

AC 2021-2022 Assessment

Humanities: Core Competency. To understand the diversity of human knowledge and experience across cultures as examined through the humanities.

Prepared by: James J. Mischler

Date: 6/29/2022

Approved by: Greg Handel

Date:

Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Northwestern Core Curriculum. Northwestern has a broadly-based core curriculum that is central to the University's mission and consistent with the Louisiana Board of Regents' requirements for general education survey courses applicable to all students regardless of their major. The core encompasses the knowledge and abilities that Northwestern believes are essential to college graduates. Its requirements are designed to improve students' writing and speaking, to expand students' aptitude in mathematics and its applications, to strengthen students' understanding of biological, physical, social, and behavioral sciences, and to develop an appreciation and knowledge of the arts and humanities. The goal of the core curriculum is for undergraduate students, depending on their respective degree program, to obtain appropriate learning outcomes for this general education competency.

General Education Requirements: Under the university requirements for the Bachelor's degree, the student must complete nine credit hours (three courses) in the Humanities area of General Education, one course in each of three sub-areas:

- Literature: English 2110: Introduction to Literature (3 credit hours);
[English majors—English 2070: Major Writers in World Literature (3 hours)]
- History: History 1010, 1020, 2010, OR 2020 (3 hours)
- Communication: Business Administration 2200, Communication 1010 or 2500,
OR Philosophy 1010 (3 hours).

Methodology: The assessment process includes:

- (1) Data from assessment tools (direct & indirect and quantitative & qualitative) are collected and returned to the executive director at the end of each term indicated (see Student Learning Outcomes section, below, for details).
- (2) The executive director will analyze the data to determine whether the applicable outcomes are met.
- (3) Results from the assessment will be discussed with the appropriate staff members.
- (4) The executive director, in consultation with the staff and senior leadership, will determine proposed changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes.

AC 2021-2022 Assessment

Student Learning Outcomes (SLO): The following SLOs apply to Humanities courses.

Student Learning Outcome 1. Students will communicate an understanding of the diversity of human experience, including issues such as nationality, ethnicity, race, language, gender, sexuality, exceptionalities, religion, and culture.

Student Learning Outcome 2. Students will demonstrate an understanding of how various political, economic, social, and cultural movements emerge, evolve, and influence human thought and experience over time.

Measures. Combines the assessment of a Methodology and a Target. NOTE: All disciplines employed 70% as the common Target score.

Competency	Course Name	Methodology	SLO / Measure	Target %	Term	# Assessed
Humanities	BUAD 2200	Paper / Pres.	1 / 1.7	70%	2021-22	162
	COMM 1010	Presentation	1 / 1.5	70%	2021-22	1484
	COMM 2500	Project / Paper	1 / 1.6	70%	2021-22	239
	ENGL 2070	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70%	2021-22	124
	ENGL 2110	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70%	2021-22	925
	HIST 1010	Post Class Survey	2 / 2.1	70%	Fall 2021	144
	HIST 1020	Post Class Survey	2 / 2.1	70%	Fall 2021	57
	HIST 2010	Post Class Survey	2 / 2.1	70%	Spring 2022	127
	HIST 2020	Post Class Survey	2 / 2.1	70%	Spring 2022	73
	PHIL 1010	Writing Assign.	2 / 2.2	70%	2021-22	95

Humanities Assessment Finding (2021-2022). Target met. A total of 3,430 students were assessed; 571 were dual enrollment.

Summary: 2021-22 Humanities Assessment Results.

Students met the Humanities Competency Target Score. The remainder of this Report provides the results for SLO 1 and 2 and their associated Measures. At the end of the Report, based on the results of the 2021-22 Humanities Assessment, the section “Plan of Action Moving Forward” is presented.

SLO 1. Number assessed: 2,934 students (527 dual enrollment). Students will communicate an understanding of the diversity of human experience, including issues such as nationality, ethnicity, race, language, gender, sexuality, exceptionalities, religion, and culture.

