

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

Fall 2021 – Spring 2022

Department of English & Humanities

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

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

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

RSU Mission	General Education Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities	General Education at Rogers State University provides a broad foundation of intellectual skills, knowledge, and perspectives to enable students across the University to achieve professional and personal goals in a dynamic local or global society.
RSU Commitments	General Education Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning, and critical and creative thinking.	<ol style="list-style-type: none">1) Think critically and creatively.2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.3) Use written, oral, and visual communication effectively.4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	<ol style="list-style-type: none">1) Think critically and creatively.2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.3) Use written, oral, and visual communication effectively.4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

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 2020-2021 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 #1: LANG 1113 Foundations of World Languages. An On-Ground section is planned for Spring 2022.	N	Spring 2022, the usual Instructor left RSU but still taught the course Online as an adjunct.
SLO #3: SPAN 1113 Beginning Spanish I. Spanish faculty 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.	N	Due to continuing covid issues, Spanish faculty plan to continue 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 2

Discussion of the University Assessment Committee's 2020-2021 Peer Review Report

List or accurately summarize all feedback and recommendations, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes	Suggestions Implemented	Changes that Were or Will Be Implemented, or Rationale for Changes 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 of critical thinking and observation.	At least 70% of students who submit the assignment will score 70% or higher, based on rubrics developed by the English Faculty.	Data from all students completing the course were 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.	457 total students assessed.	376 of 457 students (82%) met the performance standard. On-Ground 286 of 346 = 83% Online 90 of 111 = 81% Blended 0 of 0 = No Sections	Students across learning platforms performed particularly well on these assignments and met the performance standard for this objective, which continues a successful trend. 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)
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 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.	425 total students assessed.	314 of 425 students (74%) met the performance standard. On-Ground 251 of 314 = 80% Online 63 of 111 = 57% Blended 0 of 0 = No Sections	While the On-Ground population met this standard, doing much better than the sample reported in last year's (2020-21) assessment data, the Online population did not meet this standard, scoring well below their On-Ground peers.	Y
ENGL 1213 Composition II	Students will summarize and evaluate an article . The summary assignment will require a minimum of two documented quotes. The	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 summaries to the writing faculty coordinator.	387 total students assessed.	314 of 387 students (81%) met the performance standard. On-Ground 259 of 306 = 85% Online 55 of 81 = 68%	The On-Ground population did very well on this performance standard, scoring much higher than their Online peers. While no general conclusions can be drawn, anecdotally, we might consider that face-to-face meetings provided more structure for this cohort of students whose educational experiences were disrupted by two years of pandemic.	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	evaluation assignment will require demonstration of critical thinking and observation.		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 0 of 0 = No Sections		
	Students will take a post-test that requires them to analyze written communication. These tests require them to demonstrate careful reading skills, comprehension skills and critical thinking skills, as well as knowledge about documentation requirements and guidelines.	At least 70% of students who take the exam will score 70% or higher, based on a rubric developed by the English Faculty.	Data from all students completing the course were 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, consisting of all full-time English Faculty.	366 total students assessed.	317 of 366 students (87%) met the performance standard. On-Ground 241 of 281 = 86% Online 76 of 85 = 89% Blended 0 of 0 = No Sections	Students across delivery modes 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)
ENGL 2613 Introduction to Literature	Students will submit a creative project responding to some literary work, theme, or text demonstrating generally basic content knowledge of the humanities and in particular critical and creative thinking.	At least 70% of students who submit the creative project will score 70% or higher, based on a rubric developed by the English Faculty.	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 projects 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.	24 total students assessed.	11 of 24 students (45%) met the performance standard. On-Ground 0 of 0 = No Separate Data Online 0 of 0 = No Separate Data Blended 0 of 0 = No Sections	This result marks a striking reversal of a trend in this assessment category. As this assignment was revised to increase depth of and emphasis on written analysis of one or more works covered in course, these results demonstrate that deep textual analysis is a skill difficult for students. Therefore, more demonstration and practice will be implemented throughout the course.	N

