

Assessment Cycle 2022- 2023 University Core Competency Assessment

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

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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.

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(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.

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 except for Philosophy, which used a 75% target score in Measure 2.2.

Competency	Course Name	Methodology	SLO / Measure	Target %	Term	# Assessed
Humanities	BUAD 2200	Paper / Pres.	1 / 1.7	70%	2022 - 23	160
	COMM 1010	Presentation	1 / 1.5	70%	2022 - 23	638
	COMM 2500	Project / Paper	1 / 1.6	70%	Spring 2023	53
	ENGL 2070	Writing Assignment	1 / 1.1, 1.2, 1.3, 1.4	70%	2022 - 23	69
	ENGL 2110	Writing Assignment	1 / 1.1, 1.2, 1.3, 1.4	70%	2022 - 23	782
	HIST 1010	Post-Class Survey	2 / 2.1	70%	Fall 2022	157
	HIST 1020	Post-Class Survey	2 / 2.1	70%	Fall 2022	59
	HIST 2010	Post-Class Survey	2 / 2.1	70%	Spring 2023	185
	HIST 2020	Post-Class Survey	2 / 2.1	70%	Spring 2023	99
	PHIL 1010	Writing Assignment	2 / 2.2	75%	2022 - 23	102

Humanities Assessment Finding (2022-2023). Target met. A total of 2304 students were assessed; 577 were dual enrollment.

Summary: 2022-23 Humanities Assessment Results.

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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 2022-23 Humanities Assessment, the section “Plan of Action Moving Forward” is presented.

SLO 1. Number assessed: 1702 students (403 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 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 851 students were assessed; 139 were dual enrollment.

Analysis: In 2021-22, the 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. In 2021-22, the faculty implemented the following changes to drive continuous improvement: developed workshops on helping students understand the diversity of the human experience and provided mentoring for dual-enrollment faculty. This change improved students’ ability to communicate their understanding of the diversity of the human experience in dual-enrollment courses and extended the gains we have made in NSU courses, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in 2022-2023, the target was met. Students in ENGL 2110 and ENGL 2070 achieved a 96% rate of scores at 3 or above on the standardized rubric.

Decision or action to drive future improvement: Based on the analysis of the 2022-23 results, in 2023-24, the faculty will implement the following changes to drive continuous improvement:

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1. Faculty will create a more structured process to collect data from dual enrollment sections to expand the assessment data pool and ensure an accurate representation of dual enrollment performance within assessment data.

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 782 students were assessed; 89 were dual enrollment.

Analysis: In 2021-2022, the analysis of the 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. In 2021-22, the faculty implemented the following changes to drive continuous improvement: revised the content of the ENGL 2070 workshop on giving students a basic knowledge of social, literary, and historical contexts for ENGL 2070, and developed a library of context resources for ENGL 2070 faculty. This change improved students' knowledge of social, literary, and historical contexts as they relate to ENGL 2070, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in 2022-2023, the target was met. Assessment analysis shows that 92% of students scored a 3 or higher on the standardized rubric for this measure. This measure was only assessed in ENGL 2110 courses.

Decision or action to drive future improvement. Based on the analysis of the 2022-2023 results, in 2023-2024, the faculty will implement the following changes to drive continuous improvement:

2. Faculty will create a more structured process to collect data from dual enrollment sections to expand the assessment data pool and ensure an accurate representation of dual enrollment performance within assessment data.

Measure 1.3. (Direct – Knowledge/skill)

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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 851 students were assessed; 139 were dual enrollment.

Analysis: In 2021-2022, the analysis of the writing 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. In 2021-22, the faculty implemented the following changes to drive continuous improvement: developed workshops on teaching students to analyze literary material and show an understanding of diversity through that literary analysis for dual-enrollment faculty. This change improved students' ability to analyze literary material and showed an understanding of diversity through that literary analysis in dual-enrollment courses and extended the gains we have made in NSU courses, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in 2022-2023, the target was met. Assessment analysis shows that 94% of students scored a 3 or above on the standardized rubric used to evaluate this measure.

Decision or action to drive future improvement. Based on the analysis of the 2022-2023 results, in 2023-2024, the faculty will implement the following changes to drive continuous improvement:

3. Faculty will create a more structured process to collect data from dual enrollment sections to expand the assessment data pool and ensure an accurate representation of dual enrollment performance within assessment data.

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

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and writing. At least 70% of students sampled will score a 3 (competency) or higher on the evaluation.

Finding: Target met. A total of 782 students were assessed; 89 were dual enrollment.

