

AC 2023-2024 Assessment

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

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Date: 7/26/2024

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Date: 29 July 2024

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.

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(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.

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%	2023 - 24	127
	COMM 1010	Presentation	1 / 1.5	70%	2023 - 24	882
	COMM 2500	Project / Paper	1 / 1.6	70%	Spring 2024	284
	ENGL 2070	Writing Assignment	1 / 1.1, 1.2, 1.3, 1.4	70%	2023 - 24	56
	ENGL 2110	Writing Assignment	1 / 1.1, 1.2, 1.3, 1.4	70%	2023 - 24	858
	HIST 1010	Post-Class Survey	2 / 2.1	70%	Fall 2023	209
	HIST 1020	Post-Class Survey	2 / 2.1	70%	Fall 2023	122
	HIST 2010	Post-Class Survey	2 / 2.1	70%	Spring 2024	157
	HIST 2020	Post-Class Survey	2 / 2.1	70%	Spring 2024	113
	PHIL 1010	Writing Assignment	2 / 2.2	75%	2023 - 24	90

Humanities Assessment Finding (2023-2024). Target met. A total of 2898 students were assessed; 424 were dual enrollment.

Summary: 2023-24 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 2023-24 Humanities Assessment, the section “Plan of Action Moving Forward” is presented.

SLO 1. Number assessed: 2207 students (240 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 914 students were assessed; 151 were dual enrollment.

Analysis: In 2022-23, the assessment showed that overall, students in ENGL 2070 and ENGL 2110 increased their understanding of human diversity. Students in ENGL 2110 and ENGL 2070 achieved a 96% rate of scores at 3 or above on the standardized rubric. Based on the analysis of the 2022-23 results, the faculty created 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.

As a result of these changes, in 2023-24, the target was met. Students in ENGL 2110 achieved an 83.65% rate of scores at 3 or above on the standardized rubric. Students in ENGL 2070 achieved an 96.65% rate of scores at 3 or above on the standardized rubric.

Dual enrollment sections scored slightly lower than their counterparts but still exceeded the target. ENGL 2110 dual enrollment students achieved a 79.2% rate of scores at 3 or above, while non-dual enrollment sections achieved a rate of 88.1%. ENGL 2070 dual enrollment students achieved a 93.3% rate of scores at 3 or above, while non-dual enrollment sections achieved a rate of 100%.

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Decision or action to drive future improvement: Based on the analysis of the 2023-24 results, in 2024-25, the faculty will implement the following changes to drive continuous improvement:

1. Faculty will revisit conversation about assessment cycle and centralize data collection to make the process of compiling totals more efficient.

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 914 students were assessed; 151 were dual enrollment.

Analysis: In 2022-23, the assessment showed that overall, students in ENGL 2110 increased their understanding of human diversity. Students in ENGL 2110 achieved a 92% rate of scores at 3 or above on the standardized rubric. This measure was only assessed in ENGL 2110 courses. Based on the analysis of the 2022-23 results, the faculty created 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.

As a result of these changes, in 2023-2024, the target was met. Assessment analysis shows that 83.35% of students scored a 3 or higher on the standardized rubric for this measure.

ENGL 2070 demonstrated a 100% achievement of earning a score of 3 or above on the assessment assignment. No dual enrollment sections were evaluated for this measure. In ENGL 2110, dual enrollment sections scored slightly lower than their counterparts but still exceeded the target. ENGL 2110 dual enrollment students achieved a 78.3% rate of scores at 3 or above, while non-dual enrollment students achieved a rate of 88.4%.

Decision or action to drive future improvement. Based on the analysis of the 2023-2023 results, in 2024-2025, the faculty will implement the following changes to drive continuous improvement:

1. Faculty will revisit conversation about assessment cycle and centralize data collection to make the process of compiling totals more efficient.

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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 914 students were assessed; 151 were dual enrollment.

