

General Education Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

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) Acquire and evaluate information.2) Analyze and integrate knowledge.3) Develop perspectives and an understanding of the human experience.4) Communicate effectively.

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.	1) Acquire and evaluate information. 2) Analyze and integrate knowledge. 3) Develop perspectives and an understanding of the human experience. 4) Communicate effectively.
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 2012-2013 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
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"Create a more formalized grading standard for SPAN 1113 (building on last year's standardization). The Spanish faculty will be working toward this goal during the fall of 2013."	Y	More consistent evaluation of student performance and more reliable General Education assessment. Please see below Part 3, Outcome 3, column G. for SPAN 1113.
"Continued evaluation and revision of assessment measures for HUM 2113 and HUM 2223."	Y	More consistent teaching, deeper student learning, and more reliable General Education assessment. Please see below Part 3, Outcomes 1 and 3 for HUM 2113 and HUM 2223.

PART 2

Discussion of the University Assessment Committee's 2012-2013 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 General Education 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
"Course numbers are provided, but course titles are missing. Course names would be useful, as many reviewers will not be familiar with all course numbers alone."	Y	Corrected in this report; please see Part 3 below passim.
Outcome 1: "ENGL 1113: The first measure is a student-written essay on a researched topic. Presumably, student scores will be awarded based on their writing skills and not their acquisition of knowledge. Would this not be more appropriate for Outcome 4?"	N	The measure requires research (acquisition and evaluation of information); research calls for an appropriate mastery of knowledge, and a faithful, documented presentation; thus, knowledge is part of the measure. All measures will be evaluated according to the new General Education Student Learning Outcomes.
Outcome 1: "ENGL 1113: The fourth measure is a post-test which requires students to "analyze" a written communication. Would this be better suited for Outcome 2: Analyze and integrate knowledge? There appears to be a similarly word measure used for ENGL 1213 that is used for Outcome 2"	N	Perhaps. Writing faculty will consider this further and might change this in future reports. All measures will be evaluated according to the new General Education Student Learning Outcomes.

Outcome 2: “ <u>ENGL 1213</u> : The first measure is a student-written essay on a research topic. If this is assessed based on student writing skills, would this be more appropriate for Outcome 4?”	N	Please review our reply above regarding Outcome 1: ENGL 1113.
Outcome 2: “ <u>ENGL 1213</u> : The second measure requires students to “evaluate” a written article. Would this be more appropriate for Outcome 1: Acquire and evaluate information?”	N	We consider this activity of higher intellectual endeavor than the articles that students write about in ENGL 1113 Composition I. Thus, “Analyze and integrate knowledge” is appropriately measured.
Outcome 3: “ <u>HUM 2113</u> : The wording of these measures seems to place emphasis on communication and critical thinking skills. This seems to make it more suitable for either Outcome 1 or Outcome 4. Suggest either using the measure for a different outcome or rewording the measure description that puts emphasis on its relation to the “human experience”.”	N	For students to develop perspectives and an understanding of the human experience, they must use critical thinking skills (Outcome 1), and for instructors to assess students’ development of perspectives and an understanding of the human experience, students must communicate effectively (Outcome 4); nevertheless, the assessment measures aim to assess Outcome 3. The Humanities faculty will reconsider the possibility of rewording the measure description.
“The UAC has advocated the inclusion of frequency distribution tables of student scores in the Results column for each assessment measure. While the review team recognizes this does place extra burden on the assessment process, such a breakdown would paint a richer picture of student progress toward out learning outcomes.”	N	While such a breakdown might paint a richer picture of student progress toward learning outcomes, the Department agrees that this would place an “extra burden” on the assessment process and suggests in addition that this is an unrealistic hope by the UAC--until the entire data collection and reporting process for SLRs becomes totally automated, so that each individual faculty member across all of the multiple sections that are reporting data can simply in-put his or her raw numbers and a sophisticated computer program will complete all of the calculations for all of the breakdowns for all of the sections. Perhaps then, faculty could devote their assessment reporting energies to philosophical reflection on student learning, rather than to the mechanics of assessment.
Part 4: “It might be helpful to reviewers to include the wording of each learning outcome referenced, not just the number.”	Y	Corrected in this report; please see Part 4 below.
Part 6: “Two faculty signatures are missing.”	Y	English and Humanities has 16 full-time faculty members teaching in the Department. Not every faculty member contributes directly to every SLR, but the department does request that every faculty member review and approve the final draft. We do strive for 100% signatures.

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: Acquire and evaluate information.