Analysis: In 2021-2022, the analysis of the writing 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 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. In 2021-22, the faculty implemented the following changes to drive continuous improvement: developed 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.

As a result of these changes, in 2022-2023, the target was met. Assessment analysis shows that 92% of students scored at least 3 or higher on the standardized rubric used to evaluate this measure. Only students in ENGL 2110 were assessed for this measure. The course steward found it challenging to collect data from dual enrollment sections.

Decision or action to drive future improvement. Based on the analysis of the 2022-2023 results, in 2023-2024, the faculty will implement the following changes to drive continuous improvement:

4. Faculty will create a more structured process to collect data from dual enrollment sections to expand the assessment data pool and ensure an accurate representation of dual enrollment performance within assessment data.

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 638 students were assessed; 261 were dual enrollment.

Analysis. 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. In 2021-22, the faculty

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implemented the following changes to drive continuous improvement: 1. Incorporated 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. Took notes for improvement and increased efficiency in onboarding new faculty who may or may not be located physically on the campus.

As a result of these changes, in 2022-23, the target was met. Students scored an average of 83% on the persuasive speech assessment. Additional practice opportunities fostered increased confidence in students, and more frequent communication with COMM 1010 faculty helped them to provide consistent course experiences to students.

Decision or action to drive future improvement. In 2022-23, the Humanities Program met the learning objectives for Measure 1.5. Based on the analysis of the results, in 2023-2024, the faculty will implement the following changes to drive continuous improvement:

1. Provide timely and relevant examples of high quality research in today's world. In a time where being first rather than deeply informed seems to be the trend, we want to emphasize the value of good research to our students so they can apply this not only to the delivery of their own work, but also in the interpretation of the work of others.
2. Emphasize the connection between preparedness and excellence in delivery of final product by specifically breaking down the process of preparation so students can apply a consistent and easily understandable formula as they develop their final products.

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 53 students were assessed; 2 were dual enrollment.

Analysis: 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. In 2021-22, the faculty implemented the following changes to drive continuous improvement: 1. Instituted a more detailed/higher frequency email reminder schedule to provide an abundance of communication opportunities to all faculty teaching this course. 2. Kept an active approach to curriculum material updates to ensure it is reflective of our current society, its diverse cultures, and ever-changing professional environments.

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As a result of these changes, in 2022-23, the target was met. Students scored an average of 88% on the research paper portion of the assessment project, and an average of 84% on the presentation portion of the project. Faculty observed an increased interest in students' desire to learn more about the way people interact with them in social situations. Students have reported an increased level of social anxiety since the COVID experience, so they have taken a concentrated interest in understanding themselves, others, and the impact of actions from either or both parties. Challenges continued with the same instructor from last year in terms of accurate data collection, so his sections could not be included in this year's assessment, leaving us with 62/79 students in viable sections, and 53 of the 62 actually completing the assessment assignment.

Decision or action to drive future improvement. In 2022-23, 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. Faculty will closely monitor the sections of the instructor that continues to have difficulty assigning the assessment project and accurately recording the results.
2. Currently, this course is only assessed in the spring semester; going forward, it will be assessed in both fall and spring to expand the data pool.
3. Faculty will adjust the parameters of the assignment to account for the existence of artificial intelligence resources to ensure that students are writing and submitting original work.

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.). Only students who completed both parts of the assessment will be evaluated and included in the report. The goal for this objective is for at least 70% of the students sampled to score a 70% or higher on the evaluation.

Finding. Target met. A total of 194 students were assessed; 0 (zero) were dual enrollment.

Analysis: 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

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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 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 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.

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.

Faculty made the following changes in 2021-22: 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. The instructors of the course also attempted 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 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. Instructors also sent weekly reminder emails to students with due dates and encouragement for class participation.

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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.

As a result of these changes, in 2022-23, the target was met. The number of students enrolled in these 8 sections was 194. There were 4 face-to-face sections and 4 online sections of BUAD 2200 offered during the two semesters. Eighty-three percent (83%) of the students completed at least one part of the assessment and were included in the data report. Thirty-four students (17%) were removed from data analysis because they did not attempt the assessment project. Of the 160 assessed 93% completed the project with an average score above 70%. This figure indicates a one percent decrease from the previous assessment cycle (2021-2022). Though this score seems to indicate a 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 160 students could be included in the data collection process. The 34 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 increased only 1% from 16% during the 2021-22 cycle to 17% for this cycle.