Analysis: In 2022-2023, the analysis of the writing assessment showed that 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. Students in ENGL 2070 and ENGL 2110 increased their competency in demonstrating a basic knowledge of social, literary, and historical contexts. In ENGL 2070, 94.73% of students and in ENGL 2110 90.6% of students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 89.88% of ENGL 2070 students and 100% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. In 2022-23, the faculty implemented the following changes to drive continuous improvement: created a more structured process to collect data from dual enrollment sections to expand the assessment pool and ensure an accurate representation of dual enrollment performance within assessment data.

As a result of these changes, in 2023-2024, the target was met. Assessment analysis shows that 85.45% of ENGL 2110 students and 92.1% of ENGL 2070 scored a 3 or above on the standardized rubric used to evaluate this measure. In ENGL 2070, 90.9% of non-dual enrollment students and 93.3% of our dual-enrollment students scored a 3 or higher on the assessment assignment. In ENGL 2110, 86.9% of non-dual enrollment students and 84% of dual-enrollment students scored a 3 or higher on the assessment.

Decision or action to drive future improvement. Based on the analysis of the 2023-2024 results, in 2024-2025, the faculty will implement the following changes to drive continuous improvement:

1. Faculty will revisit conversation about assessment cycle and centralize data collection to make the process of compiling totals more efficient.

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 914 students were assessed; 151 were dual enrollment.

Analysis: In 2022-2023, the analysis of the writing assessment showed that the target was met. Assessment analysis shows that 92% of students scored at least 3 or high 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. In 2022-23, the faculty implemented the following changes to drive continuous improvement: faculty created 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.

As a result of these changes, in 2023-2024, the target was met. Assessment analysis shows that 86.7% of students scored at least 3 or higher on the standardized rubric used to evaluate this measure. Both students in ENGL 2110 and ENGL 2070 were evaluated. Dual enrollment sections existed only for ENGL 2110. In ENGL 2110, 85.7% of non-dual enrollment students and 74.5% of dual enrollment students scored a 3 or higher on this assessment. In ENGL 2070, 100% of students scored a 3 or higher on this assessment.

Decision or action to drive future improvement. Based on the analysis of the 2023-2024 results, in 2024-2025, the faculty will implement the following changes to drive continuous improvement:

1. Faculty will revisit conversation about assessment cycle and centralize data collection to make the process of compiling totals more efficient.

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 882 students were assessed; 268 were dual enrollment.

Analysis. 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. In 2022-23, the faculty implemented 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

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being first rather than deeply informed seems to be the trend, we wanted 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.

As a result of these changes, in 2023-24, the target was met. Students scored an average of 87.2% on the persuasive speech assessment. Efforts to emphasize the importance of good research and a high level of preparedness seemed to positively impact our students.

Decision or action to drive future improvement. In 2023-24, the Humanities Program met the learning objectives for Measure 1.5. Based on the analysis of the results, in 2024-2025, the faculty will implement the following changes to drive continuous improvement:

1. Provide diverse examples of visual aids and their role in communicating complex information to audience members quickly and effectively, thereby supporting collective research efforts.
2. Align persuasive communication techniques with modern technology formats, preparing students to apply a wide range of skills toward both their presentation as well as the format and quality of supporting visuals.

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 156 students were assessed for the presentation aspect of this measure; 89 students were assessed for the project portion of this measure. None were dual enrollment.

Analysis: 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 in terms of accurate data collection, so his sections could not be included in this year's assessment, leaving 62/79 students in viable sections and 52 of the 62 actually completing the assessment assignment. In 2022-23, the faculty implemented the following changes to drive continuous improvement: 1. Faculty closely monitored the sections of the instructor that continues to have difficulty assigning the assessment project and accurately record the results. 2. Assess this course in both the

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spring and fall semesters. 3. Faculty adjusted the parameters of the assignment to account for the existence of artificial intelligence resources to ensure that students are writing and submitting original work.

