

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

Fall 2020 – Spring 2021

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.	1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

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

PART 1

Discussion of Instructional Changes Resulting from 2019-2020 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 & SLO #5: HUM 3633 Comparative Religion. For 2019-20, the assignment used to assess SLO #3--attending a religious service of an unfamiliar tradition--was refocused to measure SLO #5. The assignment requires significant engagement with different peoples, their ethical and religious views, and the larger community.	Y	English and Humanities previously had no assessment measures for SLO #5. 2019-20 was the first year of this change, with performance results of 100% for a sample of 56 students. 2020-21, the Covid pandemic has delayed a full implementation of this measure for SLO #5; hence, it is too soon to draw any meaningful curricular conclusions. For 2020-21 performance results and conclusions, please see Part 3, SLO #5 below. As a preexisting course, no budget impact.
SLO #3: SPAN 1113 Beginning Spanish I. The Spanish faculty had anticipated reviewing our assessment tools during 2019-20, but, due to a change of instructor, and the sudden (Covid pandemic) need to move all University instruction online to finish the spring 2020 semester, we decided to revisit the topic of assessment tools for 2020-21. We will consider using multiple assessments, or perhaps opting for a pre-test preliminary assessment at the beginning of the fall 2020 semester.	N	Due to the continued complications of the Covid pandemic 2020-21, including the need for ZOOM classroom instruction both fall and spring, we had to delay again revising and/or implementing instructional or assessment changes. We plan to revisit our assessment tools 2021-22. Please see Part 4 at bottom.

PART 2

Discussion of the University Assessment Committee's 2019-2020 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. Standard Met (Y/N)
ENGL 1113 Composition I	Students will summarize and evaluate an article . The summary assignment will require a minimum of two documented quotes. The evaluation assignment will require demonstration	At least 70% of students who submit the assignment will score 70% or higher, based on rubrics developed by the English Faculty.	Data from all students completing the course were counted. Individual faculty members reported grades on summaries to the writing faculty coordinator. Collated results were examined by the writing faculty coordinator and	432 total students assessed.	326 of 432 students (75.46%) met the performance standard. On-Ground 0 of 0 = No Separate Data Online 0 of 0 = No Separate Data Blended 0 of 0 = No Separate Data NOTE: Several delivery modes were used across this pandemic year. All	Students met the performance standard for this objective, which continues a successful trend. However, we must note that the percentage of successful completions is down from last year (which was 86%) marking a consistent trend across Comp I in this pandemic year. Still, the Department of English and Humanities is meeting its General Education goals in this category.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
	of critical thinking and observation.		shared with the writing faculty committee, consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator.		students in Fall 2020 received online instruction for the last two weeks of the semester. Other sections were blended (½ face-to-face and ½ remote instruction for the entire AY). Therefore, we are not reporting separate data from the varying delivery modes for AY 2020-2021.		
ENGL 1113 Composition I	Students will take a post-test that requires them to analyze written communication. These tests require students 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 counted. Individual faculty members reported grades on post-tests to the writing faculty coordinator. Collated results were examined by 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	367 total students assessed.	220 of 367 students (59.95%) met the performance standard. On-Ground 0 of 0 = No Separate Data Online 0 of 0 = No Separate Data Blended 0 of 0 = No Separate Data	Data is reported here, but it cannot be considered a full measure. Several sections were unable to be accessed in Fall 2020 because the test was available only to those sections fully online once the semester moved to remote instruction. Because this test is typically administered in the final weeks of the semester, students within the on-ground and blended sections in Fall 2020--the semester with the largest Composition I population--did not have access to the online test. The students measured did not meet this outcome, falling well below the performance standard. As noted, however, we cannot draw substantive conclusions at this time.	N

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
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.	coordinator. Data from all students completing the course were counted. 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.	371 total students assessed.	304 of 371 students (81.94%) met the performance standard. On-Ground 0 of 0 = No Separate Data Online 0 of 0 = No Separate Data Blended 0 of 0 = No Separate Data NOTE: Several delivery modes were used across this pandemic year. All students in Fall 2020 received online instruction for the last two weeks of the semester. Other sections were blended (½ face-to-face and ½ remote instruction for the entire AY). Therefore, we are not reporting separate data from the varying delivery modes for AY 2020-2021.	Students did very well on this performance standard, which is a positive sign that the department is achieving its General Education goals.	Y
ENGL 1213 Composition II	Students will take a post-test that requires them to analyze written communication.	At least 70% of students who take the exam will score 70% or higher, based on a rubric developed by	Data from all students completing the course were counted. Individual faculty members reported grades	358 total students assessed.	302 of 358 students (84.36%) met the performance standard. On-Ground 0 of 0 = No Separate Data Online	Students did very well on this performance standard, 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. Standard Met (Y/N)
	These tests require them to demonstrate careful reading skills, comprehension skills and critical thinking skills, as well as knowledge about documentation requirements and guidelines.	the English Faculty.	on post-tests to the writing faculty coordinator. Collated results were examined 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.		0 of 0 = No Separate Data Blended 0 of 0 = No Separate Data NOTE: Several delivery modes were used across this pandemic year. All students in Fall 2020 received online instruction for the last two weeks of the semester. Other sections were blended (½ face-to-face and ½ remote instruction for the entire AY). Therefore, we are not reporting separate data from the varying delivery modes for AY 2020-2021.		
ENGL 2613 Introduction to Literature	Students will submit a creative project responding to some literary work, theme, or text demonstrating generally basic content knowledge of the humanities and in particular critical and creative	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 counted. Individual faculty members reported grades on projects to the writing faculty coordinator. Collated results were examined by the writing faculty coordinator and shared with the	27 total students assessed.	27 of 27 students (100%) met the performance standard. On-Ground 0 of 0 = No Separate Data Online 0 of 0 = No Separate Data Blended 0 of 0 = No Separate Data NOTE: Because a portion of the Fall 2020 Semester was taught online due to COVID-19, we are not	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

