

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

Fall 2018 – Spring 2019

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"> <li>1) Think critically and creatively.</li> <li>2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.</li> <li>3) Use written, oral, and visual communication effectively.</li> <li>4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.</li> <li>5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.</li> </ol>
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"> <li>1) Think critically and creatively.</li> <li>2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.</li> <li>3) Use written, oral, and visual communication effectively.</li> <li>4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.</li> <li>5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.</li> </ol>

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

### PART 1

#### Discussion of Instructional Changes Resulting from 2017-2018 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
SLO #3: Use written, oral, and visual communication effectively. SPAN 1113: Require an online, proctored, timed midterm exam for all online sections.	Y	2018-19 final exam students met the performance standard: On-Ground = 76.29%; Online = 75.47%. Note that the percentages are very similar, likely, in part, because all instructors of SPAN 1113 online required a proctored midterm exam for all sections (cf. 2017-18 Part 4). This proctored midterm prepared students better for the online final exam format and environment.

### PART 2

#### Discussion of the University Assessment Committee's 2017-2018 Peer Review Report

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 peer review occurred.	NA	No peer review occurred.

**PART 3**

**Analysis of Evidence of Student Learning Outcomes**

The five 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	<p>Students will <b>summarize and evaluate an article</b>.</p> <p>The summary assignment will require a minimum of two documented quotes. The evaluation assignment will require demonstration of critical thinking and observation.</p>	At least 70% of students who submit the assignment will score 70% or higher, based on rubrics developed by the English Faculty.	<p>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.</p>	550 total students assessed	<p>451 of 550 students (82%) met the performance standard.</p> <hr/> <p align="center">On-Ground 421 of 514 (81.91%)</p> <hr/> <p align="center">Online 30 of 36 (83.34%)</p> <hr/> <p align="center">Blended No sections</p>	<p>Students in all delivery modes met the performance standard for this objective, which continues a successful trend.</p> <p>The percentage of students successfully completing these objectives across all modes of delivery is virtually unchanged since our last report. This is evidence that the Department of English and Humanities is meeting its General Education goals.</p> <p>We continue to have reporting issues with the online sections, but the trends of those reporting is positive.</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	<p>Students will take a <b>post-test</b> that requires them to analyze written communication.</p> <p>These tests require students to demonstrate careful reading skills, comprehension skills and critical thinking skills, as well as knowledge about documentation requirements and guidelines.</p>	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.	479 total students assessed	<p>362 of 479 students (75.57%) met the performance standard.</p> <hr/> <p>On-Ground 345 of 462 (74.68%)</p> <hr/> <p>Online 17 of 17 (100%)</p> <hr/> <p>Blended No sections</p>	<p>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.</p> <p>Only one online section reported results, which makes for a small sample.</p>	Y
ENGL 1213 Composition II	<p>Students will <b>summarize and evaluate an article</b>.</p> <p>The summary assignment will require a minimum of two documented quotes. The evaluation</p>	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	512 total students assessed	<p>427 of 512 students (83.4%) met the performance standard.</p> <hr/> <p>On-Ground 363 of 425 (85.41%)</p> <hr/> <p>Online 64 of 87 (73.56%)</p> <hr/> <p>Blended No sections</p>	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.	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)
	assignment will require demonstration of critical thinking and observation.		and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator.				
ENGL 1213 Composition II	Students will take a <b>post-test</b> 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 coordinator.	516 total students assessed	423 of 516 students (81.98%) met the performance standard. <hr/> On-Ground 351 of 429 (81.82%) <hr/> Online 72 of 87 (82.76%) <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.  The online sections are performing better this academic year than last.	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 <b>creative project</b> 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.	35 total students assessed	34 of 35 students (97.14%) met the performance standard. <hr/> Online No sections <hr/> Blended No sections	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 <b>essay</b> in which they evidence an understanding of the diverse forces that shape the humanities and our responses to	At least 70% of students who submit the <b>essay</b> will score 70% or higher.	Data from all students who submitted the <b>essay</b> are included.  Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT &	177 total students  <b>Students per category:</b>  Summer 2018 17   FT   OL  Fall 2018 35   FT   OG	143 of 177 students (80.79%) met the performance standard.  <b>Students per category:</b>  Summer 2018 16   FT   OL   94.12%  Fall 2018 28   FT   OG   80%	Results surpass the performance standard by at least 6.47% for all variations of Instructor Status & Delivery Mode, but for 1 PT, OG section.  Instructor Status Aggregated Results FT 102 of 126 80.95% PT 41 of 51 80.39%  Delivery Mode Aggregated Results OG 71 of 92 77.17% OL 40 of 48 83.34%	Y