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)
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	800 Total students assessed	<p>588 of 800 students (73.5%) met the performance standard.</p> <hr/> <p>On-ground: 504 of 664 (75.9%) met the performance standard.</p> <hr/> <p>Online: 38 of 81 (46.9%) met the performance standard.</p> <hr/> <p>Blended: 46 of 55 (83.6%) met the performance standard.</p> <hr/>	Students in two delivery modes, the on-ground and the blended, met the performance standard for this objective, which is a positive sign that the department is achieving its General Education goals. There is a marked difference in the online delivery mode, with only 47% of students meeting this objective. 2013-2014 was the first AY year in which the online sections of Comp. I were fully assessed. Much work has been done in these courses to make them more rigorous and more in line with the on-ground experience. These lower	Y

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)
			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.			numbers reflect the anecdotal evidence provided by faculty: students in general education courses often fall behind their on-ground peers in the more difficult skills of research, writing, and documentation. Face-to-face interaction with faculty, peers, and writing tutors proves a more successful model. Four blended courses were assessed, two of which were service learning courses. Though still a rather small sample, these results do suggest that blended courses may offer a viable method of delivery within appropriate situations.	
ENGL 1113 Composition I	Students will summarize and evaluate an article. The summary assignment will require a minimum of two	At least 70% of students who submit the assignment will score 70% or higher, based	Data from all students completing the course were taken into account. Individual	766 Total students assessed	610 of 766 students (79.6%) met the performance standard. On-ground: 518 of 633 (81.8%) met the performance	Students in two delivery modes, the on-ground and the online, met the performance standard for this objective, which is a positive sign that the department is achieving its General Education	Y

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)
	documented quotes. The evaluation assignment will require demonstration of critical thinking and observation.	on rubrics developed by the English Faculty.	faculty members reported grades on summaries to the writing faculty coordinator. Collated results were examined and		standard. <hr/> Online: 54 of 77 (70.1%) met the performance standard. <hr/> Blended: 38 of 56 (67.8%) met the performance standard. <hr/>	goals. There is, however, marked differences between the higher-performing on-ground students, and other modes of delivery. In this case, the blended sections fell short of the performance measure and the online classes just achieved the goal. Because only full-time faculty teach online sections, and all but one full-time faculty also teaches in the on-ground environment, we believe that such findings bear delving more deeply into as we interrogate the appropriate use on on-line and blended modes of instruction	
			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.				

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)
ENGL 1113 Composition I	Students will take a grammar post-test, featuring close to 100 questions. Grammar issues reflected in the post-test address the grammar challenges that most often appear in college students' writing.	At least 70% of students who take the exam will score 70% or higher, based on a national rubric.	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	803 Total students assessed	<p>708 of 803 students (88.2%) met the performance standard.</p> <hr/> <p>On-ground: 597 of 665 (89.8%) met the performance standard.</p> <hr/> <p>Online: 61 of 77 (79.2%) met the performance standard.</p> <hr/> <p>Blended: 50 of 61 (82%) met the performance standard.</p> <hr/>	<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>Again, there is a significant difference between the on-ground population and the other delivery modes. As this is a multiple choice test, identical for everyone taking it, this seems to be a particularly salient result.</p>	Y

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)
			results were reported to the assessment coordinator.				
ENGL 1113 Composition I	Students will take a post-test which 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,	803 Total students assessed	<p>708 of 803 students (88.2%) met the performance standard.</p> <hr/> <p>On-ground: 617 of 667 (92.5%) met the performance standard.</p> <hr/> <p>Online: 43 of 81 (53.1%) met the performance standard.</p> <hr/> <p>Blended: 48 of 55 (87.3%) met the performance standard.</p> <hr/>	<p>Students across two delivery modes, the on-ground and the blended, met the performance standard for this objective, which is a positive sign that the department is achieving its General Education goals.</p> <p>There is a striking difference in the performance of the online population, however.</p> <p>As this is a multiple choice test, identical for everyone taking it, this seems to be a particularly relevant result.</p>	Y

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)
			consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator.				
HUM 2113 Humanities I	Students will take a midterm exam on content knowledge of the humanities.	At least 70% of the students who take the exam will score 70% or higher.	<p>Data from all students who took the exam are included.</p> <hr/> <p>16 total sections</p> <hr/> <p>7 for Fall 2013 (5 on-ground + 2 online)</p> <hr/> <p>7 for Spring 2014 (3 on-ground + 2 online + 2 blended)</p>	<p>334 Total students assessed</p> <hr/> <p>160 on-ground</p> <hr/> <p>104 online</p> <hr/> <p>70 blended</p>	<p>248 of 334 students (74.3%) met the performance standard.</p> <hr/> <p>On-ground: 124 of 160 (77.5%) met the performance standard.</p> <hr/> <p>Online: 57 of 104 (54.8%) met the performance standard.</p> <hr/> <p>Blended: 67 of 70 (95.7%) met the performance standard.</p>	Results are positive for on-ground and blended instructional modes, but lower for online students (22.7% lower than on-ground students and 15.2% below the performance standard); unfortunately, this holds with 2012-13 results (online students 12% below on-ground) and 2011-12 results (similar percentage). Explanation? Faculty members teaching online observe that online students mistakenly believe that taking this course online is easier than on-ground, and that they simply do not engage in the sort of independent studying of	Y

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)
			2 for Summer 2014 (1 online + 1 blended)			<p>the course material that is necessary for success.</p> <p>While it is interesting to note that on this specific assignment, blended students distinguished themselves (18.2% higher) over on-ground students, these results may be skewed, as two of the three blended sections were taught by an adjunct on the Bartlesville Campus. This adjunct has since left RSU for a full-time position elsewhere, so we will watch future results for comparison.</p> <p>2013-14 results compared to 2012-13 results: total students (- 1.7%) on-ground (- 1.5%) online (-12.2%) blended no 2012-13 data.</p>	
HUM 2113 Humanities I	Students will take a comprehensive final exam on content knowledge of the	At least 70% of the students who take the exam will score 70% or	Data from all students who took the exam are included.	288 Total students assessed	222 of 288 students (77.1%) met the performance standard.	Results are positive for on-ground and blended instructional modes (on-ground students improved 9.1% from the mid-term exam, though	Y