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
	thinking.		writing faculty committee, consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator.		reporting separate data from the varying delivery modes for AY 2020-2021.		
HUM 2113 Humanities I	Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. Individual instructors may use more specific prompts for "diverse forces."	At least 70% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	106 total students assessed. Students per category: Summer 2020 17 FT OL Fall 2020 20 FT OG 16 FT OL 5 PT B 41 Total Spring 2021 23 FT OG 20 FT OL 5 PT B 48 Total	71 of 106 students (66.98%) met the performance standard. Students per category: Summer 2020 12 FT OL 70.59% Fall 2020 16 FT OG 80% 5 FT OL 31.25% 4 PT B 80% 25 Total 60.98% Spring 2021 19 FT OG 82.61% 13 FT OL 65% 2 PT B 40% 34 Total 70.84%	Results overall underperformed the performance standard by 3.02%. Instructor Status Aggregated Results FT 65 of 96 67.71% PT 6 of 10 60% Delivery Mode Aggregated Results OG 35 of 43 81.40% OL 30 of 53 56.60% B 6 of 10 60% Instructor Status & Delivery Aggregated FT OG 35 of 43 81.40% FT OL 30 of 53 56.60% PT B 6 of 10 60% Although total students underperformed the standard, OG students surpassed the standard by 11.40%--specifically, students taught by FT, OG instructors performed best, even during the Covid pandemic. OL students, even taught by FT instructors, performed the worst, underperforming the standard by 13.4%. These results suggest that in-class engagement, especially during Covid, was important for student learning.	N

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
HUM 2223 Humanities II	Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. Individual instructors may use more specific prompts for "diverse forces."	At least 70% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	112 total students assessed. Students per category: Summer 2020 No Sections Fall 2020 14 FT OG 100% 21 FT OL 33.44% 13 PT OG 69.23% 15 PT OL 53.33% 63 Total 60.32% Spring 2021 12 FT OG 100% 32 FT OL 78.13% 5 PT B 60% 49 Total 81.63%	78 of 112 students (69.64%) met the performance standard. Students per category: Summer 2020 No Sections Fall 2020 14 FT OG 100% 7 FT OL 33.44% 9 PT OG 69.23% 8 PT OL 53.33% 38 Total 60.32% Spring 2021 12 FT OG 100% 25 FT OL 78.13% 3 PT B 60% 40 Total 81.63%	Results overall underperformed the performance standard by 0.36%. Instructor Status Aggregated Results FT 58 of 79 73.42% PT 20 of 33 60.61% Delivery Mode Aggregated Results OG 35 of 39 89.74% OL 40 of 68 58.82% B 3 of 5 60% Instructor Status & Delivery Aggregated FT OG 26 of 26 100% FT OL 32 of 53 60.38% PT OG 9 of 13 69.23% PT OL 8 of 15 53.33% PT B 3 of 5 60% Total students barely missed meeting the performance standard as OL and B students underperformed the standard by at least 10%. Students taught by FT instructors outperformed those taught by PT instructors by 12.81%, and OG students surpassed the performance standard by 19.74%. These results suggest that in-class engagement, especially during Covid, was important for student learning.	N
HUM 3633 Comparative Religion	Students will complete two essay exams , demonstrating basic content knowledge of the relevant cultures.	At least 70% of students who take the two essay exams will score 70% or higher.	Data from all students who took both exams are included.	31 total students assessed. All 2 sections of the course are included.	27 of 31 students (87.1%) met the performance standard. On-Ground 0 of 0 = 0%	Both sections performed well. Overall results in line with past performance. In each section, two students failed to do essays (and so failed the midterm exam), but each improved on the final exam. For comparison, summer 2019 Online section barely missed the standard	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
	The two exams are in-class essay exams, one midway through the course and the other at the conclusion of the semester.			16 Online Summer 2020 + 15 Online Fall 2020	Online 14 of 16 = 87.5% Summer 2020 + 13 of 15 = 86.67% Fall 2020 Blended 0 of 0 = 0%	(-1.82%), while Fall 2019 On-Ground (Honors students cohort) section surpassed by +24.29%.	
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 and who took the final will score 70% or higher in the course.	Students from 2 of 2 sections are included in the sample. 1 Online Fall 2020 + 1 Online Spring 2021 Due to extenuating circumstances, the course was only online AY 2020-2021.	45 total students assessed. On-Ground NA Online 45	42 of 45 students (93.34%) met the performance standard. On-Ground 0 of 0 = 0% Online 42 of 45 = 93.34% Blended 0 of 0 = 0%	For 2020-21, the performance of online students, in percentages, was ~1% higher. There were 8 more students this year than last year. For 2019-20, the performance of OL students (91.89%) was very slightly up from 89.19% in 2018-19. However, the raw numbers had only one student change in difference: 2018-19 = 33 of 37 (89.19%) met the standard whereas 2019-20 = 34 of 37 (91.89%) met this standard.	Y
LANG 1113 Foundations of World Languages	Students will complete a comprehensive mid-term examination of weeks 1-9. The mid-term examination will employ a	At least 70% of students who take the mid-term examination will average 70% or higher. Student knowledge	Students from 2 of 2 sections are included in the sample. 1 Online Fall 2020 + 1 Online Spring 2021	45 total students assessed. On-Ground NA Online 45	45 of 45 students (100%) met the performance standard. On-Ground 0 of 0 = 0% Online 45 of 45 = 100%	Online students continued to perform very well on the midterm. This is similar to past results. In previous AYs, on formal exams, like the mid-term and final, OL students seemed to perform better than OG students. Before 2020-2021, in 2019-2020 the course was offered only online, and the midterm grades reflected this.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
	variety of testing methods, including fill in the blank, true/false, multiple choice and short essay answers.	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.	Due to extenuating circumstances, the course was only online AY 2020-2021.		Blended 0 of 0 = 0%	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.	
LANG 1113 Foundations of World Languages	Students will complete a comprehensive final examination of weeks 1-15. The final examination will employ a variety of testing methods, including fill in the blank, true/false, multiple choice and short essay answers.	At least 70% of students who take the final examination will average 70% or higher. Student knowledge required to pass the final includes all that was required for successful completion of the mid-term, as well as a deeper and more intense	Students from 2 of 2 sections are included in the sample. 1 Online Fall 2020 + 1 Online Spring 2021 Due to extenuating circumstances, the course was only online AY 2020-2021.	45 total students assessed. On-Ground NA Online 45	45 of 45 students (100%) met the performance standard. On-Ground 0 of 0 = 0% Online 45 of 45 = 100% Blended 0 of 0 = 0%	For the 2020-21 final, all (100%) students who took the exam scored a 70% or better. This is similar to past results. For the 2019-20 final, 100% of students who took the exam scored a 70% or better. By the end of each semester, students were engaged in the subject matter and had adjusted their study methods from the mid-term exam. This is normal for this course. Compare with 2018-19 results: For the final, 100% of students who took the test scored a 70% or better. By the end of the semester, OG students caught up to their OL peers in test performance. Compare with 2017-18 results: Outcomes for the two semesters were very	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
		investigation and understanding of etymology and its role in determining the past and present use of words, and the subsequent impact on intrasocial communication.				similar. Despite there being no change in the test, both OG and OL classes were very nearly equally successful. Compare with 2016-17 results: For the final, a marked difference can be seen between the OG and OL 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.	