Measure 1.1. (Direct – Knowledge)

One written assignment of at least 500 words from all ENGL 2110 and 2070 students will be evaluated by a panel of faculty members, using the standardized

AC 2021-2022 Assessment

Assessment Rubric for ENGL 2070/2110. The writing will be evaluated to determine if students can demonstrate a basic awareness and understanding of cultural differences (behaviors, expressions, etc.). At least 70% of students sampled will score a 3 (competency) or higher on the evaluation.

Finding. Target met. A total of 772 students were assessed; 207 were dual enrollment.

Analysis. In 2020-21, the analysis showed that students in ENGL 2070 and ENGL 2110 maintained, or slightly increased, their understanding of human diversity. In ENGL 2070, 87.9% of students and in ENGL 2110 86% of students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 88% of ENGL 2070 students and 92% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. Based on the analysis of the 2020-2021 results, in 2021-22 we made the following change: develop separate faculty workshops on helping students understand the diversity of the human experience for ENGL 2070 and ENGL 2110.

As a result of these changes, the 2021-2022 assessment showed that overall, students in ENGL 2070 and ENGL 2110 increased their understanding of human diversity. In ENGL 2070, 89% of students and in ENGL 2110 93% of students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 88% of ENGL 2070 students and 89% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. These results show that our workshops were effective for NSU faculty, but not for dual-enrollment faculty. This difference is likely attributed to the greater number of students in dual-enrollment courses assessed on this measure during AY 2021-22 and learning deficits caused by disrupted education during the COVID-19 pandemic.

Decision or action to drive future improvement. Based on the analysis of the 2021- 2022 results, in 2022-2023, the faculty will implement the following changes to drive continuous improvement: develop workshops on helping students understand the diversity of the human experience and provide mentoring for dual-enrollment faculty. This change will specifically improve students' ability to communicate their understanding of the diversity of the human experience in dual-enrollment courses and extend the gains we have made in NSU courses, thereby continuing to push the cycle of improvement forward.

Measure 1.2. (Direct – Knowledge)

One written assignment of at least 500 words from all ENGL 2110 and 2070 students taught will be evaluated by a panel of faculty members, using the standardized Assessment Rubric for ENGL 2070/2110 (attached). The writing will be evaluated to determine if students can demonstrate a basic knowledge of social, literary, and historical contexts. At least 70% of students sampled will score a 3 (competency) or higher on the evaluation.

Finding. Target met. A total of 579 students were assessed; 62 were dual enrollment.

Analysis. In 2020-2021, the analysis of the assessment showed that students in

AC 2021-2022 Assessment

ENGL 2070 and ENGL 2110 maintained, or increased, their competency in demonstrating a basic knowledge of social, literary, and historical contexts. In ENGL 2070, 95.4% of students and in ENGL 2110 85.2% of students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 100% of ENGL 2070 students and 82% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. Based on the analysis of the 2020-2021 results, in 2021-22 we made the following change: develop separate faculty workshops on giving students a basic knowledge of social, literary, and historical contexts for ENGL 2070 and ENGL 2110.

As a result of these changes, the 2021-2022 assessment showed that students in ENGL 2070 decreased their competency while students in ENGL 2110 increased their competency in demonstrating a basic knowledge of social, literary, and historical contexts. In ENGL 2070, 82% of students and in ENGL 2110 95% of students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 74% of ENGL 2070 students and 91% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. These results show that our workshops were effective for ENGL 2110 faculty, but not for ENGL 2070 faculty. This is likely due to the need to improve the workshop content and frequency for ENGL 2070 as faculty rotate through teaching this course.

Decision or action to drive future improvement. Based on the analysis of the 2021- 2022 results, in 2022-2023, the faculty will implement the following changes to drive continuous improvement: revise the content of the ENGL 2070 workshop on giving students a basic knowledge of social, literary, and historical contexts for ENGL 2070, and develop a library of context resources for ENGL 2070 faculty. This change will specifically improve students' knowledge of social, literary, and historical contexts as they relate to ENGL 2070, thereby continuing to push the cycle of improvement forward.