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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.	94 total students assessed. Students per category: Summer 2021 12 FT OL Fall 2021 24 FT OG 12 FT OL 5 PT B 41 Total Spring 2022 23 FT OG 10 FT OL 8 PT B 41 Total	61 of 94 students (64.89%) met the performance standard. Students per category: Summer 2021 4 FT OL 33.33% Fall 2021 18 FT OG 75% 4 FT OL 33.33% 4 PT B 80% 26 Total 63.41% Spring 2022 15 FT OG 65.22% 8 FT OL 80% 8 PT B 100% 31 Total 75.61%	Total students <u>underperformed</u> the performance standard by 5.11%. <table border="1" data-bbox="342 153 440 667"> <tr><th colspan="2">Instructor Status Aggregated Results</th></tr> <tr><td>FT</td><td>49 of 81 60.49%</td></tr> <tr><td>PT</td><td>12 of 13 92.31%</td></tr> </table> <table border="1" data-bbox="467 153 597 667"> <tr><th colspan="2">Delivery Mode Aggregated Results</th></tr> <tr><td>OG</td><td>33 of 47 70.21%</td></tr> <tr><td>OL</td><td>16 of 34 47.06%</td></tr> <tr><td>B</td><td>12 of 13 92.31%</td></tr> </table> <table border="1" data-bbox="630 153 760 667"> <tr><th colspan="3">Instructor Status & Delivery Aggregated</th></tr> <tr><td>FT</td><td>OG</td><td>33 of 47 70.21%</td></tr> <tr><td>FT</td><td>OL</td><td>16 of 34 47.06%</td></tr> <tr><td>PT</td><td>B</td><td>12 of 13 92.31%</td></tr> </table> Although total students underperformed the standard, OG students met, and B students surpassed, the standard. OL students, even taught by FT instructors, performed by far worst, underperforming the standard by 22.94%. These results suggest that in-class engagement, especially during Covid, remains crucial for student learning.	Instructor Status Aggregated Results		FT	49 of 81 60.49%	PT	12 of 13 92.31%	Delivery Mode Aggregated Results		OG	33 of 47 70.21%	OL	16 of 34 47.06%	B	12 of 13 92.31%	Instructor Status & Delivery Aggregated			FT	OG	33 of 47 70.21%	FT	OL	16 of 34 47.06%	PT	B	12 of 13 92.31%	N
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HUM 223 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.	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	95 total students assessed. Students per category: Summer 2021 No Sections	72 of 95 students (75.79%) met the performance standard. Students per category: Summer 2021 No Sections	Total students <u>overperformed</u> the performance standard by 5.79%. <table border="1" data-bbox="1138 153 1235 667"> <tr><th colspan="2">Instructor Status Aggregated Results</th></tr> <tr><td>FT</td><td>43 of 57 75.44%</td></tr> <tr><td>PT</td><td>29 of 38 76.32%</td></tr> </table> <table border="1" data-bbox="1263 153 1393 667"> <tr><th colspan="2">Delivery Mode Aggregated Results</th></tr> <tr><td>OG</td><td>25 of 30 83.33%</td></tr> <tr><td>OL</td><td>36 of 53 67.92%</td></tr> <tr><td>B</td><td>11 of 12 91.67%</td></tr> </table>	Instructor Status Aggregated Results		FT	43 of 57 75.44%	PT	29 of 38 76.32%	Delivery Mode Aggregated Results		OG	25 of 30 83.33%	OL	36 of 53 67.92%	B	11 of 12 91.67%	Y												
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HUM 3633 Comparative Religion	<p>Students will complete two essay exams, 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 two essay exams will score 70% or higher.	<p>Data from all students who took both exams are included.</p> <p>On-Ground 18 Fall 2021 + 16 Spring 2022</p> <p>Online 20 Summer 2021 + 22 Fall 2021</p> <p>All 4 sections of the course are included</p>	<p>76 total students assessed.</p> <p>On-Ground 18 of 18 = 100%</p> <p>13 of 16 = 81.25%</p> <p>Online 18 of 20 = 90%</p> <p>21 of 22 = 95.45%</p> <p>Blended 0 of 0 = 0%</p>	<p>70 of 76 students (92.1%) met the performance standard.</p> <p>On-Ground 18 of 18 = 100%</p> <p>13 of 16 = 81.25%</p> <p>Online 18 of 20 = 90%</p> <p>21 of 22 = 95.45%</p> <p>Blended 0 of 0 = 0%</p>	<p>All four sections performed well. Overall results in line with past performance.</p> <p>Fall 2021 OG section was Honors with 100% achieving the Performance Standard.</p> <p>Spring 2022 OG section: In the case of the midterm, three students did not meet the Standard. In the case of the final, one student did not meet the Standard, but that student was among the three who did not meet the Standard for the midterm.</p>	Y																																																																																										
LANG 1113 Foundations of World Languages	Students will complete workbook assignments and dictionary assignments	At least 70% of students who submit the assignments and who took the final will	Students from 2 of 2 sections are included in the sample. 1 Online	23 total students assessed.	20 of 23 students (86.96%) met the performance standard.	Students (Online) who met the standard: 20 of 23 = 86.96 for 2021-22 42 of 45 = 93.33% for 2020-21	Y																																																																																										