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. Standard Met (Y/N)			
HUM 2113 Humanities I	Students will take a comprehensive final exam on content knowledge of the humanities. NOTE: Fall 2020, due to Covid, RSU mandated that On-Ground courses switch to "remote instruction" for the last week of	At least 70% of students who take the final exam will score 70% or higher.	Data from all students who took the final exam are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	122 total students assessed.	115 of 122 students (94.26%) met the performance standard.	Results overall surpassed the performance standard by 24.26%.	Y			

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)																																																																																																		
	classes and finals week. Thus, even On-Ground students took their final exams online.			Spring 2021 <table><tr><td>23</td><td>FT</td><td>OG</td></tr><tr><td>22</td><td>FT</td><td>OL</td></tr><tr><td>9</td><td>PT</td><td>B</td></tr><tr><td>54</td><td>Total</td><td></td></tr></table>	23	FT	OG	22	FT	OL	9	PT	B	54	Total		Spring 2021 <table><tr><td>21</td><td>FT</td><td>OG</td><td>91.3%</td></tr><tr><td>22</td><td>FT</td><td>OL</td><td>100%</td></tr><tr><td>8</td><td>PT</td><td>B</td><td>88.89%</td></tr><tr><td>51</td><td>Total</td><td></td><td>94.45%</td></tr></table>	21	FT	OG	91.3%	22	FT	OL	100%	8	PT	B	88.89%	51	Total		94.45%	OG or OL, surpassed the performance standard by at least 25%. Students taught by PT, B instructors were still very successful, surpassing the performance standard by 17.5%, but with a much smaller sample size--only 16 students vs. 106 FT instructor students.																																																																							
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HUM 2223 Humanities II	Students will take a comprehensive final exam on content knowledge of the humanities. NOTE: Fall 2020, due to Covid, RSU mandated that On-Ground courses switch to "remote instruction" for the last week of classes and finals week. Thus, even On-Ground students took their final exams online.	At least 70% of students who take the final exam will score 70% or higher.	Data from all students who took the final exam are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	119 total students assessed. Students per category: Summer 2020 No Sections Fall 2020 <table><tr><td>15</td><td>FT</td><td>OG</td></tr><tr><td>20</td><td>FT</td><td>OL</td></tr><tr><td>13</td><td>PT</td><td>OG</td></tr><tr><td>17</td><td>PT</td><td>OL</td></tr><tr><td>65</td><td>Total</td><td></td></tr></table> Spring 2021 <table><tr><td>13</td><td>FT</td><td>OG</td></tr><tr><td>36</td><td>FT</td><td>OL</td></tr><tr><td>5</td><td>PT</td><td>B</td></tr><tr><td>54</td><td>Total</td><td></td></tr></table>	15	FT	OG	20	FT	OL	13	PT	OG	17	PT	OL	65	Total		13	FT	OG	36	FT	OL	5	PT	B	54	Total		112 of 119 students (94.12%) met the performance standard. Students per category: Summer 2020 No Sections Fall 2020 <table><tr><td>15</td><td>FT</td><td>OG</td><td>100%</td></tr><tr><td>20</td><td>FT</td><td>OL</td><td>100%</td></tr><tr><td>12</td><td>PT</td><td>OG</td><td>92.31%</td></tr><tr><td>15</td><td>PT</td><td>OL</td><td>88.24%</td></tr><tr><td>62</td><td>Total</td><td></td><td>95.38%</td></tr></table> Spring 2021 <table><tr><td>10</td><td>FT</td><td>OG</td><td>76.92%</td></tr><tr><td>35</td><td>FT</td><td>OL</td><td>97.22%</td></tr><tr><td>5</td><td>PT</td><td>B</td><td>100%</td></tr><tr><td>50</td><td>Total</td><td></td><td>92.59%</td></tr></table>	15	FT	OG	100%	20	FT	OL	100%	12	PT	OG	92.31%	15	PT	OL	88.24%	62	Total		95.38%	10	FT	OG	76.92%	35	FT	OL	97.22%	5	PT	B	100%	50	Total		92.59%	Results overall surpassed the performance standard by 24.12%. Instructor Status Aggregated Results <table><tr><td>FT</td><td>80 of 84</td><td>95.24%</td></tr><tr><td>PT</td><td>32 of 35</td><td>91.43%</td></tr></table> Delivery Mode Aggregated Results <table><tr><td>OG</td><td>37 of 41</td><td>90.24%</td></tr><tr><td>OL</td><td>70 of 73</td><td>95.89%</td></tr><tr><td>B</td><td>5 of 5</td><td>100%</td></tr></table> Instructor Status & Delivery Aggregated <table><tr><td>FT</td><td>OG</td><td>25 of 28</td><td>89.29%</td></tr><tr><td>FT</td><td>OL</td><td>55 of 56</td><td>98.21%</td></tr><tr><td>PT</td><td>OG</td><td>12 of 13</td><td>92.31%</td></tr><tr><td>PT</td><td>OL</td><td>15 of 17</td><td>88.24%</td></tr><tr><td>PT</td><td>B</td><td>5 of 5</td><td>100%</td></tr></table> Students overall were highly successful regardless of instructor status or delivery mode, though students taught by FT instructors outperformed those taught by PT instructors by 3.81%, while OL students outperformed OG students by 5.65%.	FT	80 of 84	95.24%	PT	32 of 35	91.43%	OG	37 of 41	90.24%	OL	70 of 73	95.89%	B	5 of 5	100%	FT	OG	25 of 28	89.29%	FT	OL	55 of 56	98.21%	PT	OG	12 of 13	92.31%	PT	OL	15 of 17	88.24%	PT	B	5 of 5	100%	Y
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50	Total		92.59%																																																																																																						
FT	80 of 84	95.24%																																																																																																							
PT	32 of 35	91.43%																																																																																																							
OG	37 of 41	90.24%																																																																																																							
OL	70 of 73	95.89%																																																																																																							
B	5 of 5	100%																																																																																																							
FT	OG	25 of 28	89.29%																																																																																																						
FT	OL	55 of 56	98.21%																																																																																																						
PT	OG	12 of 13	92.31%																																																																																																						
PT	OL	15 of 17	88.24%																																																																																																						
PT	B	5 of 5	100%																																																																																																						
PHIL 1113 Introduction to Philosophy	Students will take a comprehensive final exam , evaluating	Standard #1: At least 50% of students who take the	Data from all students who took the final exam are included.	49 total students assessed. 4 sections:	Standard #1: 28 of 49 students (57.14%) met the performance standard.	Students performed well on the final exam. Daily reading quizzes given during the semester were contributing factors.	Standard #1 Y																																																																																																		