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)
	humanities.	higher.	16 total sections 7 for Fall 2013 (5 on-ground + 2 online) 7 for Spring 2014 (3 on-ground + 2 online + 2 blended) 2 for Summer 2014 (1 online + 1 blended)	129 on-ground 91 online 68 blended	On-ground: 112 of 129 (86.8%) met the performance standard. Online: 45 of 91 (49.5%) met the performance standard. Blended: 65 of 68 (95.6%) met the performance standard.	31 fewer took the final exam), but dismal for online students (37.3% lower than on-ground students, 20.5% below the performance standard, and 5.3% decrease from the mid-term exam); unfortunately, this holds with 2012-13 results (online students 28% below on-ground) and 2011-12 results (similar percentage). Explanation? Faculty members teaching online observe that online students mistakenly believe that taking this course online is easier than on-ground, and that they simply do not engage in the sort of independent studying of the course material that is necessary for success. While it is interesting to note that on this specific assignment, blended students distinguished themselves (8.8% higher) over on-ground students,	

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)
						these results may be skewed, as two of the three blended sections were taught by an adjunct on the Bartlesville Campus. This adjunct has since left RSU for a full-time position elsewhere, so we will watch future results for comparison.	
						2013-14 results compared to 2012-13 results: total students (- 5.9%) on-ground (- 3.2%) online (-12.5%) blended no 2012-13 data.	
HUM 2223 Humanities II	Students will take a midterm exam on content knowledge of the humanities.	At least 70% of the students who take the exam will score 70% or higher.	Data from all students who took the exam are included. <hr/> 13 total sections <hr/> 6 for Fall 2013 (4 on-ground)	223 Total students assessed <hr/> 130 on-ground <hr/> 66 online	200 of 223 students (89.7%) met the performance standard. <hr/> On-ground: 110 of 130 (84.6%) met the performance standard. <hr/> Online: 63 of 66 (95.5%) met the performance standard.	Results are very positive for all three instructional modes. In comparison to the results for HUM 2113 (Humanities I) students on their parallel midterm exam, HUM 2223 (Humanities II) on-ground and blended results are equal or somewhat higher, but HUM 2223 online students scored much higher (+40.7%)	Y

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)
			+ 2 online) <hr/> 6 for Spring 2014 (4 on- ground + 1 online + 1 blended) <hr/> 1 for Summer 2014 (1 online) <hr/>	<hr/> 27 blended <hr/>	<hr/> Blended: 27 of 27 (100%) met the performance standard. <hr/>	than their HUM 2113 counterparts, as they outscored even their own HUM 2223 on-ground peers (+10.9%) on this assignment. Why did HUM 2223 online students vastly outperform HUM 2113 online students on the midterm exam assignment?	
						One answer could be different teaching methods by some of the different faculty teaching HUM 2223. Another answer could be that HUM 2223 involves a greater art history component; that is, students do better in spending more class time looking at pictures of art. A third possibility is that HUM 2223 students have already taken HUM 2113 and learned from that experience the need to study and prepare for the course. A fourth possibility is that fewer	

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)
						<p>students take HUM 2223, so the student population is more self-selective (which dovetails with the third possibility).</p> <p>While it is interesting to note that on this specific assignment, blended students distinguished themselves (100% performance results) over both on-ground and online students, these results may be skewed, as the sample size is small (only 27 students) and the only blended section was taught by an adjunct on the Bartlesville Campus. This adjunct has since left RSU for a full-time position elsewhere, so we will watch future results for comparison.</p> <p>2013-14 results compared to 2012-13 results: total students (+ 6.7%) on-ground (+ 1.6%) online (+14.5%) blended no 2012-13 data.</p>	

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)
HUM 2223 Humanities II	Students will take a comprehensive final exam on content knowledge of the humanities.	At least 70% of the students who take the exam will score 70% or higher.	Data from all students who took the exam are included. 13 total sections 6 for Fall 2013 (4 on-ground + 2 online) 6 for Spring 2014 (4 on-ground + 1 online + 1 blended) 1 for Summer 2014 (1 online)	209 Total students assessed 121 on-ground 61 online 27 blended	187 of 209 students (89.5%) met the performance standard. On-ground: 101 of 121 (83.5%) met the performance standard. Online: 59 of 61 (96.7%) met the performance standard. Blended: 27 of 27 (100%) met the performance standard.	Results are very positive for all three instructional modes. In comparison to the results for HUM 2113 (Humanities I) students on their parallel comprehensive final exam, HUM 2223 (Humanities II) on-ground and blended results are equal or somewhat higher, but HUM 2223 online students scored much higher (+47.2%) than their HUM 2113 counterparts, as they outscored even their own HUM 2223 on-ground peers (+13.2%) on this assignment. Why did HUM 2223 online students vastly outperform HUM 2113 online students on the comprehensive final exam assignment? One answer could be different teaching methods by some of the different faculty teaching	Y