As a result of these changes, in 2023-24, the target was met. Students scored an average of 75.5% on the research paper portion of the assessment project, and an average of 75.8% on the presentation portion of the project. Faculty found that students demonstrated improved application of the seven cultural dimensions. Updates to the project instructions and increasing class time focused on this project resulted in stronger understanding demonstrated in final projects. However, students struggled with conducting and applying research effectively. This includes correctly citing sources internally. Faculty also noticed a lack of familiarity with MLA formatting, possibly indicating a gap in their foundational education.

Decision or action to drive future improvement. In 2023-24, the Humanities Program met the learning objectives for Measure 1.6. Based on the analysis of the results, in 2024-2025, the faculty will implement the following changes to drive continuous improvement:

1. Faculty will conduct an MLA workshop early in the semester to ensure students are equipped to effectively conduct research and cite sources correctly.
2. While we were able to collect presentation data from all sections, we still had issues with the same faculty member in terms of implementing the project portion of the assessment correctly. Because of this, we were not able to use data from his sections when evaluating the project portion of the assessment. Increased supervision and incremental checks throughout the semester will be implemented to hopefully function as a permanent solution for this continuous issue.

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 127 students were assessed; 0 (zero) were dual enrollment.

Analysis: During AC 2022-2023, 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

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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.

Faculty made the following changes in 2022-23: The instructors of the course 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 but did note there was a 1% increase in the number of students not completing the assignment. The instructors delivered 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 was introduced earlier in the semester and students will be made to submit portions of the assessment for review by the instructors. Instructors sent 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 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.
- To further aid students in their ability to deliver an oral presentation, we created 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 were prepared by instructors of the course.
- Weekly emails were sent to students with class notes, reminders, and due dates. This information will also be show in announcements on the Moodle system.

During the AC 2023-24, several changes were made to the BUAD 2200 course where this assessment was taken. First, the course material was changed. A new textbook was adopted, as well as new course learning materials. The Fall 2023 semester was a trial semester for the instructors and many items were changed for the course

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curriculum. A new instructor was also added. This new instructor had medical issues early in the semester and the curriculum in those sections was altered again. A modified writing and speaking assignment was created for the course. This assignment was not precisely what has been assigned in past years. Overall enrollment in the course was also much lower than the previous assessment cycle. We assessed 127 students in the fall and spring semesters.

A total of 147 students were enrolled in 7 sections of BUAD 2200 during the fall and spring semesters of AC 23-24. Twenty (14%) of the students did not complete the assessment, so data was collected from 127 students. Of the 127 students assessed 90% scored a grade of 70% or better on the assessment. This is a decrease of 3% from the previous year. The participation rate did improve from 83% during 22-23 to 86% in AC 23-24. One other note about participation, though 86% of the students were assessed 12 students chose to complete only one part of the two-part assessment. Some turned in the written assignment only while some did only the presentation part. Since the grades are combined to get one score these students were 12 of the students who did not make the 70% target for the assessment.

Decision or action to drive future improvement: In 2023-24, the Humanities Program met the learning objectives for Measure 1.7. Based on the analysis of the 2023-2024 results, instructors will endeavor to adjust the new material as needed to cover required topics needed for the final project (assessment). The timeline for the assessment will be evaluated and adjusted as needed. 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 2023-2024 data, the instructors of the course will continue efforts to lower the number of students not participating in the assessment project. The instructors were encouraged by the 3% drop from the previous assessment cycle but did note there was an increase in the number of students not completing both parts of the assignment. The instructors will deliver information to the students at the beginning of the Fall 2024 semester about the expectations of the students. 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.

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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: 691 students (184 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 601 students were assessed; 184 were dual enrollment.

Analysis: 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. In 2022-23, the following changes were implemented: 1. Faculty reviewed the existing assessment and data collection process to determine whether it is sufficient. 2. At least one faculty member developed and piloted relevant OER (Open Educational Resource) course materials in coordination with LOUIS and the Board of Regents 3. The History coordinator provided new program faculty with guidance and support to successfully implement the assessment process in their courses.