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
							Standard #2 Y
PHIL 1313 Values and Ethics	Students will take a comprehensive final exam , evaluating their retention and understanding of the problems and history of ethics.	final exam will score 85% or higher.	Data from all students who took the final exam are included.	2 On-Ground + 2 Online	On-Ground 9 of 15 = 60%	Students performed well on the final exam. Daily Reading quizzes given during the semester were contributing factors.	Standard #1 Y
				No Blended sections taught.	Online 19 of 34 = 55.88%		
		Standard #2: At least 85% of students who take the final exam will score 70% or higher.			Standard #2: 48 of 49 students (97.96%) met the performance standard.		
					On-Ground 15 of 15 = 100%		
					Online 33 of 34 = 97.06%		
		Standard #1: At least 50% of students who take the final exam will score 85% or higher.		17 total students assessed.	Standard #1: 11 of 17 students (64.71%) met the performance standard.		Standard #2 Y
				2 On-Ground sections			
		Standard #2: At least 85% of students who take the final exam will score 70% or higher.		No Online or Blended sections taught.	Standard #2: 17 of 17 students (100%) met the performance standard.		

OUTCOME 3: USE WRITTEN, ORAL, AND VISUAL COMMUNICATION EFFECTIVELY

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard 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 counted. 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.	443 total students assessed.	289 of 443 students (65.24%) met the performance standard.	Students did not meet this performance goal. While students in Comp I often struggle with mastering research, these results might indicate the difficulties these new students had in navigating the rigors of the college experience during a global pandemic.	N
					On-Ground 0 of 0 = No Separate Data		
					Online 0 of 0 = No Separate Data		
					Blended 0 of 0 = No Separate Data		
					NOTE: Several delivery modes were used across this pandemic year. All students in Fall 2020 received online instruction for the last two weeks of the semester. Other sections were blended (½ face-to-face and ½ remote instruction for the entire AY). Therefore, we are not reporting separate data from the varying delivery modes for AY 2020-2021.		
ENGL 1113 Composition I	Students will write a well-developed, well-supported 400-1000 word expository essay , 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 counted. Individual faculty members reported grades on essays to the writing	472 total students assessed.	398 of 472 students (84.32%) met the performance standard.	Students across all delivery modes did well for this objective. The English and Humanities department continues to meet this important goal.	Y
					On-Ground 0 of 0 = No Separate Data		
					Online 0 of 0 = No Separate Data		