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	<p>them.</p> <p>Individual instructors may use more specific prompts for "diverse forces."</p>		<p><i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.</p>	<table border="1"> <tr><td>14</td><td>FT</td><td>OL</td></tr> <tr><td>24</td><td>PT</td><td>B</td></tr> <tr><td>73</td><td colspan="2">Total</td></tr> <tr><td colspan="3">Spring 2019</td></tr> <tr><td>43</td><td>FT</td><td>OG</td></tr> <tr><td>17</td><td>FT</td><td>OL</td></tr> <tr><td>14</td><td>PT</td><td>OG</td></tr> <tr><td>13</td><td>PT</td><td>B</td></tr> <tr><td>87</td><td colspan="2">Total</td></tr> </table>	14	FT	OL	24	PT	B	73	Total		Spring 2019			43	FT	OG	17	FT	OL	14	PT	OG	13	PT	B	87	Total		<table border="1"> <tr><td>11</td><td>FT</td><td>OL</td><td>78.57%</td></tr> <tr><td>19</td><td>PT</td><td>B</td><td>79.17%</td></tr> <tr><td>58</td><td colspan="2">Total</td><td>79.45%</td></tr> <tr><td colspan="4">Spring 2019</td></tr> <tr><td>34</td><td>FT</td><td>OG</td><td>79.07%</td></tr> <tr><td>13</td><td>FT</td><td>OL</td><td>76.47%</td></tr> <tr><td>9</td><td>PT</td><td>OG</td><td>64.29%</td></tr> <tr><td>13</td><td>PT</td><td>B</td><td>100%</td></tr> <tr><td>69</td><td colspan="2">Total</td><td>79.31%</td></tr> </table>	11	FT	OL	78.57%	19	PT	B	79.17%	58	Total		79.45%	Spring 2019				34	FT	OG	79.07%	13	FT	OL	76.47%	9	PT	OG	64.29%	13	PT	B	100%	69	Total		79.31%	<table border="1"> <tr><td>B</td><td>32 of 37</td><td>86.49%</td></tr> </table> <p>Students performed roughly equally well (surpassing the standard by ~10%) whether taught by FT or PT instructors. Blended sections appear to have done the best (16.49% over the standard), while On-Ground sections appear to have the weakest performance (only 7.17% over the standard), but the Blended sample size is only roughly 1/3 that of On-Ground sections.</p>	B	32 of 37	86.49%																											
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HUM 2223 Humanities II	<p>Students will submit an <b>essay</b> 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 <b>essay</b> will score 70% or higher.	<p>Data from all students who submitted the <b>essay</b> are included.</p> <p>Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT &amp; <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.</p>	<p>154 total students</p> <p><b>Students per category:</b></p> <p>Summer 2018 No Sections</p> <p>Fall 2018</p> <table border="1"> <tr><td>25</td><td>FT</td><td>OG</td></tr> <tr><td>14</td><td>FT</td><td>OL</td></tr> <tr><td>16</td><td>PT</td><td>OG</td></tr> <tr><td>16</td><td>PT</td><td>OL</td></tr> <tr><td>15</td><td>PT</td><td>B</td></tr> <tr><td>86</td><td colspan="2">Total</td></tr> <tr><td colspan="3">Spring 2019</td></tr> <tr><td>28</td><td>FT</td><td>OG</td></tr> <tr><td>29</td><td>FT</td><td>OL</td></tr> <tr><td>11</td><td>PT</td><td>B</td></tr> <tr><td>68</td><td colspan="2">Total</td></tr> </table>	25	FT	OG	14	FT	OL	16	PT	OG	16	PT	OL	15	PT	B	86	Total		Spring 2019			28	FT	OG	29	FT	OL	11	PT	B	68	Total		<p>131 of 154 students (85.06%) met the performance standard.</p> <p><b>Students per category:</b></p> <p>Summer 2018 No Sections</p> <p>Fall 2018</p> <table border="1"> <tr><td>22</td><td>FT</td><td>OG</td><td>88%</td></tr> <tr><td>11</td><td>FT</td><td>OL</td><td>78.57%</td></tr> <tr><td>13</td><td>PT</td><td>OG</td><td>81.25%</td></tr> <tr><td>15</td><td>PT</td><td>OL</td><td>93.75%</td></tr> <tr><td>14</td><td>PT</td><td>B</td><td>93.33%</td></tr> <tr><td>75</td><td colspan="2">Total</td><td>87.21%</td></tr> <tr><td colspan="4">Spring 2019</td></tr> <tr><td>25</td><td>FT</td><td>OG</td><td>89.29%</td></tr> <tr><td>21</td><td>FT</td><td>OL</td><td>72.41%</td></tr> <tr><td>10</td><td>PT</td><td>B</td><td>90.91%</td></tr> <tr><td>56</td><td colspan="2">Total</td><td>82.35%</td></tr> </table>	22	FT	OG	88%	11	FT	OL	78.57%	13	PT	OG	81.25%	15	PT	OL	93.75%	14	PT	B	93.33%	75	Total		87.21%	Spring 2019				25	FT	OG	89.29%	21	FT	OL	72.41%	10	PT	B	90.91%	56	Total		82.35%	<p>Results surpass the performance standard by at least 2.41%, though upwards of 20-23%, for all variations of Instructor Status &amp; Delivery Mode.</p> <p><b>Instructor Status Aggregated Results</b></p> <table border="1"> <tr><td>FT</td><td>79 of 96</td><td>82.29%</td></tr> <tr><td>PT</td><td>52 of 58</td><td>89.66%</td></tr> </table> <p><b>Delivery Mode Aggregated Results</b></p> <table border="1"> <tr><td>OG</td><td>60 of 69</td><td>86.96%</td></tr> <tr><td>OL</td><td>47 of 59</td><td>79.66%</td></tr> <tr><td>B</td><td>24 of 26</td><td>92.3%</td></tr> </table> <p>Students taught by PT instructors outperformed those taught by FT instructors by 7.37%--though both groups were ~12-19% above the standard. Blended sections appear to have done the best (22.3% over the standard), while Online sections appear to have the weakest performance (only 9.66% over the standard), but the Blended sample size is only roughly 1/2 that of Online &amp; 1/3 that of On-Ground.</p>	FT	79 of 96	82.29%	PT	52 of 58	89.66%	OG	60 of 69	86.96%	OL	47 of 59	79.66%	B	24 of 26	92.3%	Y