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	that require focus on changes in the English language, as well as investigation of etymologies.	score 70% or higher in the course.	Fall 2021 + 1 Online Spring 2022	On-Ground NA Online 23	On-Ground 0 of 0 = 0% Online 20 of 23 = 86.96% Blended 0 of 0 = 0%	34 of 37 = 91.89% for 2019-20 33 of 37 = 89.19% for 2018-19 2021-22 sample is 22 fewer students than 2020-21 and 14 fewer students than 2019-20 & 2018-19.	
LANG 1113 Foundations of World Languages	Students will complete a comprehensive mid-term examination of weeks 1-9. The mid-term examination will employ a variety of testing methods, including fill in the blank, true/false, multiple choice and short essay answers.	At least 70% of students who take the mid-term examination will average 70% or higher. Student knowledge required to pass the mid-term includes familiarity with the Latin and Greek foundations of language, a beginning understanding of the etymology of words, and efficient articulation of how/why language reflects culture.	Students from 2 of 2 sections are included in the sample. 1 Online Fall 2021 + 1 Online Spring 2022	26 total students assessed. On-Ground NA Online 26	26 of 26 students (100%) met the performance standard. On-Ground 0 of 0 = 0% Online 26 of 26 = 100% Blended 0 of 0 = 0%	Online students continue to perform very well on the midterm. This result is similar to past results. 45 of 45 = 100% for 2020-21 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. Going forward, we want to continue to watch these results closely, as we believe that the mid-term exam serves as a learning experience that helps our students better prepare for the comprehensive final exam (next assessment measure); thus, the current results establish a quasi-baseline for evaluating overall learning in light of the final exam.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
LANG 1113 Foundations of World Languages	<p>Students will complete a comprehensive final examination of weeks 1-15.</p> <p>The final 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 final examination will average 70% or higher.</p> <p>Student knowledge required to pass the final includes all that was required for successful completion of the mid-term, as well as a deeper and more intense investigation and understanding of etymology and its role in determining the past and present use of words, and the subsequent impact on intrasocial communication.</p>	<p>Students from 2 of 2 sections are included in the sample.</p> <p>1 Online Fall 2021 + 1 Online Spring 2022</p>	<p>23 total students assessed.</p> <p>On-Ground NA Online 23</p>	<p>23 of 23 students met the performance standard.</p> <p>On-Ground 0 of 0 = 0% Online 23 of 23 = 100% Blended 0 of 0 = 0%</p>	<p>2021-22 is similar to past results. 45 of 45 = 100% for 2020-21. 100% results for 2019-20.</p> <p>By the end of each semester, students are engaged in the subject matter and have adjusted their study methods from the mid-term exam. This is normal for this course.</p> <p>Pre-Covid Results Below</p> <p>2018-19: 100% of students who took the Final scored a 70% or better. By the end of the semester, OG students caught up to their OL peers in test performance.</p> <p>2017-18: The two semesters were very similar. Despite there being no change in the Final, both OG and OL classes were very nearly equally successful.</p> <p>2016-17: 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.</p>	Y