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)
						<p>HUM 2223. Another answer could be that HUM 2223 involves a greater art history component; that is, students do better in spending more class time looking at pictures of art. A third possibility is that HUM 2223 students have already taken HUM 2113 and learned from that experience the need to study and prepare for the course. A fourth possibility is that fewer students take HUM 2223, so the student population is more self-selective (which dovetails with the third possibility).</p> <p>While it is interesting to note that on this specific assignment, blended students distinguished themselves (100% performance results) over both on-ground and online students, these results may be skewed, as the sample size is small (only 27 students) and the only blended</p>	

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)
						<p>section was taught by an adjunct on the Bartlesville Campus. This adjunct has since left RSU for a full-time position elsewhere, so we will watch future results for comparison.</p> <p>2013-14 results compared to 2012-13 results: total students (+ 3.5%) on-ground (+ 1.5%) online (+ 2.7%) blended no 2012-13 data.</p>	
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 the students who take the essay exams will score 70% or higher.	<p>Data from all students who took both exams are included.</p> <p>3 of 3 sections of the course are included (1 fall + 1 spring on-ground, 1 summer online).</p>	64 Total students assessed	<p>56 of 64 students (87.5%) met the performance standard.</p> <hr/> <p>On-ground: 41 of 42 (97.6%) met the performance standard.</p> <hr/> <p>Online: 15 of 22 (68.2%) met the performance standard.</p> <hr/> <p>No blended courses were taught.</p>	<p>Students accomplished the goal at a comparable rate to last year (87% in 2011-12, 90.9% in 2012-13). The success rate for online students was significantly lower than usual. It is a summer course (as well as online) so the eight-week format can be challenging; as a separate group, they just missed meeting the performance standard.</p>	Y

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)
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 4 of 4 sections are included in the sample. On-ground: 17 (F2013) + 12 (Sp2014) Online: 12 (F2013) + 21 (Sp2014)	62 Total students assessed	54 of 62 students (87.1%) met the performance standard. On-ground: 16 of 17 (94.1%) (F2013) 10 of 12 (83.3%) (Sp2014) met the performance standard. Online: 8 of 12 (66.7%) (F2013) 20 of 21 (95.2%) (Sp2014) met the performance standard. No blended courses were taught.	Last year, the on-ground students' performance (86%) was higher than the online students (75%). This year all classes did better, but the spring on-ground class and the fall online class only had 12 students, so the small sample size could have affected the number; however, the higher numbers of the fall on-ground and the spring online classes are unusual.	Y
LANG 1113 Foundations of World Languages	Students will complete a mid-term examination that is comprehensive of instruction weeks 1-9. Mid-term examination will employ a variety of testing methods, including fill in the blank, true/false,	At least 70% of students who take the mid-term examination will average 70% or higher.	Students from 4 of 4 sections are included in the sample. On-ground: 18 (F2013) + 12 (Sp2014) Online: 17 (F2013) +	68 Total students assessed	47 of 68 students (69.1%) met the performance standard. On-ground: 14 of 18 (77.8%) (F2013) 9 of 12 (75%) (Sp2014) met the performance standard. Online: 8 of 17 (47.1%) (F2013) 16 of 21 (76.2%) (Sp2014)	69.1% meeting the performance standard in 2013-14 is better than only 62% in 2012-13; however, 2011-12 results were 73%. The comprehensive mid-term grades are typically lower than the comprehensive final grades. Going forward this is a number we need to watch closely, but we are beginning to believe that the mid-term	N

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)
	multiple choice and short essay answers. 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.		21 (Sp2014)		met the performance standard. No blended courses were taught.	is serving as a learning experience which helps our students learn how to better prepare for a comprehensive exam, so we do not think that this is a bad outcome.	
LANG 1113 Foundations of World Languages	Students will take a final examination that is comprehensive of instruction weeks 1-15. The final examination will employ a variety of testing methods, including fill in	At least 70% of students who take the final examination will average 70% or higher.	Students from 4 of 4 sections are included in the sample. On-ground: 17 (F2013) + 10 (Sp2014)	62 Total students assessed	50 of 62 students (80.6%) met the performance standard. On-ground: 13 of 17 (76.5%) (F2013) 9 of 10 (90%) (Sp2014) met the performance standard.	Evaluating the lower mid-term results with the higher final exam results brings us to the conclusion that taking the comprehensive mid-term helped to prepare the students for the comprehensive final. This finding has been consistent for several years. The final covers	Y

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)
	the blank, true/false, multiple choice and short essay answers. Student knowledge required to pass the final exam will include 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: 14 (F2013) + 21 (Sp2014)		Online: 8 of 14 (57.1%) (F2013) 20 of 21 (95.2%) (Sp2014) met the performance standard. No blended courses were taught.	both the Latin and Greek sections, but the mid-term only tests the Latin section, so the final is more rigorous, yet the students meet the performance standard.	

OUTCOME 2: Analyze and integrate knowledge.