Measure 1.3. (Direct – Knowledge/skill)

One written assignment of at least 500 words from all ENGL 2110 and 2070 students taught will be evaluated by a panel of faculty members, using the standardized Assessment Rubric for ENGL 2070/2110 (attached). The writing will be evaluated to determine students' ability to analyze literary material and show understanding of diversity through that literary analysis. At least 70% of students sampled will score a 3 (competency) or higher on the evaluation.

Finding. Target met. A total of 549 students were assessed; 210 were dual enrollment.

Analysis. In 2020-2021, the analysis of the writing assignment showed that students in ENGL 2070 and ENGL 2110 maintained, or increased, their ability to analyze literary material and show understanding of diversity through that literary analysis. In ENGL 2070, 89.2% of students and in ENGL 2110 86.2% of students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 91% of ENGL 2070 students and 94% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. Based on the analysis of the 2020-2021 results, in 2021-22 we made the following change: develop separate faculty workshops on teaching students to analyze literary material and show an

AC 2021-2022 Assessment

understanding of diversity through that literary analysis for ENGL 2070 and ENGL 2110.

As a result of these changes, the 2021-2022 assessment showed that students in ENGL 2070 decreased their competency while students in ENGL 2110 increased their competency in demonstrating a basic knowledge of social, literary, and historical contexts. In ENGL 2070, 68% of students and in ENGL 2110 89% of students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 61% of ENGL 2070 students and 85% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. These results show that our workshops were effective for NSU faculty, but not for dual-enrollment faculty. This difference is likely attributed to the greater number of students in dual-enrollment courses assessed on this measure during AY 2021-22 and learning deficits caused by disrupted education during the COVID-19 pandemic.

Decision or action to drive future improvement. Based on the analysis of the 2021- 2022 results, in 2022-2023, the faculty will implement the following changes to drive continuous improvement: develop workshops on teaching students to analyze literary material and show an understanding of diversity through that literary analysis for dual-enrollment faculty. This change will specifically improve students' ability to analyze literary material and show an understanding of diversity through that literary analysis in dual-enrollment courses and extend the gains we have made in NSU courses, thereby continuing to push the cycle of improvement forward.

Measure 1.4. (Direct – Knowledge)

One written assignment of at least 500 words from all ENGL 2110 and 2070 students will be evaluated by a panel of faculty members, using the standardized Assessment Rubric for ENGL 2070/2110 (attached). The writing will be evaluated to determine if students can demonstrate a basic understanding of the relationships between identities and writing. At least 70% of students sampled will score a 3 (competency) or higher on the evaluation.

Finding. Target met. A total of 528 students were assessed; 45 were dual enrollment.

Analysis. In 2020-2021, the analysis of the writing assignment showed that students in both ENGL 2110 maintained their ability to demonstrate a basic understanding of the relationships between identities and writing. In ENGL 2070, 91.3% of students and in ENGL 2110 81.9% of students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 100% of ENGL 2070 students and 82% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. Based on the analysis of the 2020-2021 results, in 2021-22 we made the following change: develop separate faculty workshops on giving students a basic understanding of the relationships between identities and writing for ENGL 2070 and ENGL 2110.

As a result of these changes, the 2021-2022 assessment showed that students in ENGL 2110 increased their competency in demonstrating a basic understanding of the relationships between identities and writing. In ENGL 2110 99% of

AC 2021-2022 Assessment

students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 98% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. No ENGL 2070 students were assessed on this measure. These results show that our workshops were effective.

Decision or action to drive future improvement. Based on the analysis of the 2021-2022 results, in 2022-2023, the faculty will implement the following changes to drive continuous improvement: develop workshops for ENGL 2070 faculty on the relevance and importance of this measure and how they can incorporate instruction and assessment of students' demonstration of understanding of the relationships between identities and writing into their courses, thereby continuing to push the cycle of improvement forward.