Decision or action to drive future improvement: In 2022-23, the Humanities Program met the learning objectives for Measure 1.7. Based on the analysis of the 2023-2024 results, in fall of 2023 will prepare more instructional materials to be used to show examples of reports and presentations. The report about cultural differences will be assigned earlier in the semester to encourage students to get both parts done in a timely manner. 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.

Based on the findings from AC 2022-2023 data, the instructors of the course will attempt to lower the number of students not participating in the assessment project. The instructors were encouraged by the 6% drop from the precious assessment

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cycle but did note there was a 1% increase in the number of students not completing the assignment. The instructors will deliver information to the students at the beginning of the Fall 2023 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 above the expected Target of 70%.

SLO 2. Number assessed: 602 students (174 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, 2010, and 2020. A total of 500 students were assessed; 174 were dual enrollment.

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Analysis: 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%). Based on the analysis of the 2021-2022 results, in 2022-2023, faculty made the following changes. First, the Department chair established unilateral requirements for all Dual Enrollment sections of HIST 2010 and 2020 which require compliance with pre- and post- class surveys. Secondly, the program redrafted questions for the HIST 2010 and 2020 pre- and post-test based on compliance from the updated department wide textbook. Finally, instructors made 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.

As a result of these changes, in 2022-23, the target was met in all assessed courses. In HIST 1010, the 157 assessed students earned an 86% achievement of target. In HIST 1020, the 59 assessed students earned an 82% achievement of target. In HIST 2010, the 185 assessed students earned an 84% achievement of target. In HIST 2020, the 99 assessed students earned an 80% achievement of target. Faculty reported an improved compliance with assessment for dual-enrollment courses. Faculty focused on improving course development, design, and delivery. To drive improvement in World History courses, one history faculty participated in a Board of Regents program, including professional development, that focused on increasing accessibility and lowering textbook barriers for students in history courses. One faculty piloted the new Board of Regents OER textbook and coursework in five HIST 1010 sections. Gathering data from dual enrollment classes taught at off-campus instructional sites continues to be challenging. However, efforts to improve assessment implementation in dual enrollment classes were successful; one additional/new world history instructor and one additional/new American history instructor fully implemented assessment in applicable courses (including dual enrollment). This will be an ongoing process, particularly in relation to off-campus instructional sites.

Decision or action to drive future improvement. In 2022-23, the Humanities Program met the learning objectives for Measure 2.1. Based on the analysis of the 2022-2023 results, in 2023-2024 we will make the following changes:

1. Faculty will review the existing assessment and data collection process to determine whether it is sufficient. After decisions about a new Learning Management System are made, the newly selected coordinator for History will reevaluate the process of assessing students and gathering course data to determine whether a more streamlined, automated approach is possible.
2. At least one faculty member will develop and pilot relevant Open Educational Resource course materials in coordination with LOUIS and the Board of Regents (as part of a federally-sponsored grant administered by the Board of Regents).
3. The History coordinator will continue to provide new program faculty with guidance and support to successfully implement the assessment process in their courses.

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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.

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

Finding. Target not met. A total of 102 students were assessed; 0 (zero) were Dual enrollment.

Analysis. 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.

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.
3. Added some more material to PHIL 1010 to drive further academic improvement for students.
4. Analyzed 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.

In 2022-23, the target was not met. Of the students who completed the assessment, 63% met the target of 75% or higher. Dr. Keele notes that a large number of students in the spring semester did not take the exam, thereby affecting the value of the data as a holistic representation of the students enrolled in PHIL 1010. In two of Dr. Dromm's sections, students also struggled to accurately read and answer the assessment question.

Decision or action to drive future improvement. In 2022-23, the Humanities Program did not meet the learning objectives for Measure 2.2. Based on the analysis of the academic year 2022-23 results we will make the following changes for academic year 2023-24:

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1. Dr. Keele has decided to completely replace the video lectures that support the question he assesses. He will do so beginning Summer 2023, test and refine them on his summer section of PHIL 1010, and then apply the new lectures together with any adjustments in Fall 2023.
2. Dr. Dromm has decided to completely lecture content that supports the question he assesses. He will do so in Summer 2023, test and refine them on his summer section of PHIL 1010, and then apply the new lectures together with any adjustments in Fall 2023.

SLO 2: Results Summary.

The Target was met for Measure 2.1 and not met for 2.2. Student awareness and understanding of how various political, economic, social, and cultural movements emerge, evolve, and influence human thought and experience over time was collectively over the target of 70%, but failed to meet the target in the specific assessment used in Measure 2.2.