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HUM 3633 Comparative Religion	<p>Students will complete <b>two essay exams</b>, demonstrating basic content knowledge of the relevant cultures.</p> <p>The two exams are in-class essay exams, one midway through the course and the other at the conclusion of the semester.</p>	At least 70% of students who take the <b>two essay exams</b> will score 70% or higher.	Data from all students who took <b>both exams</b> are included.	<p>47 total students assessed</p> <hr/> <p>2 of 2 sections of the course are included:</p> <p>2 Online: Summer 2018 + Spring 2019</p>	<p>32 of 47 students (68.09%) met the performance standard.</p> <hr/> <p>On-Ground No sections</p> <hr/> <p>Online 14 of 22 (63.64%) Summer 2018 + 18 of 25 (72%) Spring 2019</p> <hr/> <p>Blended No sections</p>	<p>The Spring 2019 section barely met the standard (+ 2%), while the Summer 2018 section fell short by 6.36%.</p> <p>Overall results are much lower than usual, largely due to a high number of students who failed the midterm in both classes. Despite clear instructions for the essays, a high number of students submitted brief, short-answer-type responses. Online students are having more difficulties following instructions, even when posted in multiple places (i.e., course announcement, syllabus, assignment introduction, and assignment main screen). Still, most students scored much higher on the final, so they did learn . . . eventually.</p>	N
LANG 1113 Foundations of World Languages	Students will complete <b>workbook assignments and dictionary assignments</b> that require focus on changes in the English language, as well as investigation of etymologies.	At least 70% of students who submit the <b>assignments</b> will score 70% or higher.	<p>Students from 2 of 2 sections are included in the sample.</p> <hr/> <p>1 On-Ground Fall 2018</p> <hr/> <p>1 Online Spring 2019</p>	<p>37 total students assessed</p> <hr/> <p>On-Ground 14</p> <hr/> <p>Online 23</p>	<p>33 of 37 students (89.19%) met the performance standard.</p> <hr/> <p>On-Ground 12 of 14 (85.71%)</p> <hr/> <p>Online 21 of 23 (91.3%)</p> <hr/> <p>Blended No sections</p>	<p>For 2018-19, the performance of On-Ground students (85.71%) was lower than that of Online students (91.3%); both of these results are very similar to past performance. The numbers are so small, though, that the difference is negligible.</p> <p>Out of all the students who took the course <i>and completed the final</i>, only four students did not score a 70% or higher.</p> <p>2018-19 class sizes were slightly larger than past class sizes; nevertheless, EH continues to offer only two sections/year, On-Ground and Online, fall and spring, respectively.</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)
LANG 1113 Foundations of World Languages	<p>Students will complete a comprehensive <b>mid-term examination</b> of weeks 1-9.</p> <p>The mid-term examination will employ a variety of testing methods, including fill in the blank, true/false, multiple choice and short essay answers.</p>	<p>At least 70% of students who take the <b>mid-term examination</b> will average 70% or higher.</p> <p>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.</p>	<p>Students from 2 of 2 sections are included in the sample.</p> <hr/> <p>1 On-Ground Fall 2018</p> <hr/> <p>1 Online Spring 2019</p>	<p>37 total students assessed</p> <hr/> <p>On-Ground 14</p> <hr/> <p>Online 23</p>	<p>29 of 37 students (78.38%) met the performance standard.</p> <hr/> <p>On-Ground 9 of 14 (64.29%)</p> <hr/> <p>Online 20 of 23 (86.96%)</p> <hr/> <p>Blended No sections</p>	<p>Online students outperformed On-Ground students on the mid-term. The On-Ground section did not meet the standard of 70%, but the Online section did.</p> <p>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.</p>	Y
LANG 1113 Foundations of World Languages	<p>Students will complete a comprehensive <b>final examination</b> of weeks 1-15.</p> <p>The final examination</p>	<p>At least 70% of students who take the <b>final examination</b> will average 70% or higher.</p> <p>Student</p>	<p>Students from 2 of 2 sections are included in the sample.</p> <hr/> <p>1 On-Ground Fall 2018</p>	<p>36 total students assessed</p> <hr/> <p>On-Ground 13</p>	<p>36 of 36 students (100%) met the performance standard.</p> <hr/> <p>On-Ground 13 of 13 (100%)</p>	<p><b>2018-19 results:</b> For the final, all students who took the test scored a 70% or better. By the end of the semester, On-Ground students caught up to their Online peers in test performance.</p> <p><b>Compare with 2017-18 results:</b> Outcomes for the two semesters were</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)
	will employ a variety of testing methods, including fill in the blank, true/false, multiple choice and short essay answers.	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.	1 Online Spring 2019	Online 23	<p>Online 23 of 23 (100%)</p> <hr/> <p>Blended No sections</p>	<p>very similar. Despite there being no change in the test, both On-Ground and Online classes were very nearly equally successful.</p> <p><b>Compare with 2016-17 results:</b> For the final, a marked difference can be seen between the On-ground and Online classes. Due to the small sample size, it is difficult to determine any kind of trend. We will watch this number in the future to look for larger concerns.</p>	