Measure 1.5. (Direct – Knowledge)

Students in COMM 1010 will demonstrate competence in researching and delivering an effective oral persuasive presentation designed for diverse audiences and contexts and scoring an average minimum of 70% on the assessment rubric.

Finding. Target met. A total of 1,484 students were assessed; 293 were dual enrollment.

Analysis. In 2020-21, despite the many challenges, distractions, and stressors students experienced due to COVID-19, students responded well to the assignment, averaging above the assessment target. In addition, students provided creative and unique perspectives on many diverse cultures. These results show that our changes were effective. Based on the analysis of the 2020-21 results, in 2021-22 we made the following changes: 1. A schedule of email reminders and other contact points were established in an attempt to prevent teachers from failing to enter data. (It is also possible that the faculty experienced interruptions in normal procedures due to atypical situations related to the pandemic.) 2. Collaborated as a teaching faculty to improve our best practices in the classroom and online to provide students with the necessary tools to strive for increased efficiency and performance on their assignments.

As a result of these changes, in 2021-22, the students performed well, scoring 80% on both the informative cultural speech project and the persuasive speech project. These results showed that our changes were effective. However, the return to campus from COVID-19 resulted in lower attendance, which may have affected the assessment scores for those students who were not as prepared, academically, due to missed classes.

Decision or action to drive future improvement. In 2021-22, the Humanities Program met the learning objectives for Measure 1.5. Based on the analysis of the results, in 2022-2023, the faculty will implement the following changes to drive continuous improvement: 1. Incorporate more options for all students to practice in both physical and digital environments, regardless of whether they are taking the class online or in a face-to-face format. 2. Take notes for improvement and increased efficiency in onboarding new faculty who may or may not be located physically on the campus.

AC 2021-2022 Assessment

Measure 1.6. (Direct – Knowledge)

Students in COMM 2500 will recognize and analyze how verbal and nonverbal communication styles vary across cultures and affect the way people communicate by completing a Culture Project and Presentation and scoring an average minimum of 70% on each of the two assessment rubrics.

Finding. Target met. A total of 239 students were assessed; 0 (zero) were dual enrollment.

Analysis. In 2020-21, despite the many challenges, distractions, and stressors students experienced, they responded well to the assignment, averaging above the assessment target. In addition, students provided creative and unique perspectives on many diverse cultures. These results show that our changes were effective. Based on the analysis of the 2020-21 results, in 2021-22 we made the following changes: 1. A schedule of email reminders and other contact points were established in an attempt to prevent teachers from failing to enter data. (It is also possible that the faculty experienced interruptions in normal procedures due to atypical situations related to the pandemic.) 2. Collaborated as a teaching faculty to improve our best practices in the classroom and online to provide students with the necessary tools to strive for increased efficiency and performance on their assignments.

As a result of these changes, in 2021-22, the students performed well, scoring an average of 85.1% on both the culture project presentation. These results showed that our changes were effective. However, one instructor incorrectly set up one section of his course and did not bring attention to this issue until the last week of the spring semester. More detailed and more frequent communication opportunities are needed for all faculty who teach COMM 2500.

Decision or action to drive future improvement. In 2021-22, the Humanities Program met the learning objectives for Measure 1.6. Based on the analysis of the results, in 2022-2023, the faculty will implement the following changes to drive continuous improvement: 1. Institute a more detailed/higher frequency email reminder schedule to provide an abundance of communication opportunities to all faculty teaching this course. 2. Keep an active approach to curriculum material updates to ensure it is reflective of our current society, its diverse cultures, and ever-changing professional environments.

Measure 1.7. (Direct – Knowledge)

One team-created written assignment and one team or individual presentation of the written assignment from all BUAD 2200 students will be evaluated by a panel of faculty members. The writing and oral presentation will be evaluated to determine if students can demonstrate a basic awareness and understanding of cultural differences (socialized norms, politics, religion, etc.). At least 70% of students sampled will score a 3 (competency) or higher on the evaluation.

