

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

Fall 2019 – Spring 2020

Department of English & Humanities

PART 1

Discussion of Instructional Changes Resulting from 2018-2019 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
Due to extenuating circumstances, the class was only offered online in the 2019-2020 academic year	Y	None.

PART 2

Analysis of Evidence of Student Learning Outcomes

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

OUTCOME 1: Think critically and creatively.

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
LANG 1113 Foundations of World Languages	Students' will complete workbook assignments, dictionary assignments, presentations, and quizzes that require focus on changes in the English language, as well as investigation of etymologies.	At least 70% of students who submit the assignments and took the final will score 70% or higher in the class as a whole.	Students from 2 of 2 sections (both online) are included in the sample.	N = 37	Online: 34 out of 37 students (92%) met the performance standard. No on-ground No blended	For 2019-20, the performance of online students, in percentages, was very slightly up from 89% last year. However, the raw numbers had only one student change in difference--last year 33 out of 37 met the standard whereas this year, 34 out of 37 met this standard. .	Y
LANG 1113 Foundations of World Languages	Students will complete a comprehensive mid-term examination of weeks 1-9.	At least 70% of students who take the mid-term examination will average 70% or higher.	Students from 2 of 2 sections (online) are included in the sample.	N = 37	Online: 36 out of 37 (97%) met the performance standard. No on-ground No blended	In formal exams, like the mid-term and final, online students seemed to perform better than on-ground students. Because the class was offered entirely online, the midterm grades reflected this.	Y

LANG 1113 Foundations of World Languages	The mid-term examination will employ a variety of testing methods, including fill in the blank, true/false, multiple choice and short essay answers.	Student knowledge required to pass the 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.		N = 37	Online: 37 out of 37 (100%) students met the performance standard.	For the final, all (100%) students who took the test scored a 70% or better. By the end of the semester, students were engaged in the subject matter and had adjusted their study methods for the class. This is normal for this class.	Y
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						<p>including fill in the blank, true/false, multiple choice and short essay answers.</p>	<p>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.</p>				
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PART 3

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, 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>Think critically and creatively.</p>	<p>An on-ground section of the class is planned for Spring 2021.</p>	<p>Traditionally, the course alternates online/on-ground sections. This will simply return to the intended delivery.</p>	<p>None.</p>

PART 4
Faculty Participation and Signatures

A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Holly A. Clay-Buck	Collected and analyzed data, prepared report	

A. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Mary Mackie	<i>Mary Mackie</i>	6-3-2020
Dean	Dr. Keith Martin	<i>Keith Martin</i>	6/4/2020