**OUTCOME 2: ACQUIRE, ANALYZE, & EVALUATE KNOWLEDGE OF HUMAN CULTURES & THE PHYSICAL & NATURAL WORLD**

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
HUM 2113 Humanities I	Students will take a comprehensive <b>final exam</b> on content knowledge of the humanities.	At least 70% of students who take the <b>final exam</b> will score 70% or higher.	Data from all students who took the <b>final exam</b> 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.	186 total students  <b>Students per category:</b>  Summer 2018 18   FT   OL  Fall 2018 37   FT   OG 17   FT   OL 21   PT   B 75   Total  Spring 2019 46   FT   OG 18   FT   OL 16   PT   OG 13   PT   B 93   Total	166 of 186 students (89.25%) met the performance standard.  <b>Students per category:</b>  Summer 2018 18   FT   OL   100%  Fall 2018 29   FT   OG   78.38% 17   FT   OL   100% 21   PT   B   100% 67   Total   89.34%  Spring 2019 42   FT   OG   91.3% 17   FT   OL   94.44% 10   PT   OG   62.5% 12   PT   B   92.31% 81   Total   87.1%	Results surpass the performance standard by at least 8.38%, though upwards of 20-24%, for all variations of Instructor Status & Delivery Mode, but for 1 PT, OG section.  <b>Instructor Status Aggregated Results</b> FT   123 of 136   90.44% PT   43 of 50   86%  <b>Delivery Mode Aggregated Results</b> OG   81 of 99   81.82% OL   52 of 53   98.11% B   33 of 34   97.06%  Students taught by FT instructors outperformed those taught by PT instructors by 4.44%--though both groups were ~16-20% above the standard. Online & Blended sections appear to have done the best (~27-28% over the standard), while On-Ground sections appear to have a weaker performance (only 11.82% over the standard), but the Blended sample size is only roughly 1/2 that of Online & 1/3 that of On-Ground sections.	Y
HUM 2223 Humanities II	Students will take a comprehensive <b>final exam</b> on content knowledge of the	At least 70% of students who take the <b>final exam</b> will score 70% or higher.	Data from all students who took the <b>final exam</b> are included.  Categorized by:	164 total students	142 of 164 students (86.59%) met the performance standard.	Results surpass the performance standard by at least 13.33%, though upwards of 15-23%, for all variations of Instructor Status & Delivery Mode, but for 1 PT, OG section.	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)																																																																																					
	humanities.		<i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	<b>Students per category:</b>  Summer 2018 No Sections  Fall 2018 <table border="1" data-bbox="898 508 1079 691"> <tr><td>27</td><td>FT</td><td>OG</td></tr> <tr><td>15</td><td>FT</td><td>OL</td></tr> <tr><td>16</td><td>PT</td><td>OG</td></tr> <tr><td>16</td><td>PT</td><td>OL</td></tr> <tr><td>15</td><td>PT</td><td>B</td></tr> <tr><td>89</td><td colspan="2">Total</td></tr> </table>  Spring 2019 <table border="1" data-bbox="898 748 1079 870"> <tr><td>31</td><td>FT</td><td>OG</td></tr> <tr><td>32</td><td>FT</td><td>OL</td></tr> <tr><td>12</td><td>PT</td><td>B</td></tr> <tr><td>75</td><td colspan="2">Total</td></tr> </table>	27	FT	OG	15	FT	OL	16	PT	OG	16	PT	OL	15	PT	B	89	Total		31	FT	OG	32	FT	OL	12	PT	B	75	Total		<b>Students per category:</b>  Summer 2018 No Sections  Fall 2018 <table border="1" data-bbox="1115 508 1411 691"> <tr><td>25</td><td>FT</td><td>OG</td><td>92.59%</td></tr> <tr><td>13</td><td>FT</td><td>OL</td><td>86.67%</td></tr> <tr><td>10</td><td>PT</td><td>OG</td><td>62.5%</td></tr> <tr><td>15</td><td>PT</td><td>OL</td><td>93.75%</td></tr> <tr><td>13</td><td>PT</td><td>B</td><td>86.67%</td></tr> <tr><td>76</td><td colspan="2">Total</td><td>85.39%</td></tr> </table>  Spring 2019 <table border="1" data-bbox="1115 748 1411 870"> <tr><td>27</td><td>FT</td><td>OG</td><td>87.1%</td></tr> <tr><td>29</td><td>FT</td><td>OL</td><td>90.63%</td></tr> <tr><td>10</td><td>PT</td><td>B</td><td>83.33%</td></tr> <tr><td>66</td><td colspan="2">Total</td><td>88%</td></tr> </table>	25	FT	OG	92.59%	13	FT	OL	86.67%	10	PT	OG	62.5%	15	PT	OL	93.75%	13	PT	B	86.67%	76	Total		85.39%	27	FT	OG	87.1%	29	FT	OL	90.63%	10	PT	B	83.33%	66	Total		88%	<b>Instructor Status Aggregated Results</b> <table border="1" data-bbox="1428 334 1736 396"> <tr><td>FT</td><td>94 of 105</td><td>89.52%</td></tr> <tr><td>PT</td><td>48 of 59</td><td>81.35%</td></tr> </table> <b>Delivery Mode Aggregated Results</b> <table border="1" data-bbox="1428 456 1728 545"> <tr><td>OG</td><td>62 of 74</td><td>83.78%</td></tr> <tr><td>OL</td><td>57 of 63</td><td>90.48%</td></tr> <tr><td>B</td><td>23 of 27</td><td>85.19%</td></tr> </table> Students taught by FT instructors outperformed those taught by PT instructors by 8.17%--though both groups were ~11-19% above the standard. Online & Blended sections appear to have done the best (~20% & ~15% over the standard), while On-Ground sections appear to have a weaker performance (only 13.78% over the standard), but the Blended sample size is only roughly 1/2 that of Online & 1/3 that of On-Ground sections.	FT	94 of 105	89.52%	PT	48 of 59	81.35%	OG	62 of 74	83.78%	OL	57 of 63	90.48%	B	23 of 27	85.19%	
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PHIL 1113 Introduction to Philosophy	Students will take a comprehensive <b>final exam</b> , 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 <b>final exam</b> will score 85% or higher.	Data from all students who took the <b>final exam</b> are included.	113 total students assessed <hr/> 6 sections: 4 On-Ground + 2 Online <hr/> No Blended sections.	<u>Standard #1:</u> 74 of 113 students (65.49%) met the performance standard. <hr/> On-Ground 43 of 65 (66.15%) <hr/> Online 31 of 48 (64.58%)	Students performed well on the final exam. Daily reading quizzes given during the semester were a contributing factor.	Standard #1 <hr/> Y <hr/> Standard #2 <hr/> 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>Standard #2:</u> At least 85% of students who take the <b>final exam</b> will score 70% or higher.			<u>Standard #2:</u> 99 of 113 students (87.61%) met the performance standard.  <hr/> On-ground 58 of 65 (89.23%)  <hr/> Online 41 of 48 (85.42%)		
PHIL 1313 Values and Ethics	Students will take a comprehensive <b>final exam</b> , evaluating their retention and understanding of the problems and history of ethics.	<u>Standard #1:</u> At least 50% of students who take the <b>final exam</b> will score 85% or higher.  <hr/> <u>Standard #2:</u> At least 85% of students who take the <b>final exam</b> will score 70% or higher.	Data from all students who took the <b>final exam</b> are included.	35 total students assessed  <hr/> 2 On-Ground sections  <hr/> No Online or Blended sections	<u>Standard #1:</u> 25 of 35 students (71.43%) met the performance standard.  <hr/> <u>Standard #2:</u> 30 of 35 students (85.71%) met the performance standard.	Students performed well on the final exam. Daily Reading quizzes given during the semester were a contributing factor.	Standard #1 Y  <hr/> Standard #2 Y