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)
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 were taken into account. 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	555 Total students assessed	<p>457 of 555 students (82.3%) met the performance standard.</p> <hr/> <p>On-ground: 410 of 490 (83.6%) met the performance standard.</p> <hr/> <p>Online: 37 of 53 (69.8%) met the performance standard.</p> <hr/> <p>Blended: 10 of 12 (83.3%) met the performance standard.</p> <hr/>	Students across delivery modes met this performance measure. Students in the online environment scored lower than did their counterparts in other delivery modes. It should be noted that only one blended section was taught, which makes it difficult to draw conclusions. This assessment does suggest that for high-skill tasks like researched writing, the on-ground environment, with the support of the Writing Center and face-to-face interaction, offers students a better opportunity for success.	Y

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)
			data and results were reported to the assessment coordinator.				
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 require demonstration of critical thinking and observation.	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 coordinator and shared with the writing faculty	565 Total students assessed	<p>476 of 565 students (84.2%) met the performance standard.</p> <hr/> <p>On-ground: 421 of 494 (85.2%) met the performance standard.</p> <hr/> <p>Online: 46 of 58 (79.3%) met the performance standard.</p> <hr/> <p>Blended: 9 of 13 (69.2%) met the performance standard.</p> <hr/>	Students across two delivery modes, the on-ground and online, met the performance standard for this objective, which is a positive sign that the department is achieving its General Education goals. The blended class (only one was taught) fell just short of the goal.	Y

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)
			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	553 Total students assessed	<p>497 of 553 students (89.9%) met the performance standard.</p> <hr/> <p>On-ground: 437 of 488 (89.5%) met the performance standard.</p> <hr/> <p>Online: 49 of 53 (92.5%) met the performance standard.</p> <hr/> <p>Blended: 11 of 12 (91.7%) met the performance standard.</p> <hr/>	<p>A high percentage of students met the performance standard across delivery modes, which is a positive sign that the department is achieving its General Education goals.</p> <p>Also worth noting: students successfully completing Comp II show significant progress in mastery of careful reading skills, comprehension skills, and critical thinking skills, as well as knowledge about documentation requirements and guidelines as compared to the similar (though not</p>	Y

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)
			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.			identical) post test results in Comp I. This suggests that the two-semester Composition Writing approach is a valid teaching model.	
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 the 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	26 Total students assessed	<p>22 of 26 students (84.6%) met the performance standard.</p> <hr/> <p>On-ground: 6 of 8 (75%) met the performance standard.</p> <hr/> <p>Online: 16 of 18 (88.9%) met this performance standard.</p> <hr/> <p>No blended courses were taught.</p>	This standard was achieved in both delivery methods. This is the first time in several years that students have achieved this objective, which is a positive trend. This remains a rather small sample size, but on-going efforts to encourage students to seek help with their writing skills in The Writing Center may well be having the desired results.	Y

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)
			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.				
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 exam will score 85% or higher. <hr/> <u>Standard #2:</u> At least 85% of students	Data from all students who took the exam are included in the sample. 3 sections: 1 on-ground, 2 online.	61 Total students assessed	<u>Standard #1:</u> 32 of 61 students (52.5%) met the performance standard. <hr/> On-ground: 12 of 22 (54.5%) met the performance standard. <hr/> Online: 20 of 39 (51.3%)	Students performed well on the final exam. Quizzes given during the semester were a contributing factor. <u>2012-13 Comparison:</u> 49 of 57 students (86%) met the performance standard (At least 70% of students who take the	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. Performance Standards Met (Y/N)
		who take the exam will score 70% or higher.	No blended sections were taught.		met the performance standard. <hr/> <u>Standard #2:</u> 55 of 61 students (90.2%) met the performance standard. <hr/> On-ground: 20 of 22 (90.9%) met the performance standard. <hr/> Online: 35 of 39 (89.7%) met the performance standard.	exam will score 70% or higher). On-ground: 21 of 25 (84%). Online: 28 of 32 (87.5%).	
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 post-test will score 85% or higher. <hr/> <u>Standard #2:</u> At least 85% of students who take the post-test will score 70% or higher.	Data from all students who took the exam are included in the sample. 1 section, on-ground. No online or blended sections.	19 Total students assessed	<u>Standard #1:</u> 10 of 19 students (52.6%) met the performance standard. <hr/> <u>Standard #2:</u> 17 of 19 students (89.5%) met the performance standard.	Students performed well on the final exam. Quizzes given during the semester were a contributing factor. <u>2012-13 Comparison:</u> 18 of 22 students (81.8%) met the performance standard (At least 70% of students who take the final exam will score 70% or higher).	Y Both standards were met.

OUTCOME 3: Develop perspectives and an understanding of the human experience.