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.	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.	110 total students assessed. Students per category: Summer 2021 13 FT OL Fall 2021 24 FT OG 16 FT OL 7 PT B 47 Total Spring 2022 30 FT OG 11 FT OL 9 PT B 50 Total	99 of 110 students (90%) met the performance standard. Students per category: Summer 2021 13 FT OL 100% Fall 2021 21 FT OG 87.5% 14 FT OL 87.5% 6 PT B 85.71 41 Total 87.23% Spring 2022 27 FT OG 90% 10 FT OL 90.91% 8 PT B 88.89% 45 Total 90%	Total students surpassed the performance standard by 20%. <i>Instructor Status Aggregated Results</i> FT 85 of 94 90.43% PT 14 of 16 87.5% <i>Delivery Mode Aggregated Results</i> OG 48 of 54 88.89% OL 37 of 40 92.5% B 14 of 16 87.5% <i>Instructor Status & Delivery Aggregated</i> FT OG 48 of 54 88.89% FT OL 37 of 40 95% PT B 14 of 16 87.5% Students taught by FT instructors, whether OG or OL, surpassed the performance standard by 18-25%. Students taught by PT, B instructors were also very successful, surpassing the standard by 17.5%, but with a much smaller sample size--only 16 students vs. 94 FT instructor students.	Y
HUM 2223 Humanities II	Students will take a comprehensive final exam on content knowledge of the humanities.	At least 70% of students who take the final exam will score 70% or higher.	Data from all students who took the final exam are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT	111 total students assessed. Students per category: Summer 2021 No Sections	94 of 111 students (84.68%) met the performance standard. Students per category: Summer 2021 No Sections	Total students surpassed the performance standard by 14.68%. <i>Instructor Status Aggregated Results</i> FT 61 of 70 87.14% PT 33 of 41 80.49% <i>Delivery Mode Aggregated Results</i> OG 33 of 35 94.29% OL 50 of 62 80.65% B 11 of 14 78.57%	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)																																																																																										
PHIL 1113 Introduction to Philosophy	Students will take a comprehensive final exam , evaluating their retention and understanding of the problems and history of philosophy, broadly construed.	<p><u>Standard #1:</u> At least 50% of students who take the final exam will score 85% or higher.</p> <p><u>Standard #2:</u> At least 85% of students who take the final exam will score 70% or higher.</p>	<p>& Delivery Mode On-Ground = OG, Online = OL, Blended = B.</p>	<p>Fall 2021</p> <table border="1" data-bbox="280 999 475 1230"> <tr><td>18</td><td>FT</td><td>OG</td></tr> <tr><td>13</td><td>FT</td><td>OL</td></tr> <tr><td>13</td><td>PT</td><td>OG</td></tr> <tr><td>14</td><td>PT</td><td>OL</td></tr> <tr><td>8</td><td>PT</td><td>B</td></tr> <tr><td>66</td><td colspan="2">Total</td></tr> </table> <p>Spring 2022</p> <table border="1" data-bbox="532 999 662 1230"> <tr><td>4</td><td>FT</td><td>OG</td></tr> <tr><td>35</td><td>FT</td><td>OL</td></tr> <tr><td>6</td><td>PT</td><td>B</td></tr> <tr><td>45</td><td colspan="2">Total</td></tr> </table>	18	FT	OG	13	FT	OL	13	PT	OG	14	PT	OL	8	PT	B	66	Total		4	FT	OG	35	FT	OL	6	PT	B	45	Total		<p>Fall 2021</p> <table border="1" data-bbox="280 674 475 999"> <tr><td>17</td><td>FT</td><td>OG</td><td>94.44%</td></tr> <tr><td>11</td><td>FT</td><td>OL</td><td>84.62%</td></tr> <tr><td>12</td><td>PT</td><td>OG</td><td>92.31%</td></tr> <tr><td>10</td><td>PT</td><td>OL</td><td>71.43%</td></tr> <tr><td>7</td><td>PT</td><td>B</td><td>87.5%</td></tr> <tr><td>57</td><td colspan="2">Total</td><td>86.36%</td></tr> </table> <p>Spring 2022</p> <table border="1" data-bbox="532 674 662 999"> <tr><td>4</td><td>FT</td><td>OG</td><td>100%</td></tr> <tr><td>29</td><td>FT</td><td>OL</td><td>82.86%</td></tr> <tr><td>4</td><td>PT</td><td>B</td><td>66.67%</td></tr> <tr><td>37</td><td colspan="2">Total</td><td>82.22%</td></tr> </table>	17	FT	OG	94.44%	11	FT	OL	84.62%	12	PT	OG	92.31%	10	PT	OL	71.43%	7	PT	B	87.5%	57	Total		86.36%	4	FT	OG	100%	29	FT	OL	82.86%	4	PT	B	66.67%	37	Total		82.22%	<p>Instructor Status & Delivery Aggregated</p> <table border="1" data-bbox="280 159 475 674"> <tr><td>FT</td><td>OG</td><td>21 of 22</td><td>95.45%</td></tr> <tr><td>FT</td><td>OL</td><td>40 of 48</td><td>83.33%</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>10 of 14</td><td>71.43%</td></tr> <tr><td>PT</td><td>B</td><td>11 of 14</td><td>78.57%</td></tr> </table> <p>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 6.65%, while OG students outperformed OL students by 13.64% and B students by 15.72%.</p>	FT	OG	21 of 22	95.45%	FT	OL	40 of 48	83.33%	PT	OG	12 of 13	92.31%	PT	OL	10 of 14	71.43%	PT	B	11 of 14	78.57%	Standard #1 Y
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			<p>71 total students assessed.</p> <p>5 sections: 2 On-Ground + 3 Online</p> <p>No Blended sections taught.</p>	<p><u>Standard #1:</u> 43 of 71 students (61%) met the performance standard.</p> <p>On-Ground 18 of 29 = 62%</p> <p>Online 25 of 42 = 60%</p> <p><u>Standard #2:</u> 70 of 71 students (99%) met the performance standard.</p> <p>On-Ground 29 of 29 = 100%</p> <p>Online 41 of 42 = 97.6%</p>	<p>Students performed well on the final exam. Daily reading quizzes given during the semester were contributing factors.</p>	Standard #2 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)
PHIL 1313 Values and Ethics	Students will take a comprehensive final exam , evaluating their retention and understanding of the problems and history of ethics.	<u>Standard #1:</u> At least 50% of students who take the final exam will score 85% or higher.	Data from all students who took the final exam are included.	13 total students assessed. 2 On-Ground sections	<u>Standard #1:</u> 9 of 13 students (69%) met the performance standard.	Students performed well on the final exam. Daily Reading quizzes given during the semester were contributing factors.	Standard #1 Y
		<u>Standard #2:</u> At least 85% of students who take the final exam will score 70% or higher.					No Online or Blended sections taught.