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard 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 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 0 of 0 = No Separate Data NOTE: Several delivery modes were used across this pandemic year. All students in Fall 2020 received online instruction for the last two weeks of the semester. Other sections were blended (½ face-to-face and ½ remote instruction for the entire AY). Therefore, we are not reporting separate data from the varying delivery modes for AY 2020-2021.		
ENGL 1113 Composition I	Students will take one timed Comp I essay test (50 minutes, minimum and 75 minutes maximum).	At least 70% of students who submit the assignment will score 70% or higher. Essay test questions/ subjects will require students to demonstrate skill with essay structure, coherence,	Data from all students completing the course were counted. 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,	443 total students assessed.	344 of 443 students (77.65%) met the performance standard. On-Ground 0 of 0 = No Separate Data Online 0 of 0 = No Separate Data Blended 0 of 0 = No Separate Data NOTE: Several delivery modes were used across this pandemic year. All students in Fall 2020 received online instruction for the last two weeks of	Students across all delivery modes did well for this objective. Though the results are down from last AY, these are still strong results in a difficult instructional year. The English and Humanities department continues to meet this important goal.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
ENGL 1213 Composition II	Students will write a well-developed, well-supported answer to an essay question .	and clarity of thought. 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 topic sentence, support, and few grammatical and mechanical errors.	consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator. Data from all students completing the course were counted. 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.	357 total students assessed.	the semester. Other sections were blended (½ face-to-face and ½ remote instruction for the entire AY). Therefore, we are not reporting separate data from the varying delivery modes for AY 2020-2021. 323 of 357 students (90.48%) met the performance standard. On-Ground 0 of 0 = No Separate Data Online 0 of 0 = No Separate Data Blended 0 of 0 = No Separate Data NOTE: Several delivery modes were used across this pandemic year. All students in Fall 2020 received online instruction for the last two weeks of the semester. Other sections were blended (½ face-to-face and ½ remote instruction for the entire AY). Therefore, we are not reporting separate data from the varying delivery modes for AY 2020-2021.	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. Standard 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 counted. 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.	374 total students assessed.	297 of 374 students (79.41%) met the performance standard. On-Ground 0 of 0 = No Separate Data Online 0 of 0 = No Separate Data Blended 0 of 0 = No Separate Data NOTE: Several delivery modes were used across this pandemic year. All students in Fall 2020 received online instruction for the last two weeks of the semester. Other sections were blended (½ face-to-face and ½ remote instruction for the entire AY). Therefore, we are not reporting separate data from the varying delivery modes for AY 2020-2021.	Students across all delivery modes met this performance standard. Successful documented writing is a primary objective of Composition II, so this is a positive result.	Y
HUM 2113 Humanities I	Students will complete an in-class presentation displaying oral and visual	At least 70% of students who present will score 70% or higher.	Data from all students who presented are included.	95 total students assessed.	87 of 95 students (91.58%) met the performance standard.	Results overall surpassed the performance standard by 21.58%. Instructor Status Aggregated Results FT 76 of 84 90.48% PT 11 of 11 100%	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)																																																																																													
	communication skills, as well as creative and critical thinking. (Online students will submit a paper/project in lieu of the presentation.) NOTE: Fall 2020 & Spring 2021, this measure was modified variously by individual instructors due to Covid social distancing. For example, some On-Ground instructors had students post online video presentations.		Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	Students per category: Summer 2020 <table><tr><td>15</td><td>FT</td><td>OL</td><td>100%</td></tr></table> Fall 2020 <table><tr><td>17</td><td>FT</td><td>OG</td><td></td></tr><tr><td>15</td><td>FT</td><td>OL</td><td></td></tr><tr><td>5</td><td>PT</td><td>B</td><td></td></tr><tr><td>37</td><td>Total</td><td></td><td></td></tr></table> Spring 2021 <table><tr><td>20</td><td>FT</td><td>OG</td><td></td></tr><tr><td>17</td><td>FT</td><td>OL</td><td></td></tr><tr><td>6</td><td>PT</td><td>B</td><td></td></tr><tr><td>43</td><td>Total</td><td></td><td></td></tr></table>	15	FT	OL	100%	17	FT	OG		15	FT	OL		5	PT	B		37	Total			20	FT	OG		17	FT	OL		6	PT	B		43	Total			Students per category: Summer 2020 <table><tr><td>15</td><td>FT</td><td>OL</td><td>100%</td></tr></table> Fall 2020 <table><tr><td>12</td><td>FT</td><td>OG</td><td>70.59%</td></tr><tr><td>15</td><td>FT</td><td>OL</td><td>100%</td></tr><tr><td>5</td><td>PT</td><td>B</td><td>100%</td></tr><tr><td>32</td><td>Total</td><td></td><td>86.49%</td></tr></table> Spring 2021 <table><tr><td>18</td><td>FT</td><td>OG</td><td>90%</td></tr><tr><td>16</td><td>FT</td><td>OL</td><td>94.12%</td></tr><tr><td>6</td><td>PT</td><td>B</td><td>100%</td></tr><tr><td>40</td><td>Total</td><td></td><td>93.02%</td></tr></table>	15	FT	OL	100%	12	FT	OG	70.59%	15	FT	OL	100%	5	PT	B	100%	32	Total		86.49%	18	FT	OG	90%	16	FT	OL	94.12%	6	PT	B	100%	40	Total		93.02%	Delivery Mode Aggregated Results <table><tr><td>OG</td><td>30 of 37</td><td>81.08%</td></tr><tr><td>OL</td><td>46 of 47</td><td>97.87%</td></tr><tr><td>B</td><td>11 of 11</td><td>100%</td></tr></table> Instructor Status & Delivery Aggregated <table><tr><td>FT</td><td>OG</td><td>30 of 37</td><td>81.08%</td></tr><tr><td>FT</td><td>OL</td><td>46 of 47</td><td>97.87%</td></tr><tr><td>PT</td><td>B</td><td>11 of 11</td><td>100%</td></tr></table> Students performed very well, regardless of instructor status or deliver mode. Students taught by FT instructors surpassed the performance standard by 20.48%, while those taught by PT instructors surpassed the standard by 30%. The PT percentage is, however, somewhat misleading, as only 1 PT instructor taught 1 B section (hence the small sample size of only 11 students). OL students' results surpassed OG students' results by 16.79%, but this difference might involve some OG students having difficulties with Covid-necessitated changes to OL delivery.	OG	30 of 37	81.08%	OL	46 of 47	97.87%	B	11 of 11	100%	FT	OG	30 of 37	81.08%	FT	OL	46 of 47	97.87%	PT	B	11 of 11	100%	Y
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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	At least 70% of students who present will score 70% or higher.	Data from all students who presented are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT	113 total students assessed. Students per category: Summer 2020 <table><tr><td>No Sections</td></tr></table>	No Sections	107 of 113 students (94.69%) met the performance standard. Students per category: Summer 2020 <table><tr><td>No Sections</td></tr></table>	No Sections	Results overall surpassed the performance standard by 24.69%. Instructor Status Aggregated Results <table><tr><td>FT</td><td>72 of 78</td><td>92.31%</td></tr><tr><td>PT</td><td>35 of 35</td><td>100%</td></tr></table>	FT	72 of 78	92.31%	PT	35 of 35	100%	Y																																																																																					
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PHIL 1113 Introduction to Philosophy	Students will write an essay in which they are asked to explore diverse ethical systems and problems taken from a variety of historical periods: ancient, medieval, and modern. All essays were scored using a rubric.	<table><tr><td><u>Standard #1:</u> At least 50% of students who submit the essay will score 85% or higher.</td><td>Data from all students who submitted the essay are included in the sample.</td><td>49 total students assessed.</td><td><u>Standard #1:</u> 28 of 49 students (57.14%) met the performance standard.</td><td rowspan="3">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.</td><td rowspan="3">Standard #1 Y</td></tr><tr><td><u>Standard #2:</u> At least 85% of students who submit the essay will score</td><td>No Blended sections were taught.</td><td>4 sections: 2 On-Ground + 2 Online</td><td>On-Ground 9 of 15 = 60% Online 19 of 34 = 55.88%</td><td rowspan="2">Standard #2 Y</td></tr><tr><td></td><td></td><td></td><td><u>Standard #2:</u> 46 of 49 students (93.88%) met the performance standard.</td></tr></table>	<u>Standard #1:</u> At least 50% of students who submit the essay will score 85% or higher.	Data from all students who submitted the essay are included in the sample.	49 total students assessed.	<u>Standard #1:</u> 28 of 49 students (57.14%) 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 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.	Standard #1 Y	<u>Standard #2:</u> At least 85% of students who submit the essay will score	No Blended sections were taught.	4 sections: 2 On-Ground + 2 Online	On-Ground 9 of 15 = 60% Online 19 of 34 = 55.88%	Standard #2 Y				<u>Standard #2:</u> 46 of 49 students (93.88%) met the performance standard.																																																																																																						
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		70% or higher.			On-Ground 15 of 15 = 100% Online 31 of 34 = 91.18%		
PHIL 1313 Values and Ethics	Students will write an essay in which they are asked to explore diverse ethical systems and problems taken from a variety of historical periods: ancient, medieval, and modern. All essays were scored using a rubric	<u>Standard #1:</u> At least 50% of students who submit the essay will score 85% or higher.	Data from all students who submitted the essay are included in the sample.	17 total students assessed.	<u>Standard #1:</u> 11 of 17 students (64.71%) 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 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.	Standard #1 Y
				2 On-Ground sections			
		<u>Standard #2:</u> At least 85% of students who submit the essay will score 70% or higher.		No Online or Blended sections were taught.	<u>Standard #2:</u> 17 of 17 students (100%) met the performance standard.		Standard #2 Y
SPAN 1113 Beginning Spanish I	Students will take a final examination that focuses on written and oral communication in Spanish. On this timed exam, students will be tested on the technical	At least 70% of students who take the final exam will score 70% or higher.	All students in SPAN 1113 (On-Ground = ZOOM Classroom & Online) who complete the class (i.e., those who do not drop, stop attending, or fail to take the final exam) are counted.	139 total students assessed: Summer 2020, Fall 2020, & Spring 2021	117 of 139 students (84.17%) met the performance standard.	Note that for 2020-21, no physical On-Ground classes were offered. Instead, the Spanish faculty offered synchronous, ZOOM-based classroom sections. The ZOOM sections used the same assignments and assessments as those used in traditional On-Ground classes, to promote consistency in classroom experience, expectations, and learning outcome assessment reporting at the end of the year.	Y
				ZOOM 72 Students	ZOOM Classroom 68 of 72 = 94.45%		
				Online 67 Students	Online (Asynchronous) 49 of 67 = 73.13%		