Finding. Target met. A total of 162 students were assessed; 0 (zero) were dual enrollment.

AC 2021-2022 Assessment

Analysis. In 2020-2021, 94% of the students assessed passed the assessment with a score of 70% or better. This is a slight decrease of 1% from the results of the past assessment cycle (2019-2020). Though this score seems to indicate a high percentage of passing students and a fairly stable passing result, it must be noted that of the 237 students enrolled in ten sections of BUAD 2200, only 183 students could be included in the data collection process. The 54 students that did not complete the assessment piece for this objective continue to be a concern for the instructors of the course. The data from recent academic years shows that about 10% of the students enrolled in the course usually do not complete the assessment. 22% is a large increase from past data collection results. Eleven of the students completed only the written portion but chose not to complete the oral part of the assignment, while 43 students did not attempt either the written or oral part of the assessment. When questioned about their non-participation some of the students cited COVID related issues or hurricane related issues. Some gave time/work issues as a problem. However, many chose not to respond to attempts from the instructors to find out why they were not completing the assessment and or course.

Based on the analysis of the 2020-2021 results, in 2021-2022, a reading list of possible book sources was added earlier in the semester so that students could begin to read about cultural differences, social and business etiquette, political patterns, family life, etc in foreign countries. Any new instructors of the course were assigned a course mentor during their first semester of teaching the course. Also, the instructors of the course attempted to lower the number of students not participating in the assessment project back down to the 10% range from past years. The instructors delivered information to the students at the beginning of the Fall, 2022 semester about the expectations of the students. Students were asked to indicate their understanding of the requirements for this course. The report project was mandatory for all students (both the written and oral portions). Also, the assessment project was introduced earlier in the semester and students were made to submit portions of the assessment for review by the instructors.

In addition,

- To further aid students in their ability to demonstrate a basic awareness and understanding of cultural differences, we will increase instruction in the areas of business and social etiquette in foreign countries. Areas such as social customs, political patterns, family life and the way these contexts are different from Americans will be expanded.
- To further aid students in their ability to deliver an oral presentation, we will create short instructive videos to help guide the students through what is expected in a satisfactory oral presentation.
- To further aid students in delivering on-line presentations with embedded PowerPoint presentations, instructional videos/handouts will be prepared by instructors of the course.

As a result of these changes, in 2021-22, 94% of the students assessed completed the project with an average score above 70%. This figure indicates no change from the previous assessment cycle (2020-2021). Though this score seems to indicate a

AC 2021-2022 Assessment

high percentage of passing students and a stable passing result, it must be noted that of the 194 students enrolled in nine sections of BUAD 2200, only 162 students could be included in the data collection process. The 32 students that did not complete the assessment piece for this objective continue to be a concern for the instructors of the course. Please note however, that the percentage that had to be removed for non-participation dropped from 22% during the 2020-21 cycle to 16% for this cycle. That is a 6% drop and could indicate that we are retaining more students in the course. When further examined, the data shows that 3 students were given an Incomplete, and if they finish the number of students not participating will drop even more.

Decision or action to drive future improvement. In 2021-22, the Humanities Program met the learning objectives for Measure 1.7. Based on the analysis of the 2021-2022 results, in fall of 2022, a reading list of possible book sources will be added earlier in the semester so that students can begin to read about cultural differences, social and business etiquette, political patterns, family life, etc. in foreign countries. Any new instructors of the course will be assigned a course mentor during their first semester of teaching the course. The instructors of the course will also attempt to lower the number of students not participating in the assessment project. The instructors were encouraged by the 6% drop from the previous assessment cycle. The instructors will deliver information to the students at the beginning of the Fall 2022 semester about the expectations of the students. Students will be asked to indicate their understanding of the requirements for this course. The report project will be mandatory for all students (both the written and oral portions). Also, the assessment project will be introduced earlier in the semester and students will be made to submit portions of the assessment for review by the instructors. Instructors will also send weekly reminder emails to students with due dates and encouragement for class participation.