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	447 total students assessed.	373 of 447 students (83%) met the performance standard. On-Ground 293 of 336 = 87% Online 80 of 111 = 72% Blended 0 of 0 = No Sections	Students across all delivery modes did well on this assessment, a reversal from last year's assessment in which this standard was not met. Again, however, a striking difference is noticed between the performance of the On-Ground and Online students.	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 1113 Composition I	Students will write a well-developed, well-supported 400-1000 word expository essay , using a writing process, including pre-writing, planning, organizing, drafting, revising and editing.	At least 70% of students who submit the assignment will score 70% or higher, using a rubric developed by the English Faculty. A successfully structured formal essay will contain a coherent thesis statement and a minimal amount of	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.	455 total students assessed.	394 of 455 students (87%) met the performance standard. On-Ground 307 of 344 = 89% Online 87 of 111 = 78% Blended 0 of 0 = No Sections	Students across all delivery modes did well on this assessment, however, a striking difference is noticed between the performance of the On-Ground and Online students. 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 1113 Composition I	Students will take one timed Comp I essay test (50 minutes, minimum and 75 minutes maximum).	grammatical and mechanical errors. At least 70% of students who submit the assignment will score 70% or higher. Essay test questions/ subjects will require students to demonstrate skill with essay structure, coherence, and clarity of thought.	reported to the assessment coordinator. 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, consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator.	455 total students assessed.	363 of 455 students (80%) met the performance standard. On-Ground 295 of 344 = 86% Online 68 of 111 = 61% Blended 0 of 0 = No Sections	Students in the On-Ground sections scored high on this measurement. However, their Online peers failed to meet the standard, scoring well below their On-Ground peers. While no general conclusions can be drawn, anecdotally, we might consider that face-to-face meetings provided more structure for this cohort of students whose educational experiences were disrupted by two years of pandemic.	Y
ENGL 1213 Composition II	Students will write a well-developed, well-supported answer to an essay question .	At least 70% of students who submit the assignment will score	Data from all students completing the course were counted. Individual faculty	376 total students assessed.	330 of 376 students (88%) met the performance standard. On-Ground 263 of 288 = 91%	Students across delivery modes met the performance standard. Once again, however, we notice a marked difference between the performances of the On-Ground and Online populations.	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)
		<p>70% or higher, based on a rubric developed by the English Faculty.</p> <p>A successfully structured formal essay will contain a coherent topic sentence, support, and few grammatical and mechanical errors.</p>	<p>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.</p>		<p>Online 67 of 88 = 76%</p> <p>Blended 0 of 0 = No Sections</p>		
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	383 total students assessed.	<p>313 of 383 students (82%) met the performance standard.</p> <p>On-Ground 256 of 301 = 85%</p> <p>Online 57 of 82 = 70%</p> <p>Blended 0 of 0 = No Sections</p>	<p>Students across all delivery modes met this performance standard.</p> <p>Successful documented writing is a primary objective of Composition II, so this is a positive result.</p>	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)
HUM 2113 Humanities I	Students will complete an in-class presentation displaying oral and visual communication skills, as well as creative and critical thinking. (Online students will submit a paper/project in lieu of the presentation.) NOTE: Fall 2021 & Spring 2022, this measure was modified variously by individual instructors due to Covid issues. For example, some On-Ground	At least 70% of students who present will score 70% or higher.	shared with the writing faculty committee, consisting of all full-time English Faculty. All data and results were reported to the assessment coordinator. Data from all students who presented are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	92 total students assessed. Students per category: Summer 2021 8 FT OL Fall 2021 21 FT OG 13 FT OL 5 PT B 39 Total Spring 2022 24 FT OG 11 FT OL 10 PT B 45 Total	78 of 92 students (84.78%) met the performance standard. Students per category: Summer 2021 8 FT OL 100% Fall 2021 15 FT OG 71.43% 12 FT OL 92.31% 5 PT B 100% 32 Total 82.05% Spring 2022 20 FT OG 83.33% 8 FT OL 72.73% 10 PT B 100% 38 Total 84.44%	Total students surpassed the performance standard by 14.78%. Instructor Status Aggregated Results FT 63 of 77 81.82% PT 15 of 15 100% Delivery Mode Aggregated Results OG 35 of 45 77.78% OL 28 of 32 87.5% B 15 of 15 100% Instructor Status & Delivery Aggregated FT OG 35 of 45 77.78% FT OL 28 of 32 87.5% PT B 15 of 15 100% Students performed very well, regardless of instructor status or deliver mode. Students taught by FT instructors surpassed the performance standard by 11.82%, while those taught by PT instructors surpassed the standard by 30%. The PT percentage is somewhat misleading, however, as the small sample size is only 15 students. OL students' results surpassed OG students'	Y