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)																				
	mechanics of self-expression and communication in the Spanish language, as well as understanding of Hispanic cultures.			Blended No sections	Blended 0 of 0 = 0%	The 11% increase in "On-Ground" (ZOOM) students who met the performance standard 2020-21 could potentially be attributed to student preparation related to ZOOM classroom functioning and expectations. Students had already become familiar with how ZOOM worked during 2019-20, and, thus, were better able to meet course requirements. The other possibility is that, even though the instructor made reasonable efforts to maintain exam integrity and to proctor students during assessments, some students used unapproved resources to complete their final exam. The instructor required webcam use during all exams, with a view of students and desk, but given that the exams were the same format as for On-Ground classes (Word documents), students could have possibly used Google Translate or another translating application. Also, for each of the last two academic years, the Spanish section has noticed a 1.1% decline in the number of Online students who have met the performance standard. We have decided to test the McGraw-Hill Connect course and textbook for SPAN1113 in AY 2021-2022 to see whether the real-time assignment feedback, plus other online learning tools, can benefit our students, especially our Online learners. Connect could also be beneficial for On-Ground learners because of the real-time feedback on homework assignments, and the proctoring services available at no extra cost to students. We will try Connect for one academic year, and then reassess its benefit.																					
					Historical Overall Results 2019-20 = 78.87% 2018-19 = 76.0% 2017-18 = 80.7% 2016-17 = 81% 2015-16 = 82.5% 2014-15 = 69.8% <table><tr><th>AY</th><th>OG</th><th>OL</th></tr><tr><td>19-20</td><td>83.4%</td><td>74.3%</td></tr><tr><td>18-19</td><td>76.2%</td><td>75.4%</td></tr><tr><td>17-18</td><td>85.5%</td><td>67.5%</td></tr><tr><td>16-17</td><td>83.2%</td><td>76.9%</td></tr><tr><td>15-16</td><td>82.6%</td><td>82.6%</td></tr><tr><td>14-15</td><td>70.2%</td><td>67.7%</td></tr></table> For students who met the performance standard in 2020-21, the 94.45% of ZOOM classroom students, vs. the 73.13% of Online students, represents an 11% increase for On-Ground-equivalent students, but a 1.2% decrease for Online sections, compared to 2019-20.		AY	OG	OL	19-20	83.4%	74.3%	18-19	76.2%	75.4%	17-18	85.5%	67.5%	16-17	83.2%	76.9%	15-16	82.6%	82.6%	14-15	70.2%	67.7%
AY	OG	OL																									
19-20	83.4%	74.3%																									
18-19	76.2%	75.4%																									
17-18	85.5%	67.5%																									
16-17	83.2%	76.9%																									
15-16	82.6%	82.6%																									
14-15	70.2%	67.7%																									