In addition,

- To further aid students in their ability to demonstrate a basic awareness and understanding of cultural differences, we will increase instruction in the areas of business and social etiquette in foreign countries. Areas such as social customs, political patterns, family life and the way these contexts are different from Americans will be expanded.
- To further aid students in their ability to deliver an oral presentation, we will create short instructive videos to help guide the students through what is expected in a satisfactory oral presentation.
- To further aid students in delivering on-line presentations with embedded PowerPoint presentations, instructional videos/handouts will be prepared by instructors of the course.
- Weekly emails will be sent to students with class notes, reminders, and due dates. This information will also be show in announcements on the Moodle system.

[SLO 1: Results Summary.](#)

The Target was met for Measures 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7. Data collection and analysis procedures worked as anticipated, and student awareness and understanding of culture and cultural differences were generally found to be well

AC 2021-2022 Assessment

above the expected Target of 70%.

SLO 2. Number assessed: 496 students (44 dual enrollment). Students will demonstrate an understanding of how various political, economic, social, and cultural movements emerge, evolve, and influence human thought and experience over time.

Measure 2.1. (Indirect – Knowledge)

Students will demonstrate their understanding of political, economic, social, and cultural movements. Comprehension of how human thought and historical concepts emerge over time will be evaluated in a post-class survey, in each of the four core classes (HIST 1010, 1020, 2010, and 2020). Benchmarks of 70% of students scoring 70% on the quiz will be the goal in the first assessment cycle.

Finding. Target Met for HIST 1010, 1020, and 2010; not met for HIST 2020. A total of 401 students were assessed; 44 were dual enrollment.

Analysis. In 2020-2021, the target was met for all four HIST courses, exceeding the target between 5% and 21%. Based on the analysis of the 2020-2021 results, in 2021-2022 we made the following changes: First, the History program identified questions in the survey that students struggled to answer correctly. Secondly, the faculty reworded questions that might appear ambiguous or confusing; Third, the faculty increased instruction and provided more focused instruction in students' ability to comprehend historical concepts. Finally, data from dual-enrollment classes continued to be difficult to gather. The Coordinator worked with the Department Chair to ensure that pre- and post-class surveys were mandatory for both F2F and Internet high school sections.

As a result of these changes, in 2021-22, the Target was met or exceeded for HIST 1010, 1020, and 2010, but the Target was not met for HIST 2020 (The pass rate decreased to 69%, below the Target of 72%).

Decision or action to drive future improvement. In 2021-22, the Humanities Program partially met the learning objectives for Measure 2.1. Based on the analysis of the 2021-2022 results, in 2022-2023 we will make the following changes. First, the Department chair will establish unilateral requirements for all Dual Enrollment sections of HIST 2010 and 2020 which require compliance with pre and post class surveys. Secondly, the program will redraft questions for the HIST 2010 and 2020 pre and post test based on compliance from the updated department wide textbook. Finally, instructors will make access to class materials open to students only after taking both the pre and post class surveys. The department assessment coordinator believes this will drive higher compliance and will give a more accurate measure of SLO data.

Measure 2.2. (Direct – Knowledge)

The specific assessment is to be chosen by the instructor of each section of PHIL 1010. It will consist of a written assignment of at least 400 words integrated into some part of the course. The writing can be obtained in several ways: as a Discussion Forum posting, as an essay question on an exam, a journal entry, or something similar.

AC 2021-2022 Assessment

Therefore, the assessment will contribute to the final grade for the course as well as satisfy the requirement for a SACS assessment.

Finding. Target met. A total of 95 students were assessed; 0 (zero) were Dual enrollment.