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)
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 the 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	29 Total students assessed	<p>20 of 29 students (69%) met the performance standard.</p> <hr/> <p>On-ground: 7 of 8 (87.5%) met the performance standard.</p> <hr/> <p>Online: 13 of 21 (61.9%) met the performance standard.</p> <hr/> <p>No blended courses were taught.</p> <hr/>	This measure was not met, mainly due to the results in the online courses. Though a small sample, the results are telling.	N

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)
			the assessment coordinator.				
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 these projects, students attended a service of an unfamiliar tradition, created a new religion, or interviewed members of various religious backgrounds.	At least 70% of the students who submit the project will score 70% or higher.	Data from all students who submitted the project are included. 3 of 3 sections of the course are included (1 fall + 1 spring on-ground, 1 summer online).	64 Total students assessed	60 of 64 students (93.8%) met the performance standard. On-ground: 41 of 42 (97.6%) met the performance standard. Online: 19 of 22 (86.4%) met the performance standard. No blended courses were taught.	Students were successful. 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 near 90% the past several years (92.3% in 2011-12). Online results are slightly lower, though still quite successful. That trend has also been true the past several years.	Y
PHIL 1113 Introduction to Philosophy	Students will write an essay in which they are asked to explore diverse ethical	<u>Standard #1:</u> At least 50% of students who submit the essay will score	Data from all students who submitted the essay are included	59 Total students assessed	<u>Standard #1:</u> 32 of 59 students (54.2%) met the performance standard.	Students from year to year continue to perform well on the rubric-graded essay. As a direct measure, the essay has proven	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. Performance Standards Met (Y/N)
	<p>systems and problems taken from a variety of historical periods: ancient, medieval, and modern.</p> <p>All essays were scored using a rubric.</p>	<p>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>	<p>in the sample.</p> <p>3 sections: 1 on-ground, 2 online.</p> <p>No blended sections were taught.</p>		<hr/> <p>On-ground: 12 of 21 (57.1%) met the performance standard.</p> <hr/> <p>Online: 20 of 38 (52.6%) met the performance standard.</p> <hr/> <p><u>Standard #2:</u> 52 of 59 students (88.1%) met the performance standard.</p> <hr/> <p>On-ground: 19 of 21 (90.5%) met the performance standard.</p> <hr/> <p>Online: 33 of 38 (86.8%) met the performance standard.</p> <hr/>	<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> <p><u>2012-13 Comparison:</u> 44 of 51 students (86.3%) met the performance standard (At least 70% of students who submit the essay will score 70% or higher).</p> <p>On-ground: 20 of 25 (80%).</p> <p>Online: 24 of 26 (92.3%).</p>	
PHIL 1313 Values and Ethics	Students will write an essay in which they are asked to explore diverse	<u>Standard #1:</u> At least 50% of students who submit the essay	Data from all students who submitted the essay	18 Total students assessed	<u>Standard #1:</u> 9 of 18 students (50%) met the performance standard.	Students performed well on the essay assignment. It would have been great had Standard #2 been met,	Y Standard #1 met.

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)
	ethical systems and problems taken from a variety of historical periods: ancient, medieval, and modern. All essays were scored using a rubric.	will score 85% or higher. <u>Standard #2:</u> At least 85% of students who submit the essay will score 70% or higher.	are included in the sample. 1 section, on-ground. No online or blended sections were taught.		<u>Standard #2:</u> 14 of 18 students (77.8%) met the performance standard.	but two students were found guilty of plagiarism and, as a result, received failing grades. <u>2012-13 Comparison:</u> 17 of 22 students (77.3%) met the performance standard (At least 70% of students who write the essay will score 70% or higher).	N Standard #2 not met.
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 and on ground) who complete the class (those who do not drop, stop attending, or fail to take the final exam) are counted.	259 Total students assessed This includes fall 2013, spring 2014, and summer 2014 semesters.	201 of 259 students (77.6%) met the performance standard. <u>On-ground:</u> 138 of 181 (76.2%) met the performance standard. <u>Online:</u> 63 of 78 (80.7%) met the performance standard. <u>No blended courses were taught.</u>	A high percentage 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. The percentage of students in the previous academic year (2012-2013) who met the performance standard was 2.7% higher overall (including on-ground as	Y

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)
						<p>well as online classes) than the current year under review (2013-2014), but the online classes in 2013-2014 showed a marked improvement in student performance. In 2012-2013, 68% of online SPAN 1113 students met or exceeded the performance standard, while in 2013-2014 80.7% of students succeeded in meeting the standard. The 2.7% drop in overall students who met or exceeded the performance standard is most likely due the implementation of a standardized grading rubric for the SPAN 1113 final exams, and student engagement and participation in class. The 12.7% increase in successful student outcomes in the online environment is likely to have been positively affected by factors including greater student</p>	

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)
						preparedness before taking SPAN 1113 (having taken some high school Spanish), greater involvement of professors in the day-to-day functioning of online classes, professors' warning students of potential technological and mechanical mistakes they might make on exams (clicking the wrong button, not reading directions, translating instead of writing in Spanish, etc.), and a higher percentage of full-time faculty teaching the online sections.	
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 the students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included. 16 total sections 7 for Fall 2013 (5 on-ground	273 Total students assessed 112 on-ground 91 online	245 of 273 students (89.7%) met the performance standard. On-ground: 98 of 112 (87.5%) met the performance standard. Online: 78 of 91 (85.7%)	Results are very positive for all instructional modes; online students had the lowest results (~2% lower) but were still well above (15.7% higher) the performance standard. It is interesting to note that on this specific assignment, blended students distinguished themselves (11.1%	Y