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. Standard Met (Y/N)
ENGL 2613 Introduction to Literature	Students will take a final examination , in which they are expected to demonstrate, in particular, content knowledge of literature and, more generally, basic content knowledge of the humanities.	At least 70% of students who take the final exam will score 70% or higher, based on a rubric developed by the English Faculty.	Data from all students completing the course were counted. Individual faculty members reported grades on exams 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.	31 total students assessed.	27 of 31 students (87.1%) met the performance standard.	Students met the standard for this measure, which is a positive sign that the department is achieving its General Education goals.	Y
					On-Ground 0 of 0 = No Separate Data		
					Online 0 of 0 = No Separate Data		
					Blended 0 of 0 = No Separate Data		
					NOTE: Because a portion of the Fall 2020 Semester was taught online due to COVID-19, we are not reporting separate data from the varying delivery modes for AY 2020-2021.		
ENGL 2613 Introduction to Literature	Students will write one literary analysis/ research paper , in which they are expected to demonstrate, in particular,	At least 70% of students who submit the literary analysis/ research paper will score 70% or higher,	Data from all students completing the course were counted. Individual faculty members reported grades on papers to the	30 total students assessed.	24 of 30 students (80.00%) met the performance standard.	Students met the standard for this measure, which is a positive sign that the department is achieving its General Education goals.	Y
					On-Ground 0 of 0 = No Separate Data		
					Online 0 of 0 = No Separate Data		

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
	content knowledge of literature and, more generally, basic content knowledge of the humanities.	based on a rubric developed by the English Faculty.	writing faculty coordinator. Collated results were examined 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 0 of 0 = No Separate Data NOTE: Because a portion of the Fall 2020 Semester was taught online due to COVID-19, we are not reporting separate data from the varying delivery modes for AY 2020-2021.		
HUM 2113 Humanities I	Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. Individual instructors may use more specific prompts for "diverse forces."	At least 70% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	106 total students assessed. Students per category: Summer 2020 17 FT OL Fall 2020 20 FT OG 16 FT OL 5 PT B 41 Total Spring 2021 23 FT OG 20 FT OL 5 PT B	71 of 106 students (66.98%) met the performance standard. Students per category: Summer 2020 12 FT OL 70.59% Fall 2020 16 FT OG 80% 5 FT OL 31.25% 4 PT B 80% 25 Total 60.98% Spring 2021 19 FT OG 82.61% 13 FT OL 65% 2 PT B 40%	Results overall underperformed the performance standard by 3.02%. Instructor Status Aggregated Results FT 65 of 96 67.71% PT 6 of 10 60% Delivery Mode Aggregated Results OG 35 of 43 81.40% OL 30 of 53 56.60% B 6 of 10 60% Instructor Status & Delivery Aggregated FT OG 35 of 43 81.40% FT OL 30 of 53 56.60% PT B 6 of 10 60% Although total students underperformed the standard, OG students surpassed the standard by 11.40%--specifically, students	N

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
				48 Total	34 Total 70.84%	taught by FT, OG instructors performed best, even during the Covid pandemic. OL students, even taught by FT instructors, performed the worst, underperforming the standard by 13.4%. These results suggest that in-class engagement, even during Covid, was important for student learning.	
HUM 2223 Humanities II	Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. Individual instructors may use more specific prompts for "diverse forces."	At least 70% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	112 total students assessed. Students per category: Summer 2020 No Sections Fall 2020 14 FT OG 21 FT OL 13 PT OG 15 PT OL 63 Total Spring 2021 12 FT OG 32 FT OL 5 PT B 49 Total	78 of 112 students (69.64%) met the performance standard. Students per category: Summer 2020 No Sections Fall 2020 14 FT OG 100% 7 FT OL 33.44% 9 PT OG 69.23% 8 PT OL 53.33% 38 Total 60.32% Spring 2021 12 FT OG 100% 25 FT OL 78.13% 3 PT B 60% 40 Total 81.63%	Results overall underperformed the performance standard by 0.36%. Instructor Status Aggregated Results FT 58 of 79 73.42% PT 20 of 33 60.61% Delivery Mode Aggregated Results OG 35 of 39 89.74% OL 40 of 68 58.82% B 3 of 5 60% Instructor Status & Delivery Aggregated FT OG 26 of 26 100% FT OL 32 of 53 60.38% PT OG 9 of 13 69.23% PT OL 8 of 15 53.33% PT B 3 of 5 60% Total students barely missed meeting the performance standard as OL and B students underperformed the standard by at least 10%. Students taught by FT instructors outperformed those taught by PT instructors by 12.81%, and OG students surpassed the performance standard by 19.74%. These results suggest that in-class engagement, even during Covid, was important for student learning.	N