**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 <b>short, researched essay/body section of an essay</b> , 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, consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator.	538 total students assessed	<p>442 of 538 students (82.16%) met the performance standard.</p> <hr/> <p>On-Ground 411 of 504 (81.55%)</p> <hr/> <p>Online 31 of 34 (91.18%)</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>There is a significant improvement in the online sections over last year's results.</p>	Y
ENGL 1113 Composition I	Students will write a well-developed, well-supported <b>400-1000 word expository essay</b> , using a writing process, including	At least 70% of students who submit the assignment will score 70% or higher, using a rubric	Data from all students completing the course were taken into account. Individual faculty members reported grades on essays to the writing	558 total students assessed	<p>475 of 558 students (85.13%) met the performance standard.</p> <hr/> <p>On-Ground 441 of 519 (84.97%)</p> <hr/> <p>Online 34 of 39 (87.18%)</p>	<p>Students across all delivery modes did well for this objective.</p> <p>The English and Humanities department continues to meet this important goal.</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)
	pre-writing, planning, organizing, drafting, revising and editing.	developed by the English Faculty.  A successfully structured formal essay will contain a coherent thesis statement and a minimal amount of grammatical and mechanical errors.	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.		Blended No sections		
ENGL 1113 Composition I	Students will take one <b>timed Comp I essay test</b> (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,	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	558 total students assessed	491 of 558 students (87.99%) met the performance standard.  On-Ground 455 of 518 (87.83%)  Online 36 of 40 (90%)  Blended No sections	Students across all delivery modes did particularly well in this objective.  The online sections have reversed the downward trend noted in last the last AY report, 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)
		coherence, and clarity of thought.	committee, 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 <b>answer to an essay question.</b>	At least 70% of students who submit the assignment will score 70% or higher, based on a rubric developed by the English Faculty.  A successfully structured formal essay will contain a coherent sentence, support, and few grammatical and mechanical errors.	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 with the writing faculty committee, consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator.	532 total students assessed	484 of 532 students (90.98%) met the performance standard. <hr/> On-Ground 415 of 445 (93.26%) <hr/> Online 69 of 87 (79.31%) <hr/> Blended No sections	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)												
ENGL 1213 Composition II	Students will write a <b>researched essay</b> , 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 data and results were reported to the coordinator.	524 total students assessed	434 of 524 students (82.82%) met the performance standard. <hr/> On-Ground 368 of 438 (84.02%) <hr/> Online 66 of 86 (76.74%) <hr/> Blended No sections	Students across all delivery modes met this performance standard.	Y												
HUM 2113 Humanities I	Students will complete an <b>in-class presentation</b> displaying oral and visual communication skills, as well as creative and critical thinking.  (Online students	At least 70% of students who <b>present</b> will score 70% or higher.	Data from all students who <b>presented</b> are included.  Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT &	185 total students  <b>Students per category:</b>  Summer 2018 18   FT   OL  Fall 2018 39   FT   OG	178 of 185 students (96.22%) met the performance standard.  <b>Students per category:</b>  Summer 2018 18   FT   OL   100%  Fall 2018 38   FT   OG   97.44%	Results surpass the performance standard by at least 17.5%, though upwards of 23-30%, for all variations of Instructor Status & Delivery Mode.  Instructor Status Aggregated Results <table border="1" data-bbox="1438 1226 1759 1291"> <tr><td>FT</td><td>128 of 133</td><td>96.24%</td></tr> <tr><td>PT</td><td>50 of 52</td><td>96.15%</td></tr> </table> Delivery Mode Aggregated Results <table border="1" data-bbox="1438 1323 1759 1404"> <tr><td>OG</td><td>96 of 101</td><td>95.05%</td></tr> <tr><td>OL</td><td>46 of 48</td><td>95.84%</td></tr> </table>	FT	128 of 133	96.24%	PT	50 of 52	96.15%	OG	96 of 101	95.05%	OL	46 of 48	95.84%	Y
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	will submit a paper/project in lieu of the presentation.)		<i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	<table border="1" data-bbox="898 305 1079 396"> <tr><td>15</td><td>FT</td><td>OL</td></tr> <tr><td>24</td><td>PT</td><td>B</td></tr> <tr><td>78</td><td colspan="2">Total</td></tr> </table> <p style="text-align: center;">Spring 2019</p> <table border="1" data-bbox="898 456 1079 605"> <tr><td>46</td><td>FT</td><td>OG</td></tr> <tr><td>15</td><td>FT</td><td>OL</td></tr> <tr><td>16</td><td>PT</td><td>OG</td></tr> <tr><td>12</td><td>PT</td><td>B</td></tr> <tr><td>89</td><td colspan="2">Total</td></tr> </table>	15	FT	OL	24	PT	B	78	Total		46	FT	OG	15	FT	OL	16	PT	OG	12	PT	B	89	Total		<table border="1" data-bbox="1110 305 1402 396"> <tr><td>14</td><td>FT</td><td>OL</td><td>93.33%</td></tr> <tr><td>24</td><td>PT</td><td>B</td><td>100%</td></tr> <tr><td>76</td><td colspan="2">Total</td><td>97.44</td></tr> </table> <p style="text-align: center;">Spring 2019</p> <table border="1" data-bbox="1110 456 1402 605"> <tr><td>44</td><td>FT</td><td>OG</td><td>95.65%</td></tr> <tr><td>14</td><td>FT</td><td>OL</td><td>93.33%</td></tr> <tr><td>14</td><td>PT</td><td>OG</td><td>87.5%</td></tr> <tr><td>12</td><td>PT</td><td>B</td><td>100%</td></tr> <tr><td>84</td><td colspan="2">Total</td><td>94.38%</td></tr> </table>	14	FT	OL	93.33%	24	PT	B	100%	76	Total		97.44	44	FT	OG	95.65%	14	FT	OL	93.33%	14	PT	OG	87.5%	12	PT	B	100%	84	Total		94.38%	<table border="1" data-bbox="1423 305 1738 334"> <tr><td>B</td><td>36 of 36</td><td>100%</td></tr> </table> <p>Students performed equally well (~26% over the standard) whether taught by FT instructors or by PT instructors. Blended sections appear to have done the best (30% over the standard), while On-Ground &amp; Online sections appear to have a weaker performance--though both still ~25% over the standard--even though the Blended sample size is only roughly 1/3 that of On-Ground.</p>	B	36 of 36	100%																											
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FT	87 of 95	88.78%																																																																																										
PT	55 of 58	94.83%																																																																																										
OG	67 of 70	95.71%																																																																																										
OL	50 of 55	90.91%																																																																																										
B	25 of 28	89.29%																																																																																										