Analysis. In 2020-21, the Target was met and exceeded by 18% (the Target was 75%), a 4% increase over 2019-2020. However, while Dr. Dromm's average increased to 100%, Dr. Keele's decreased to 54%. One possible reason is that last year's changes (adding more material on the 30 Year's War and WWII) were simply too much material for the students process and still give concrete answers on material covered much earlier in the semester; too much detail, too much for them to memorize over too long a time. Also, analysis of video views suggests that they did not all watch the videos on the subject. A second factor may have been COVID; student performance in Dr. Keele's class seemed to go down in general.

Based on the analysis of the 2020-21 results, in 2021-2022, the faculty implemented the following changes to drive continuous improvement:

1. Dr. Keele required a discussion board on the topic of war and philosophy for each text, instead of just one question on the last exam. This allowed students to practice giving concrete answers to the question and to reflect well in advance of the exam.
2. Dr. Dromm assessed a different part of his course, since his totals were 100% in 2020-21.

As a result of these changes, in 2021-22, the Target was met and exceeded by 6% (81% met the expectation; the goal was 75% or higher). Notably, Dr. Keele's numbers were up significantly from last year. He had decided previously to have students do a discussion board as practice for his assessment question but opted instead to revise the lecture and video material that teaches the information assessed. That seems to have worked. Conversely, Dr. Dromm's numbers were down, but not much, and at any rate it is not clear that this is a negative, since they were 100% in spring 2021.

Decision or action to drive future improvement. In 2021-22, the Humanities Program met the learning objectives for Measure 2.2. Based on the analysis of the academic year 2021-22 results we will make the following changes for academic year 2022-23:

1. Add some more material to PHIL 1010 to drive further academic improvement for students.
2. Analyze the 2022-23 assessment data to determine if the effects of COVID-19 on student academic performance (noted in AC 2020-21 and 2021-22) persist. If the analysis shows that the effects of the pandemic have effectively ceased, for 2023-24 we will switch to other aspects of assessment or even to other sub-categories in our SLO to drive student academic improvement further.

SLO 2: Results Summary.

The Target was partially met for Measure 2.1 and fully met for 2.2. Student awareness and understanding of how human thought and historical concepts

AC 2021-2022 Assessment

emerge over time were generally well above the expected Target of 70%.

Comprehensive Summary of Key Evidence based on an analysis of the 2020-21- 2020 results and implemented in 2021 – 2022):

- *Measures 1.1-1.4:* For 2021-22, the changes instituted included the following: developed separate faculty workshops for ENGL 2070 and 2110 to help students to understand the diversity of the human experience, to help students to gain a basic knowledge of social, literary, and historical contexts, to teach students to analyze literary material and show an understanding of diversity through that literary analysis, and to provide students a basic understanding of the relationships between identities and writing. As a result of these changes, students in ENGL 2070 and 2110 improved their understanding of these topics, exceeding the target for each Measure.
- **[REVISE THIS SECTION]** *Measures 1.5-1.6:* For 2021-22, the changes instituted included the following: 1. A schedule of email reminders and other contact points were established in an attempt to prevent teachers from failing to enter data. 2. Collaborated as a teaching faculty to improve our best practices in the classroom and online to provide students with the necessary tools to strive for increased efficiency and performance on their assignments.
- *Measure 1.7:* For 2021-22, the changes instituted included the following: increased instruction in the areas of business and social etiquette in foreign countries; areas such as social customs, political patterns, family life and the way these contexts are different from Americans will be expanded. Instructors created short, instructive videos to help guide the students through what is expected in a satisfactory oral presentation. As a result of these changes, students exceeded the Target by 24%.
- *Measure 2.1:* For 2021-22, the changes instituted included the following: First, the History program identified questions in the survey that students struggled to answer correctly. Secondly, the faculty reworded questions that might appear ambiguous or confusing; Third, the faculty increased instruction and provided more focused instruction in students' ability to comprehend historical concepts. Finally, the Coordinator worked with the Department Chair to ensure that pre- and post-class surveys were mandatory for both F2F and Internet high school sections. As a result of these changes, the Target was met or exceeded in HIST 1010, 1020, and 2010, but it was not met in HIST 2020.
- *Measure 2.2:* For 2021-22, the changes instituted included the following: 1 the faculty implemented the following changes to drive continuous improvement: 1. Dr. Keele required a discussion board on the topic of war and philosophy for each text, instead of just one question on the last exam. This allowed students to practice giving concrete answers to the question and to reflect well in advance of the exam. 2. Dr. Dromm assessed a different part of his course, since his totals were 100% in 2020-21. As a result of these changes, the Target was exceeded by 6%.