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. Standard Met (Y/N)							
HUM 3633 Comparative Religion	Students will complete and present a comprehensive project , which includes a five-to-seven-page paper and various supporting materials. For this project, students attend a service of an unfamiliar tradition, create a new religion, or interview members of various religious backgrounds.	At least 70% of students who submit the project will score 70% or higher.	Data from all students who completed the project are included. NOTE: Two students failed to submit any project at all in Summer 2020, and so failed the course. They also did not take the final exam. Students who did not submit are not included in the results.	31 total students assessed.	31 of 31 students (100%) met the performance standard.	Standard met. Results strong. Students accomplished this outcome quite well. Note that 2020-21 is the second year that this measure is being used to assess SLO #5; in previous years, this measure assessed SLO #3. To complete the assignment, students may visit an unfamiliar religious service or create a new religion. In either case, this activity is a good measure of civic knowledge and engagement (SLO #5)--as either requires knowledge of other religions, and religion in general, to visit or to create--as well as ethical reasoning and skills for lifelong learning. This is an assignment that many students particularly enjoy, and so one to which they devote a great deal of effort. Success rates for this specific measure (previously used to assess SLO #3) have been at or above 90% the past several years:	Y							
				All 2 sections of the course are included.	On-Ground 0 of 0 = 0%									
				Online Summer 2020 + Online Fall 2020	Online 31 of 31 = 100%									
					Blended 0 of 0 = 0%									
				<table><tr><td>2020-21 = 100%</td><td>2019-20 = 100%</td></tr><tr><td>2018-19 = 100%</td><td>2017-18 = 93.5%</td></tr><tr><td>2016-17 = 100%</td><td>2014-15 = 93.3%</td></tr><tr><td>2013-14 = 93.8%</td><td>2011-12 = 92.3%</td></tr></table>		2020-21 = 100%	2019-20 = 100%	2018-19 = 100%	2017-18 = 93.5%	2016-17 = 100%	2014-15 = 93.3%	2013-14 = 93.8%	2011-12 = 92.3%	
2020-21 = 100%	2019-20 = 100%													
2018-19 = 100%	2017-18 = 93.5%													
2016-17 = 100%	2014-15 = 93.3%													
2013-14 = 93.8%	2011-12 = 92.3%													

PART 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.
SLO #1: LANG 1113 Foundations of World Languages	An On-Ground section of the course is planned for Spring 2022.	Traditionally, the course had alternated Online/On-Ground sections, but, due to Covid, all sections were Online 2019-20 & 2020-21. The proposed change will simply return to the intended delivery.	Back to normal.
SLO #3: SPAN 1113 Beginning Spanish I	The Spanish faculty had anticipated reviewing our assessment tools during 2019-20, and then again, 2020-21, but, due to the need for ZOOM classroom instruction 2020-21, we plan to revisit our assessment tools 2021-22. We will consider using multiple assessments, or perhaps opting for a pre-test preliminary assessment at the beginning of the semester.	1. 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. 2. Some students report feeling overwhelmed with the coursework they are tasked with at the end of the semester; thus, using only the semester's last assessment to demonstrate their learning process over the course of the semester is not representative. 3. Much thought must be given to how to best assess student learning. The differences between Online and On-Ground classes are significant (number of exams and essays per semester, potential access to unauthorized resources for Online sections, and the added, practical financial burden to Online students of using a proctoring service for multiple assignments, etc.). The Spanish section may have to consider the pre-test model to gauge student advancement.	Using multiple assessments to demonstrate beginning Spanish student learning outcomes should offer a broader picture of student ability. But the number of exams, quizzes and essays per semester differs from On-Ground to Online sections, and it is, therefore, not uniformly representative. For example, using the final exam and one chapter exam in an On-Ground section is only 2/5 of the total number of exams, whereas using a midterm and final exam for Online Spanish 1113 would mean using all exams. This is important to note because in Online sections, students regularly earn lower grades on the midterm exam than on the final, possibly because of their unfamiliarity with the online testing format. Given that there is only a midterm and final exam in the Online sections, as opposed to the four chapter exams and a final exam for On-Ground sections, it would be nonrepresentative of student abilities were the same criteria (two exams) used as benchmarks. The Spanish section, therefore, plans to discuss the use of a pre-test at the beginning of the semester and then the same test as the final exam at the end of the semester to better determine student learning. This could be one, uniform online exam that both Online & On-Ground sections could complete.

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. More detail can be communicated during peer review.

Description	
NA	

PART 6 (A & B)
Documentation of Faculty Participation and Review

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

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Matthew Oberrieder	Assessment Coordinator. Contributed individual data for both HUM 2113 & 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.	
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.	<i>Mary M Mackie</i>
Scott Reed	Contributed data for both HUM 2113 & HUM 2223. Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head	Mary M Mackie	<i>Mary M Mackie</i>	6-7-2021
Dean	Keith W Martin	<i>Keith W. Martin</i>	6/8/21