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)
	Individual instructors may use more specific prompts for "diverse forces."		+ 2 online) 7 for Spring 2014 (3 on-ground + 2 online + 2 blended) 2 for Summer 2014 (1 online + 1 blended)	70 blended	met the performance standard. Blended: 69 of 70 (98.6%) met the performance standard.	higher) over on-ground students. 2013-14 results compared to 2012-13 results: total students (+ 0.7%) on-ground (+ 0.5%) online (-7.3%) blended no 2012-13 data.	
HUM 2113 Humanities I	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 the students who present will score 70% or higher.	Data from all students who presented are included. 16 total sections 7 for Fall 2013 (5 on-ground + 2 online) 7 for Spring 2014 (3 on-ground + 2 online + 2 blended) 2 for	282 Total students assessed 134 on-ground 88 online 60 blended	276 of 282 students (97.9%) met the performance standard. On-ground: 133 of 134 (99.3%) met the performance standard. Online: 83 of 88 (94.3%) met the performance standard. Blended: 60 of 60 (100%) met the performance standard.	This is the second year of using this new, common assessment measure (promised in 2011-12 to promote consistency). Results are very positive for all instructional modes; online students had the lowest results (~5% lower) but were still well above (24.3% higher) the performance standard. 2013-14 results compared to 2012-13 results: total students (+ 5.9%) on-ground (+8%)	Y

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)
			Summer 2014 (1 online + 1 blended)			online (-2.7%) blended no 2012-13 data.	
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 the students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included. 13 total sections 6 for Fall 2013 (4 on-ground + 2 online) 6 for Spring 2014 (4 on-ground + 1 online + 1 blended) 1 for Summer 2014 (1 online)	189 Total students assessed 109 on-ground 53 online 27 blended	169 of 189 students (89.4%) met the performance standard. On-ground: 93 of 109 (85.3%) met the performance standard. Online: 49 of 53 (92.5%) met the performance standard. Blended: 27 of 27 (100%) met the performance standard.	Results are very positive for all instructional modes; on-ground students (in a reversal from the results for the other measures) had the lowest results (7.2% lower) but were still well above (15.3% higher) the performance standard. It is interesting to note that on this specific assignment, blended students distinguished themselves (14.7% higher) over on-ground students. 2013-14 results compared to 2012-13 results: total students (+ 13.4%) on-ground (+ 2.3%) online (+32.5%) blended no 2012-13 data.	Y

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)
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 the students who present will score 70% or higher.	<p>Data from all students who presented are included.</p> <hr/> <p>13 total sections</p> <hr/> <p>6 for Fall 2013 (4 on-ground + 2 online)</p> <hr/> <p>6 for Spring 2014 (4 on-ground + 1 online + 1 blended)</p> <hr/> <p>1 for Summer 2014 (1 online)</p> <hr/>	<p>201 Total students assessed</p> <hr/> <p>117 on-ground</p> <hr/> <p>57 online</p> <hr/> <p>27 blended</p> <hr/>	<p>184 of 201 students (91.5%) met the performance standard.</p> <hr/> <p>On-ground: 110 of 117 (94%) met the performance standard.</p> <hr/> <p>Online: 47 of 57 (82.5%) met the performance standard.</p> <hr/> <p>Blended: 27 of 27 (100%) met the performance standard.</p> <hr/>	<p>This is the first year of using this new, common assessment measure (changed from an essay in 2012-13 to parallel HUM 2113).</p> <p>Results are very positive for all instructional modes; online students had the lowest results (11.5% lower) but were still well above (12.5% higher) the performance standard.</p> <p>This measure differs from its 2012-13 counterpart; nevertheless, 2013-14 results compared to 2012-13 results: total students (+ 0.5%) on-ground (+3%) online (-14.5%) blended no 2012-13 data.</p>	Y

OUTCOME 4: Communicate Effectively

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)
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. A successfully structured formal essay will contain a coherent thesis statement and a minimal amount of grammatical and mechanical errors.	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, consisting of all full-time English Faculty. All	869 Total students assessed	<p>697 of 869 students (80.2%) met the performance standard.</p> <hr/> <p>On-ground: 584 of 718 (81.3%) met the performance standard.</p> <hr/> <p>Online: 59 of 86 (68.6%) met the performance standard.</p> <hr/> <p>Blended: 54 of 65 (83%) met the performance standard.</p> <hr/>	<p>Students across two delivery modes, the on-ground and the blended, met the performance standard for this objective, which is a positive sign that the department is achieving its General Education goals.</p> <p>The online population fell just short of this standard, well behind their peers in the other platforms.</p>	Y