AC 2021-2022 Assessment

Plan of Action Moving Forward:

To address the areas for improvement noted in the Comprehensive Summary, the Humanities Assessment Group identified the following changes, to be enacted in 2022-23:

1. English:

The faculty will institute the following changes:

- A. Develop workshops on helping students to understand the diversity of the human experience;
- B. Revise the content of the ENGL 2070 workshop on giving students a basic knowledge of social, literary, and historical contexts and develop a library of context resources for ENGL 2070 faculty;
- C. Develop workshops on teaching students to analyze literary material and show an understanding of diversity through that literary analysis for dual-enrollment faculty and provide mentoring for dual-enrollment faculty;
- D. Develop workshops for ENGL 2070 faculty on the relevance and importance of the relationships between identities and writing and how they can incorporate instruction and assessment of students' demonstration of understanding of those relationships into their courses.

2. Communication:

The faculty will institute the following changes:

- A. Incorporate more options for all students to practice in both physical and digital environments, regardless of whether they are taking the class online or in a face-to-face format.
- B. Take notes for improvement and increased efficiency in onboarding new faculty who may or may not be located physically on the campus.
- C. Institute a more detailed/higher frequency email reminder schedule to provide an abundance of communication opportunities to all faculty teaching this course.
- D. Keep an active approach to curriculum material updates to ensure it is reflective of our current society, its diverse cultures, and ever-changing professional environments.

3. Business Communication:

The faculty will institute the following changes:

- A. Add a reading list of possible book sources earlier in the semester so that students can begin to read about cultural differences, social and business etiquette, political patterns, family life, etc. in foreign countries.
- B. Assign new instructors a course mentor during the first semester of teaching the course.
- C. Attempt to lower the number of students not participating in the assessment project back down to the 10% range from past years.
- D. Deliver information to the students at the beginning of the Fall, 2022 semester about the expectations of the students. Students will be asked

AC 2021-2022 Assessment

to indicate their understanding of the requirements for this course.

- E. Make mandatory the report project for all students (both the written and oral portions). Also, the assessment project will be introduced earlier in the semester and students will be made to submit portions of the assessment for review.
- F. Increase instruction in the areas of business and social etiquette in foreign countries. Areas such as social customs, political patterns, family life and the way these contexts are different from Americans will be expanded.
- G. Create short instructive videos to help guide the students through what is expected in a satisfactory oral presentation.
- H. Prepare instructional videos/handouts for the course.
- I. Send weekly emails to students with class notes, reminders, and due dates. This information will also be show in announcements on the Moodle system.

4. *History:*

The faculty will institute the following changes:

- A. Establish unilateral requirements for all Dual Enrollment sections of HIST 2010 and 2020 which require compliance with pre- and post-class surveys.
- B. Redraft questions for the HIST 2010 and 2020 pre- and post-test based on compliance from the updated department wide textbook.
- C. Work with the Department Head to ensure that pre- and post-class surveys are mandatory for both F2F and Internet high school sections.
- D. Make access to class materials open to students only after taking both the pre and post class surveys.

5. *Philosophy:*

The faculty will institute the following changes:

- A. Add some more material to the PHIL 1010 course to drive further academic improvement for students.
- B. Analyze the 2022-23 assessment data to determine if the effects of COVID-19 on student academic performance (noted in AC 2020-21 and 2021-22) persist. If the analysis shows that the effects of the pandemic have effectively ceased, for 2023-24 we will switch to other aspects of assessment or even to other sub-categories in our SLO to drive student academic improvement further.