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 <b>project</b>, 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 <b>project</b> will score 70% or higher.	Data from all students who completed the <b>project</b> are included.	<p>47 total students assessed</p> <hr/> <p>2 of 2 sections of the course are included:</p> <p>2 Online: Summer 2018 + Spring 2019</p>	<p>47 of 47 students (100%) met the performance standard.</p> <hr/> <p>On-Ground No sections</p> <hr/> <p>Online 47 of 47 (100%)</p> <hr/> <p>Blended No sections</p>	<p>Standard met. Results strong. Students accomplished the outcome quite well.</p> <p>This is an assignment that many students particularly enjoy, and so one to which they devote a great deal of effort.</p> <p>Success rates have been at or above 90% the past several years: 2017-18 = 93.5% 2016-17 = 100% 2014-15 = 93.3% 2013-14 = 93.8% 2011-12 = 92.3%</p>	Y
PHIL 1113 Introduction to Philosophy	Students will write an <b>essay</b> in which they are asked to explore diverse ethical systems and problems taken from a variety of historical periods: ancient,	<p><u>Standard #1:</u> At least 50% of students who submit the <b>essay</b> will score 85% or higher.</p> <hr/>	Data from all students who submitted the <b>essay</b> are included in the sample.	<p>113 total students assessed</p> <hr/> <p>6 sections:</p> <p>4 On-Ground + 2 Online</p> <hr/> <p>No Blended sections were taught.</p>	<p><u>Standard #1:</u> 72 of 113 students (63.72%) met the performance standard.</p> <hr/> <p>On-Ground 42 of 65 (64.62%)</p> <hr/> <p>Online 30 of 48 (62.5%)</p>	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.	<p>Standard #1 Y</p> <hr/> <p>Standard #2 Y</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)
	medieval, and modern.	<u>Standard #2:</u> At least 85% of students who submit the <b>essay</b> will score 70% or higher.  <hr/> All essays were scored using a rubric.			<u>Standard #2:</u> 101 of 113 students (89.38%) met the performance standard.  <hr/> On-Ground 59 of 65 (90.77%)  <hr/> Online 42 of 48 (87.5%)		
PHIL 1313 Values and Ethics	Students will write an <b>essay</b> in which they are asked to explore diverse ethical systems and problems taken from a variety of historical periods: ancient, medieval, and modern.  All essays were scored using a rubric	<u>Standard #1:</u> At least 50% of students who submit the <b>essay</b> will score 85% or higher.  <hr/> <u>Standard #2:</u> At least 85% of students who submit the <b>essay</b> will score 70% or higher.	Data from all students who submitted the <b>essay</b> are included in the sample.	35 total students assessed  2 On-Ground sections  No Online or Blended sections were taught.	<u>Standard #1:</u> 26 of 35 students (74.29%) met the performance standard.  <hr/> <u>Standard #2:</u> 30 of 35 students (85.71%) met the performance standard.	Students performed well on the essay assignment. Class participation given during the semester was a contributing factor.	Standard #1 Y  <hr/> Standard #2 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)
SPAN 1113 Beginning Spanish I	<p>Students will take a <b>final examination</b> that focuses on written and oral communication in Spanish.</p> <p>On this exam, students will be tested on their knowledge of the Spanish language and understanding of Hispanic cultures.</p>	At least 70% of students who take the <b>final exam</b> will score 70% or higher.	All students in SPAN 1113 (On-Ground & Online) who complete the class (i.e., those who do not drop, stop attending, or fail to take the final exam) are counted.	<p>150 total students assessed Summer 2018, Fall 2018, &amp; Spring 2019</p> <hr/> <p>On-Ground 97 Students</p> <hr/> <p>Online 53 Students</p> <hr/> <p>Blended No sections</p>	<p>114 of 150 students (76%) met the performance standard.</p> <hr/> <p>On-Ground 74 of 97 (76.29%)</p> <hr/> <p>Online 40 of 53 (75.47%)</p>	<p>Counting all students enrolled in SPAN 1113 (On-Ground &amp; Online), 76% of students met or exceeded the 70% performance standard on a timed exam that tested the technical mechanics of self-expression and communication in the Spanish language, as well as testing aspects of awareness of Hispanic cultures.</p> <p>Comparing On-Ground to Online sections, in AY 2018-2019. 76.29% of On-Ground students vs. 75.47% of Online students met the performance standard. It is worth noting that the percentages are very similar this year, likely, in part, because all instructors of SPAN 1113 online required a proctored midterm exam for all sections (see Part 4 recommendation for AY 2017-2018). This proctored midterm may have prepared students better for the online final exam format and environment</p> <p>Since the 2014-15 SLR, the overall number of students who have met the performance standard has varied:  2014-15 = 69.8%  2015-16 = 82.5%  2016-17 = 81%  2017-18 = 80.7%</p> <p>On-Ground students have seen an increase from 70.2% (2014-15), to 82.6% (2015-16), to 83.2% (2016-17), to 85.5% (2017-18).</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)
						Online student performance, however, has ranged from 67.7% (2014-15), to 82.6% (2015-16), to 76.9% (2016-17), and then dipped to 67.5% (2017-18).	