Comprehensive Summary of Key Evidence based on an analysis of the 2021-22 results and implemented in 2022 – 2023):

- *Measures 1.1-1.4:* For 2022-23, the changes instituted included the following: Faculty developed workshops to help students understand the diversity of the human experience. 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 was revised. Faculty developed 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. Faculty developed 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. As a result of these changes, students in ENGL 2070 and 2110 improved their understanding of these topics, exceeding the target for each Measure.
- *Measures 1.5-1.6:* For 2022-23, the changes instituted included the following: 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 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. 3. Institute a more detailed/higher frequency email reminder schedule to provide an abundance of communication opportunities to all faculty teaching this course. 4. Keep an

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active approach to curriculum material updates to ensure it is reflective of our current society, its diverse cultures, and ever-changing professional environments. As a result of these changes, students significantly exceeded the target of 70%.

- *Measure 1.7:* For 2022-23, the changes instituted included the following: added mentorship for new instructors, earlier communication of expectations, additional resources added for students to support their assessment endeavors, and the establishment of a mandatory completion policy in regards to the assessment project. As a result of these changes, students significantly exceeded the target of 70%
- *Measure 2.1:* For 2022-23, the changes instituted included the following: Established unilateral requirements for all Dual Enrollment sections of HIST 2010 and 2020 which require compliance with pre- and post-class surveys, redraft questions for the HIST 2010 and 2020 pre- and post-test based on compliance from the updated department-wide textbook, worked with the department head to ensure that pre- and post-class surveys are mandatory for both F2F and online high school sections, and made access to class materials open to students only after taking both the pre- and post-class surveys. As a result of these changes, the target was met or exceeded in HIST 1010, 1020, 2010, and 2020.
- *Measure 2.2:* For 2022-23, the changes instituted included the following: 1 the faculty implemented the following changes to drive continuous improvement: added additional material to the PHIL 1010 course to drive further academic improvement for students, and analyzed the 2022-23 assessment data to determine if the effects of COVID on student academic performance persist. Despite these changes, the target was not met.

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 2023-24:

1. English:

The faculty will institute the following changes:

1. Faculty will create a more structured process to collect data from dual enrollment sections to expand the assessment data pool and ensure an accurate representation of dual enrollment performance within assessment data.

2. Communication:

The faculty will institute the following changes:

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1. Provide timely and relevant examples of high quality research in today's world. In a time where being first rather than deeply informed seems to be the trend, we want to emphasize the value of good research to our students so they can apply this not only to the delivery of their own work, but also in the interpretation of the work of others.
2. Emphasize the connection between preparedness and excellence in delivery of final product by specifically breaking down the process of preparation so students can apply a consistent and easily understandable formula as they develop their final products.
3. Faculty will closely monitor the sections of the instructor that continues to have difficulty assigning the assessment project and accurately recording the results.
4. Currently, this course is only assessed in the spring semester; going forward, it will be assessed in both fall and spring to expand the data pool.
5. Faculty will adjust the parameters of the assignment to account for the existence of artificial intelligence resources to ensure that students are writing and submitting original work.

3. Business Communication:

The faculty will institute the following changes:

1. 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.
2. 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.
3. To further aid students in delivering on-line presentations with embedded PowerPoint presentations, instructional videos/handouts will be prepared by instructors of the course.
4. 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.
5. Faculty will prepare more instructional materials to be used to show examples of reports and presentations.
6. The report about cultural differences will be assigned earlier in the semester to encourage students to get both parts done in a timely manner.
7. 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.
8. Any new instructors of the course will be assigned a course mentor during their first semester of teaching the course.

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4. History:

The faculty will institute the following changes:

1. Faculty will review the existing assessment and data collection process to determine whether it is sufficient. After decisions about a new Learning Management System are made, the newly selected coordinator for History will reevaluate the process of assessing students and gathering course data to determine whether a more streamlined, automated approach is possible.
2. At least one faculty member will develop and pilot relevant Open Educational Resource course materials in coordination with LOUIS and the Board of Regents (as part of a federally-sponsored grant administered by the Board of Regents).
3. The History coordinator will continue to provide new program faculty with guidance and support to successfully implement the assessment process in their courses.

5. Philosophy:

The faculty will institute the following changes:

1. Dr. Keele has decided to completely replace the video lectures that support the question he assesses. He will do so beginning Summer 2023, test and refine them on his summer section of PHIL 1010, and then apply the new lectures together with any adjustments in Fall 2023.
2. Dr. Dromm has decided to completely lecture content that supports the question he assesses. He will do so in Summer 2023, test and refine them on his summer section of PHIL 1010, and then apply the new lectures together with any adjustments in Fall 2023.