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	instructors had students post online video presentations.					results by 9.72%, but this difference might involve some OG students having difficulties with Covid-necessitated changes to OL delivery.																																																																																								
HUM 2223 Humanities II	<p>Students will complete an in-class presentation displaying oral and visual communication skills, as well as creative and critical thinking.</p> <p>(Online students will submit a paper/project in lieu of the presentation.)</p> <p>NOTE: Fall 2021 & Spring 2022, this measure was modified variously by individual instructors due to Covid issues. For example, some On-Ground instructors had students post online video presentations.</p>	<p>At least 70% of students who present will score 70% or higher.</p>	<p>Data from all students who presented are included.</p> <p>Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.</p>	<p>90 total students assessed.</p> <table border="1" data-bbox="505 1024 667 1230"> <tr> <td>Students per category:</td> <td></td> </tr> <tr> <td>Summer 2021</td> <td></td> </tr> <tr> <td>No Sections</td> <td></td> </tr> </table> <table border="1" data-bbox="699 1024 919 1230"> <tr> <td colspan="2">Fall 2021</td> </tr> <tr> <td>15 FT</td> <td>OG 100%</td> </tr> <tr> <td>9 FT</td> <td>OL 100%</td> </tr> <tr> <td>13 PT</td> <td>OG 100%</td> </tr> <tr> <td>12 PT</td> <td>OL 100%</td> </tr> <tr> <td>7 PT</td> <td>B 100%</td> </tr> <tr> <td>56</td> <td>Total 100%</td> </tr> </table> <table border="1" data-bbox="951 1024 1105 1230"> <tr> <td colspan="2">Spring 2022</td> </tr> <tr> <td>3 FT</td> <td>OG 100%</td> </tr> <tr> <td>25 FT</td> <td>OL 100%</td> </tr> <tr> <td>6 PT</td> <td>B 100%</td> </tr> <tr> <td>34</td> <td>Total 100%</td> </tr> </table>	Students per category:		Summer 2021		No Sections		Fall 2021		15 FT	OG 100%	9 FT	OL 100%	13 PT	OG 100%	12 PT	OL 100%	7 PT	B 100%	56	Total 100%	Spring 2022		3 FT	OG 100%	25 FT	OL 100%	6 PT	B 100%	34	Total 100%	<p>90 of 90 students (100%) met the performance standard.</p> <table border="1" data-bbox="505 695 667 1024"> <tr> <td>Students per category:</td> <td></td> </tr> <tr> <td>Summer 2021</td> <td></td> </tr> <tr> <td>No Sections</td> <td></td> </tr> </table> <table border="1" data-bbox="699 695 919 1024"> <tr> <td colspan="2">Fall 2021</td> </tr> <tr> <td>15 FT</td> <td>OG 100%</td> </tr> <tr> <td>9 FT</td> <td>OL 100%</td> </tr> <tr> <td>13 PT</td> <td>OG 100%</td> </tr> <tr> <td>12 PT</td> <td>OL 100%</td> </tr> <tr> <td>7 PT</td> <td>B 100%</td> </tr> <tr> <td>56</td> <td>Total 100%</td> </tr> </table> <table border="1" data-bbox="951 695 1105 1024"> <tr> <td colspan="2">Spring 2022</td> </tr> <tr> <td>3 FT</td> <td>OG 100%</td> </tr> <tr> <td>25 FT</td> <td>OL 100%</td> </tr> <tr> <td>6 PT</td> <td>B 100%</td> </tr> <tr> <td>34</td> <td>Total 100%</td> </tr> </table>	Students per category:		Summer 2021		No Sections		Fall 2021		15 FT	OG 100%	9 FT	OL 100%	13 PT	OG 100%	12 PT	OL 100%	7 PT	B 100%	56	Total 100%	Spring 2022		3 FT	OG 100%	25 FT	OL 100%	6 PT	B 100%	34	Total 100%	<p>Total students surpassed the performance standard by 30%.</p> <table border="1" data-bbox="537 149 610 695"> <tr> <td colspan="2">Instructor Status Aggregated Results</td> </tr> <tr> <td>FT</td> <td>52 of 52 100%</td> </tr> <tr> <td>PT</td> <td>38 of 38 100%</td> </tr> </table> <p>Delivery Mode Aggregated Results</p> <table border="1" data-bbox="699 149 797 695"> <tr> <td>OG</td> <td>31 of 31 100%</td> </tr> <tr> <td>OL</td> <td>46 of 46 100%</td> </tr> <tr> <td>B</td> <td>13 of 13 100%</td> </tr> </table> <p>Instructor Status & Delivery Aggregated</p> <table border="1" data-bbox="854 149 1016 695"> <tr> <td>FT</td> <td>OG</td> <td>18 of 18 100%</td> </tr> <tr> <td>FT</td> <td>OL</td> <td>34 of 34 100%</td> </tr> <tr> <td>PT</td> <td>OG</td> <td>13 of 13 100%</td> </tr> <tr> <td>PT</td> <td>OL</td> <td>12 of 12 100%</td> </tr> <tr> <td>PT</td> <td>B</td> <td>13 of 13 100%</td> </tr> </table> <p>Students performed very well, regardless of instructor status or deliver mode. Students taught by FT instructors surpassed the performance standard by 30%, while those taught by PT instructors surpassed the standard by 30%.</p>	Instructor Status Aggregated Results		FT	52 of 52 100%	PT	38 of 38 100%	OG	31 of 31 100%	OL	46 of 46 100%	B	13 of 13 100%	FT	OG	18 of 18 100%	FT	OL	34 of 34 100%	PT	OG	13 of 13 100%	PT	OL	12 of 12 100%	PT	B	13 of 13 100%	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.	<u>Standard #1:</u> At least 50% of students who submit the essay will score 85% or higher. <u>Standard #2:</u> At least 85% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included in the sample.	71 total students assessed. 5 sections: 2 On-Ground + 3 Online No Blended sections were taught.	<u>Standard #1:</u> 41 of 71 students (58%) met the performance standard. On-Ground 17 of 29 = 59% Online 24 of 42 = 57% <u>Standard #2:</u> 68 of 71 students (96%) met the performance standard. On-Ground 28 of 29 = 97% Online 40 of 42 = 95%	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 Standard #2 Y