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

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standards Met (Y/N)
ENGL 2613 Introduction to Literature	Students will take a <b>final examination</b> , 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 <b>final exam</b> 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	35 total students assessed	35 of 35 students (100%) met the performance standard.  Online No sections  Blended No sections	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)
			full-time English Faculty. All data and results were reported to the assessment coordinator.				
ENGL 2613 Introduction to Literature	Students will write one <b>literary analysis/ research paper</b> , 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 <b>literary analysis/ research paper</b> 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.	35 total students assessed	35 of 35 students (100%) met the performance standard. <hr/> Online No sections <hr/> Blended No sections	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)
HUM 2113 Humanities I	Students will submit an <b>essay</b> 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 <b>essay</b> will score 70% or higher.	Data from all students who submitted the <b>essay</b> 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.	177 total students  <b>Students per category:</b>  Summer 2018 17 FT OL  Fall 2018 35 FT OG 14 FT OL 24 PT B 73 Total  Spring 2019 43 FT OG 17 FT OL 14 PT OG 13 PT B 87 Total	143 of 177 students (80.79%) met the performance standard.  <b>Students per category:</b>  Summer 2018 16 FT OL 94.12%  Fall 2018 28 FT OG 80% 11 FT OL 78.57% 19 PT B 79.17% 58 Total 79.45%  Spring 2019 34 FT OG 79.07% 13 FT OL 76.47% 9 PT OG 64.29% 13 PT B 100% 69 Total 79.31%	Results surpass the performance standard by at least 6.47% for all variations of Instructor Status & Delivery Mode, but for 1 PT, OG section.  <b>Instructor Status Aggregated Results</b> FT 102 of 126 80.95% PT 41 of 51 80.39%  <b>Delivery Mode Aggregated Results</b> OG 71 of 92 77.17% OL 40 of 48 83.34% B 32 of 37 86.49%  Students performed roughly equally well (surpassing the standard by ~10%) whether taught by FT or PT instructors. Blended sections appear to have done the best (16.49% over the standard), while On-Ground sections appear to have the weakest performance (only 7.17% over the standard), but the Blended sample size is only roughly 1/3 that of On-Ground sections.	Y
HUM 2223 Humanities II	Students will submit an <b>essay</b> 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 <b>essay</b> will score 70% or higher.	Data from all students who submitted the <b>essay</b> are included.  Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT	154 total students  <b>Students per category:</b>  Summer 2018 No Sections  Fall 2018 25 FT OG 14 FT OL	131 of 154 students (85.06%) met the performance standard.  <b>Students per category:</b>  Summer 2018 No Sections  Fall 2018 22 FT OG 88% 11 FT OL 78.57%	Results surpass the performance standard by at least 2.41%, though upwards of 20-23%, for all variations of Instructor Status & Delivery Mode.  <b>Instructor Status Aggregated Results</b> FT 79 of 96 82.29% PT 52 of 58 89.66%  <b>Delivery Mode Aggregated Results</b> OG 60 of 69 86.96% OL 47 of 59 79.66%	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."		& <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	<table border="1"> <tr><td>16</td><td>PT</td><td>OG</td></tr> <tr><td>16</td><td>PT</td><td>OL</td></tr> <tr><td>15</td><td>PT</td><td>B</td></tr> <tr><td>86</td><td colspan="2">Total</td></tr> <tr><td colspan="3">Spring 2019</td></tr> <tr><td>28</td><td>FT</td><td>OG</td></tr> <tr><td>29</td><td>FT</td><td>OL</td></tr> <tr><td>11</td><td>PT</td><td>B</td></tr> <tr><td>68</td><td colspan="2">Total</td></tr> </table>	16	PT	OG	16	PT	OL	15	PT	B	86	Total		Spring 2019			28	FT	OG	29	FT	OL	11	PT	B	68	Total		<table border="1"> <tr><td>13</td><td>PT</td><td>OG</td><td>81.25%</td></tr> <tr><td>15</td><td>PT</td><td>OL</td><td>93.75%</td></tr> <tr><td>14</td><td>PT</td><td>B</td><td>93.33%</td></tr> <tr><td>75</td><td colspan="2">Total</td><td>87.21%</td></tr> <tr><td colspan="4">Spring 2019</td></tr> <tr><td>25</td><td>FT</td><td>OG</td><td>89.29%</td></tr> <tr><td>21</td><td>FT</td><td>OL</td><td>72.41%</td></tr> <tr><td>10</td><td>PT</td><td>B</td><td>90.91%</td></tr> <tr><td>56</td><td colspan="2">Total</td><td>82.35%</td></tr> </table>	13	PT	OG	81.25%	15	PT	OL	93.75%	14	PT	B	93.33%	75	Total		87.21%	Spring 2019				25	FT	OG	89.29%	21	FT	OL	72.41%	10	PT	B	90.91%	56	Total		82.35%	<table border="1"> <tr><td>B</td><td>24 of 26</td><td>92.3%</td></tr> </table> <p>Students taught by PT instructors outperformed those taught by FT instructors by 7.37%--though both groups were ~12-19% above the standard. Blended sections appear to have done the best (22.3% over the standard), while Online sections appear to have the weakest performance (only 9.66% over the standard), but the Blended sample size is only roughly 1/2 that of Online &amp; 1/3 that of On-Ground.</p>	B	24 of 26	92.3%	
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**OUTCOME 5: DEMONSTRATE CIVIC KNOWLEDGE & ENGAGEMENT, ETHICAL REASONING, & SKILLS FOR LIFELONG LEARNING**