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)
			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 maximum). Essay test questions/ subjects will require students to demonstrate skill with essay structure, coherence, and clarity of thought.	At least 70% of students who submit the assignment will score 70% or higher.	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,	780 Total students assessed	<p>666 of 780 students (85.4%) met the performance standard.</p> <hr/> <p>On-ground: 554 of 640 (86.6%) met the performance standard.</p> <hr/> <p>Online: 60 of 82 (73.2%) met the performance standard.</p> <hr/> <p>Blended: 52 of 58 (89.7%) met the performance standard.</p> <hr/>	Students across delivery modes met the performance standard 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. Performance Standards Met (Y/N)
			consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator.				
ENGL 1213 Composition II	Students will write a well-developed, well-supported answer to an essay question. A successfully structured formal essay will contain a coherent topic sentence, support, and few grammatical and mechanical errors.	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 essay tests to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty coordinator and shared	563 Total students assessed	<p>487 of 563 students (86.5%) met the performance standard.</p> <hr/> <p>On-ground: 435 of 498 (87.3%) met the performance standard.</p> <hr/> <p>Online: 41 of 53 (77.3%) met this performance standard.</p> <hr/> <p>Blended: 11 of 12 (91.7%) met the performance standard.</p> <hr/>	Students across delivery modes met the performance standard 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. Performance Standards Met (Y/N)
			with the writing faculty committee, consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator.				

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 (2014-2015). 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.
Outcome 1: Acquire and evaluate information.	The English Faculty are considering updating the assessment tests for ENGL 1113 (Composition I) to more	To more accurately test students on the kinds of common errors instructors see in their writing.	This might involve eliminating the separate grammar test.

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
	accurately test students on the kinds of common errors instructors see in their writing.		
Outcome 1: Acquire and evaluate information.	The Humanities Faculty are considering eliminating the mid-term exam as an assessment measure for HUM 2113 (Humanities I) and HUM 2223 (Humanities II).	With the assessment measure of a <i>comprehensive</i> final exam in place, it seems unnecessary to assess and report results for a mid-term exam.	HUM 2113 and HUM 2223 instructors would still be free, and perhaps even encouraged, to conduct a mid-term exam in order to promote student learning throughout the semester. The "other consideration" involved in this change is the relief of the time burden on faculty in gathering, calculating, reporting, and evaluating data for an assessment measure that does not report a final or semester-long outcome of student learning.

PART 5

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement


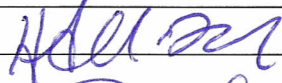

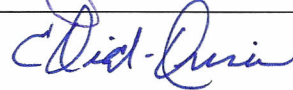
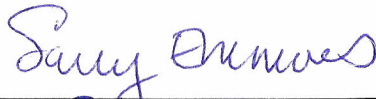
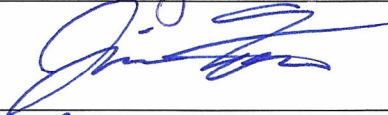


(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer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

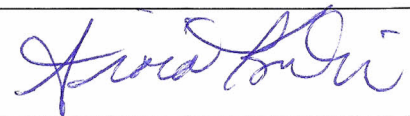
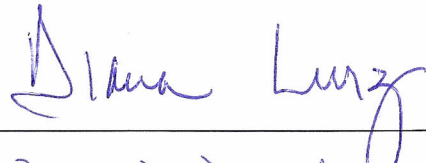
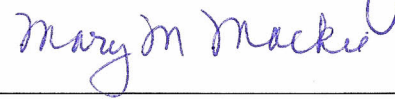


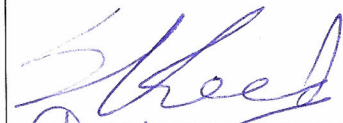
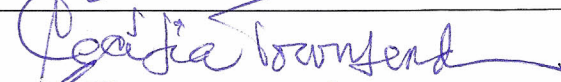

Description

PART 6 (A & B)

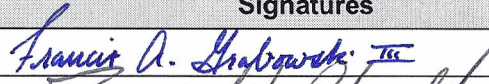
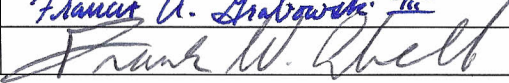
Documentation of Faculty Participation and Review

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
Sara Beam	Contributed and evaluated data for ENGL 1113 and ENGL 1213. Reviewed and approved final draft.	
Holly Clay-Buck	Reviewed and approved final draft.	
Renée Cox	Contributed data for HUM 2223; helped to calculate and process all data for HUM 2113 and HUM 2223. Contributed and evaluated data for ENGL 1113 and ENGL 1213. 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	Outgoing Assessment Coordinator. Contributed and evaluated data for HUM 3633. Reviewed, edited, and approved final draft.	
Francis Grabowski	Department Head. Contributed and evaluated data for PHIL 1113 and PHIL 1313. Reviewed, edited, 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.	
Diana Lurz	Contributed data for both HUM 2113 and HUM 2223. Contributed and evaluated data for LANG 1113. Reviewed and approved final draft.	
Mary Mackie	Contributed and evaluated data for ENGL 1113 and ENGL 1213. Reviewed and approved final draft.	
Frances Morris	Assessment Committee member. Contributed and evaluated data for ENGL 1113 and ENGL 1213. Contributed and evaluated data for LANG 1113. Reviewed and approved final draft.	
Matthew Oberrieder	Incoming 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, wrote the non-data portions of the report, 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 and evaluated data for SPAN 1113. Reviewed and approved final draft.	
Brenda Tuberville	Reviewed and approved final draft.	

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head	Francis Grabowski		10/2/14
Dean	Frank Elwell		10-6-14