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	<u>Standard #1:</u> At least 50% of students who submit the essay will score 85% or higher. <u>Standard #2:</u> At least 85% of students who submit	Data from all students who submitted the essay are included in the sample.	13 total students assessed. 2 On-Ground sections No Online or Blended sections were taught.	<u>Standard #1:</u> 8 of 13 students (62%) met the performance standard. <u>Standard #2:</u> 13 of 13 students (100%) 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 Standard #2 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)																								
SPAN 1113 Beginning Spanish I	<p>scored using a rubric</p> <p>Students will take a final examination that focuses on written and oral communication in Spanish.</p> <p>On this timed exam, students will be tested on the technical mechanics of self-expression and communication in the Spanish language, as well as understanding of Hispanic cultures.</p>	<p>the essay will score 70% or higher.</p> <p>At least 70% of students who take the final exam will score 70% or higher.</p>	<p>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>	<p>110 total students assessed: Summer 2021, Fall 2021, & Spring 2022</p> <p>On-Ground 54 Students</p> <p>Online 56 Students</p> <p>Blended No sections</p>	<p>69 of 110 students (62.7%) met the performance standard.</p> <p>On-Ground 38 of 54 = 70.3%</p> <p>Online (Asynchronous) 31 of 56 = 55.3%</p> <p>Blended 0 of 0 = 0%</p> <p>Historical Overall Results 2020-21 = 84.17% 2019-20 = 78.87% 2018-19 = 76.0% 2017-18 = 80.7% 2016-17 = 81% 2015-16 = 82.5% 2014-15 = 69.8%</p> <table border="1" data-bbox="1154 699 1409 1024"> <thead> <tr> <th>AY</th> <th>OG</th> <th>OL</th> </tr> </thead> <tbody> <tr> <td>20-21</td> <td>94.5%</td> <td>73.1%</td> </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> </tbody> </table>	AY	OG	OL	20-21	94.5%	73.1%	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%	<p>Counting all students enrolled in SPAN 1113, only 62.7% of students met or exceeded the 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>It is important to note that for 2021-22, physical, On-Ground classes were offered, as well as asynchronous, Online classes.</p> <p>Comparing On-Ground to Online sections, 70.3% of On-Ground classroom students vs. 55.3% of Online students met the performance standard. This represents a decrease of 11.3% for On-Ground classes, and a decrease of 17% for Online, asynchronous classes, compared to our normal average over AYs 2017-2020. AY 2020-2021 was not included in these averages because of the distinctive form of course delivery and unusually high student performance in Zoom-based classes.</p> <p>The Spanish section adopted the online, McGraw-Hill Connect textbook and workbook platform beginning in fall 2021. We believed that the online learning tools, real-time assessment feedback, and varied types of exercises and opportunities for practice would especially benefit our Online, as well as On-Ground learners. Surprisingly, in fall 2021, the Online sections suffered their</p>	N
AY	OG	OL																													
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A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
						<p>greatest decrease in performance to date: 38.5% of students met or exceeded the performance standard. This percentage increased to 61.1% in spring 2022, based on enrollment in two sections. It is important to note that the low percentage of students who met or exceeded the performance standard in fall 2021 reflects only one course offered and is, therefore, not an ideal measurement of typical student performance. As for On-Ground sections, the three sections offered averaged 78% of students who met or exceeded the performance standard in fall 2021. The following spring 2022 semester, the percentage of students in On-Ground sections who met or exceeded the performance standard was 69.7%.</p> <p>The Spanish section still believes that the Connect platform can offer students significant benefits. We have decided to make adjustments to content and assignment requirements, to see if online learners can better meet the performance standard for next academic year. We plan to offer students two attempts per quiz instead of just one, so that they have an opportunity to learn from mistakes on assessments as well as homework. We have also decided to change how feedback is given to students on workbook and textbook assignments, so that they can see their problem areas in the moment, instead of waiting until one hour after the assignment due date for detailed feedback. We will also review the criteria we use to evaluate student performance; we may include more assessments in our assessment criteria so as to broaden the scope of student evaluation.</p>	