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
NA	NA	NA	NA	NA	NA	NA	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.
<p>SLO #1: Think critically and creatively.</p> <p>SLO #3: Use written, oral, and visual communication effectively.</p>	<p>ENGL 1213 Composition II. A new reader/rhetoric has been adopted for AY 2019-2020.</p>	<p>Students continue to demonstrate strong results across all modes of delivery. A particular highlight is the strong showing from students in the online sections of First Year Writing courses. Much work has been done by the lead instructors in these courses, and we will continue to monitor the success of the students in them. Historically, the online performances have varied drastically from academic year to academic year, so it is too early to determine if the work with Quality Matters has made a significant difference in the long term. Recent changes in developmental education has mainstreamed students whose in-coming test scores traditionally placed them within 0-level courses. Now, these students are enrolled in supplemental, or "P" sections, in addition to an ENGL 1113 course.</p>	<p>Beginning in AY 2019-2020, we will tease out the results of these students to compare their success rate with those of their non-remediated peers.</p>
<p>SLO #3: Use written, oral, and visual communication effectively.</p> <p>SLO #5: Demonstrate Civic Knowledge &amp; Engagement, Ethical Reasoning, &amp; Skills for Lifelong Learning.</p>	<p>HUM 3633 Comparative Religion. The project currently used to assess SLO #3 will be split into two different assignments: [1] attending a religious service of an unfamiliar tradition will be used to measure SLO #5; [2] creating a new religion will likely still measure SLO #3.</p>	<p>English and Humanities currently has no courses or assessment measures for SLO #5.</p>	<p>English and Humanities will have at least one course or assessment measure for SLO #5.</p>
<p>SLO #3: Use written, oral, and visual communication effectively.</p>	<p>SPAN 1113 Beginning Spanish I. After reviewing final course grades compared to final exam grades, the Spanish</p>	<p>[1] Some students earn a 70% or better in class without taking the final exam, because the sum of their other grades is high enough for them to pass without the final. We believe the value of</p>	<p>Using multiple assessments to demonstrate beginning Spanish student learning outcomes should offer a broader picture of student ability.</p>

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
	<p>instructors believes that a more representative picture of beginning Spanish I student performance could be gleaned by using multiple assessments as benchmarks. The Spanish instructors plans to discuss which assessments would be most beneficial to include, during the 2019-2020 AY.</p>	<p>assessing our learning outcomes is questionable if those students are not included.</p> <p>[2] Some students have reported to Spanish instructors that their strategy for passing classes is to earn as high a grade as possible leading up to the final exam, and only do the minimum necessary to maintain an acceptable grade on the final. It seems of little value to use an assessment that students are not trying to complete to the best of their ability as the benchmark for reporting the outcome of their learning.</p> <p>[3] Some students report feeling overwhelmed with the coursework they are tasked with at the end of the semester, and using only the semester's last assessment to demonstrate their learning process over the course of the semester is not representative.</p>	

## PART 5




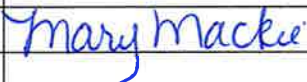
### Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(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
<p>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."</p>

**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.

<b>Faculty Members</b>	<b>Roles in the Assessment Process</b> (e.g., collect data, analyze data, prepare report, review report, etc.)	<b>Signatures</b>
Matthew Oberrieder	Assessment Coordinator. Contributed individual data for both HUM 2113 & HUM 2223; calculated, analyzed, reported, and evaluated all data for both HUM 2113 & HUM 2223; oversaw all aspects of HUM 2113 & HUM 2223 assessment process. Reviewed and proofed/corrected all submitted data for all courses; completed the report.	
SethAnn Beard	Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
Holly Clay-Buck	Contributed data for both ENGL 1113 & ENGL 1213. Collected and analyzed data for LANG 1113. Reviewed and approved final draft.	
Renée Cox	Contributed data for both HUM 2113 & HUM 2223. Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
Emily Dial-Driver	Contributed and evaluated data for ENGL 1113, ENGL 1213, & ENGL 2613. Reviewed and approved final draft.	
Sally Emmons	Contributed and evaluated data for ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
James Ford	Contributed and evaluated data for HUM 3633. Reviewed and approved final draft.	
Francis A Grabowski III	Contributed and evaluated data for PHIL 1113 & PHIL 1313. Reviewed and approved final draft.	
Laura Gray	Contributed and evaluated data for ENGL 1113, ENGL 1213, & ENGL 2613; oversaw all collection and analysis of ENGL assessment process. Reviewed and approved final draft.	
Gioia Kerlin	Collected, contributed, and evaluated data for SPAN 1113. Reviewed and approved final draft.	
Mary M Mackie	Department Head. Reviewed and approved final draft.	
Scott Reed	Contributed data for both HUM 2113 & HUM 2223. Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
Cecilia Townsend	Contributed data for SPAN 1113. Reviewed and approved final draft.	

B. Reviewed by:

<b>Titles</b>	<b>Names</b>	<b>Signatures</b>	<b>Date</b>
Department Head	Mary M Mackie		6-26-19
Dean	Keith W Martin		6/26/19