2113 and HUM 2223; oversaw all aspects of HUM 2113 and HUM 2223 assessment process. Prepared all submitted data for all courses, and completed non-data/narrative portions of the report. Approved final draft.	
SethAnn Beaird	Reviewed and approved final draft.	
Holly Clay-Buck	Reviewed and approved final draft.	
Renée Cox	Contributed data for HUM 2223; helped to process data for HUM 2113 and HUM 2223. Contributed and evaluated data for ENGL 1113 and ENGL 1213. Reviewed and approved final draft.	
Anne Dennis	Reviewed and approved final draft.	
Emily Dial-Driver	Contributed and evaluated data for ENGL 1113, ENGL 1213, and ENGL 2613. Reviewed and approved final draft.	
Sally Emmons	Contributed and evaluated data for ENGL 1113 and ENGL 1213. Reviewed and approved final draft.	
James Ford	Assessment Committee member. Contributed and evaluated data for HUM 3633. Reviewed, edited, and approved final draft.	
Francis A Grabowski III	Contributed and evaluated data for PHIL 1113 and PHIL 1313. Reviewed and approved final draft.	
Laura Gray	Assessment Committee member. Contributed and evaluated data for ENGL 1113, ENGL 1213, and ENGL 2613; oversaw all aspects of ENGL assessment process. Reviewed and approved final draft.	
Gioia Kerlin	Assessment Committee member. Collected, contributed, and evaluated data for SPAN 1113. Reviewed and approved final draft.	
Mary M Mackie	Department Head. Contributed and evaluated data for ENGL 1113 and ENGL 1213. Reviewed and approved final draft.	
Jennifer McGovern	Writing Center Director. Reviewed and approved final draft.	
Scott Reed	Contributed data for both HUM 2113 and HUM 2223. Contributed and evaluated data for ENGL 1113 and ENGL 1213. Reviewed and approved final draft.	
Cecilia Townsend	Contributed data for SPAN 1113. Reviewed and approved final draft.	

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head	Mary M Mackie	Mary Mackie	10-9-17
Dean	Keith W Martin	Keith W. Martin	10/9/17