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.	14 total students assessed.	11 of 14 students (78.5%) met the performance standard. On-Ground 0 of 0 = No Separate Data Online 0 of 0 = No Separate Data Blended 0 of 0 = No Sections	Students met the standard for this measure, which is a positive sign that the department is achieving its General Education goals.	Y
ENGL 2613 Introduction to Literature	Students will write one literary analysis/ research paper , in which they are expected to	At least 70% of students who submit the literary analysis/ research paper will	Data from all students completing the course were counted. Individual faculty members	13 total students assessed.	11 of 13 students (85%) met the performance standard. On-Ground 0 of 0 = No Separate Data	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. Standard Met (Y/N)
	demonstrate, in particular, content knowledge of literature and, more generally, basic content knowledge of the humanities.	score 70% or higher, based on a rubric developed by the English Faculty.	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.		<p>Online 0 of 0 = No Separate Data</p> <p>Blended 0 of 0 = No Sections</p>		
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	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.	94 total students assessed. Students per category: Summer 2021 12 FT OL Fall 2021 24 FT OG 12 FT OL 5 PT B 41 Total	61 of 94 students (64.89%) met the performance standard. Students per category: Summer 2021 4 FT OL 33.33% Fall 2021 18 FT OG 75% 4 FT OL 33.33% 4 PT B 80% 26 Total 63.41%	Total students <u>underperformed</u> the performance standard by 5.11%. Instructor Status Aggregated Results FT 49 of 81 60.49% PT 12 of 13 92.31% Delivery Mode Aggregated Results OG 33 of 47 70.21% OL 16 of 34 47.06% B 12 of 13 92.31% Instructor Status & Delivery Aggregated FT OG 33 of 47 70.21% FT OL 16 of 34 47.06% PT B 12 of 13 92.31%	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)																																																																													
	forces.”			Spring 2022 <table border="1" data-bbox="277 1035 407 1224"> <tr><td>23</td><td>FT</td><td>OG</td></tr> <tr><td>10</td><td>FT</td><td>OL</td></tr> <tr><td>8</td><td>PT</td><td>B</td></tr> <tr><td>41</td><td>Total</td><td></td></tr> </table>	23	FT	OG	10	FT	OL	8	PT	B	41	Total		Spring 2022 <table border="1" data-bbox="277 709 407 1014"> <tr><td>15</td><td>FT</td><td>OG</td><td>65.22%</td></tr> <tr><td>8</td><td>FT</td><td>OL</td><td>80%</td></tr> <tr><td>8</td><td>PT</td><td>B</td><td>100%</td></tr> <tr><td>31</td><td>Total</td><td></td><td>75.61%</td></tr> </table>	15	FT	OG	65.22%	8	FT	OL	80%	8	PT	B	100%	31	Total		75.61%	Although total students underperformed the standard, OG students met, and B students surpassed, the standard. OL students, even taught by FT instructors, performed by far worst, underperforming the standard by 22.94%. These results suggest that in-class engagement, especially during Covid, remains crucial for student learning.	Y																																																	
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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.	95 total students assessed. Students per category: Summer 2021 No Sections Fall 2021 <table border="1" data-bbox="878 1035 1073 1224"> <tr><td>15</td><td>FT</td><td>OG</td></tr> <tr><td>11</td><td>FT</td><td>OL</td></tr> <tr><td>13</td><td>PT</td><td>OG</td></tr> <tr><td>13</td><td>PT</td><td>OL</td></tr> <tr><td>7</td><td>PT</td><td>B</td></tr> <tr><td>59</td><td>Total</td><td></td></tr> </table>	15	FT	OG	11	FT	OL	13	PT	OG	13	PT	OL	7	PT	B	59	Total		72 of 95 students (75.79%) met the performance standard. Students per category: Summer 2021 No Sections Fall 2021 <table border="1" data-bbox="878 709 1073 1014"> <tr><td>15</td><td>FT</td><td>OG</td><td>100%</td></tr> <tr><td>6</td><td>FT</td><td>OL</td><td>54.55%</td></tr> <tr><td>9</td><td>PT</td><td>OG</td><td>69.23%</td></tr> <tr><td>9</td><td>PT</td><td>OL</td><td>69.23%</td></tr> <tr><td>6</td><td>PT</td><td>B</td><td>85.71%</td></tr> <tr><td>45</td><td>Total</td><td></td><td>76.27%</td></tr> </table>	15	FT	OG	100%	6	FT	OL	54.55%	9	PT	OG	69.23%	9	PT	OL	69.23%	6	PT	B	85.71%	45	Total		76.27%	Total students overperformed the performance standard by 5.79%. Instructor Status Aggregated Results <table border="1" data-bbox="662 149 727 688"> <tr><td>FT</td><td>43 of 57</td><td>75.44%</td></tr> <tr><td>PT</td><td>29 of 38</td><td>76.32%</td></tr> </table> Delivery Mode Aggregated Results <table border="1" data-bbox="789 149 886 688"> <tr><td>OG</td><td>25 of 30</td><td>83.33%</td></tr> <tr><td>OL</td><td>36 of 53</td><td>67.92%</td></tr> <tr><td>B</td><td>11 of 12</td><td>91.67%</td></tr> </table> Instructor Status & Delivery Aggregated <table border="1" data-bbox="948 149 1105 688"> <tr><td>FT</td><td>OG</td><td>16 of 17</td><td>94.12%</td></tr> <tr><td>FT</td><td>OL</td><td>27 of 40</td><td>67.5%</td></tr> <tr><td>PT</td><td>OG</td><td>9 of 13</td><td>69.23%</td></tr> <tr><td>PT</td><td>OL</td><td>9 of 13</td><td>69.23%</td></tr> <tr><td>PT</td><td>B</td><td>11 of 12</td><td>91.67%</td></tr> </table> Although total students overperformed the standard, OL students (even taught by FT instructors) underperformed the standard by 2.08%. These results suggest that in-class engagement, especially during Covid, remains crucial for student learning.	FT	43 of 57	75.44%	PT	29 of 38	76.32%	OG	25 of 30	83.33%	OL	36 of 53	67.92%	B	11 of 12	91.67%	FT	OG	16 of 17	94.12%	FT	OL	27 of 40	67.5%	PT	OG	9 of 13	69.23%	PT	OL	9 of 13	69.23%	PT	B	11 of 12	91.67%	Y
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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. 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. Students who did not submit are not included in the results.	74 total students assessed. On-Ground 18 Fall 2021 + 15 Spring 2022 Online 19 Summer 2021 + 22 Fall 2021 All 4 sections of the course are included	73 of 74 students (98.65%) met the performance standard. On-Ground 18 of 18 = 100% 15 of 15 = 100% Online 19 of 19 = 100% 21 of 22 = 95.45% Blended 0 of 0 = 0%	Standard met. Results strong. Students accomplished this outcome quite well. Note that 2021-22 is the third 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
							2021-22 = 98.6%
							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.
NA	None Proposed	NA	NA

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.	
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		6-17-2022
Dean	Keith W Martin		6/17/2022