As a result of these changes, in 2023-24, the target was met in all assessed courses. In HIST 1010, the 209 assessed students earned an 87% achievement of target. In HIST

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1020, the 122 assessed students earned an 85% achievement of target. In HIST 2010, the 157 assessed students earned an 78% achievement of target. In HIST 2020, the 113 assessed students earned an 83% achievement of target. These results indicate that students in HIST 1010/1020 and HIST 2010/2020 achieved the targets established in this process. Compliance with assessment for dual enrollment courses has improved as well. Faculty focused on improving course development, design, and delivery. To drive improvement in World History courses, history faculty participated in a Board of Regents eLearning grant project that focused on developing podcast-style course materials to accompany the Regents-sponsored OER textbook for World History. One faculty member fully implemented the new OER textbook in all their sections of HIST 1010. Gathering data from dual enrollment courses taught at off-campus instructional sites proved to be challenging.

Decision or action to drive future improvement. In 2023-24, the Humanities Program met the learning objectives for Measure 2.1. Based on the analysis of the 2023-2024 results, in 2024-2025 we will make the following changes:

1. Faculty will review existing assessment and data collection processes to determine whether they are sufficient. The History coordinator will meet with faculty to reevaluate the process of assessing students and gathering course data to determine whether a more streamlined approach is possible.
2. At least one faculty member will participate in OER professional development and implement such materials in relevant course sections.
3. The History coordinator will provide new program faculty with guidance and support to successfully implement the assessment process in their courses.

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 90 students were assessed; 0 were Dual enrollment.

Analysis. 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.

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In 2022-2023, the faculty implemented the following changes to drive continuous improvement:

1. Dr. Keele has decided to completely replace the video lectures that support the question he assesses. He did so beginning Fall 2023, tested and refined them on his fall sections of PHIL 1010, and then applied the new lectures together with any adjustments in Spring 2024.
2. Dr. Dromm decided to completely lecture content that supports the question he assesses. He did so in Summer 2023, tested and refined them on his summer section of PHIL 1010, and then applied the new lectures together with any adjustments in Fall 2023.

In 2023-24, the target was not met. Of the students who completed the assessment, 70% met the target (the goal was 75% or higher). Dr. Keele notes that 70% is significantly closer to the target of 75% compared to last year's 63%. Drs. Keele and Dromm made some substantial changes that positively affected student competency for this measure. Dr. Keele found that completely redoing the video lectures proved challenging; he replaced four major lectures only, rather than the planned eight. Dr. Keele began collecting data again in the spring semester.

Decision or action to drive future improvement. In 2023-24, the Humanities Program did not meet the learning objectives for Measure 2.2. Based on the analysis of the academic year 2023-24 results we will make the following changes for academic year 2024-25:

1. Dr. Keele will finish the work he began last year and replace the remaining major video lectures to align them more closely with the assessed exam question.

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 of 75% in the specific assessment used in Measure 2.2.

Comprehensive Summary of Key Evidence based on an analysis of the 2022-23 results and implemented in 2023 – 2024):

- *Measures 1.1-1.4:* For 2023-24, the changes instituted included the following: Faculty created 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. As a result of these changes, students in ENGL 2070 and 2110 improved their understanding of these topics, exceeding the target for each Measure.

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- *Measures 1.5-1.6:* For 2023-24, the changes instituted included the following: 1. Provide timely and relevant examples of high quality research in today's world. 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. Adjust parameters of certain assignments to account for the existence of artificial intelligence resources to ensure that students are writing and submitting original work. 4. Monitor data-collecting faculty members throughout the semester in an effort to acquire accurate data from all sections. As a result of these changes, students in COMM 1010 and COMM 2500 exceeded the target of 70%.
- *Measure 1.7:* For 2023-24, the changes instituted included the following: added more intentional communication with students regarding expectations and acquiring indication of understanding of expectations, designated the report project as mandatory, the assessment project was introduced earlier in the semester, students submitted portions to faculty for review via email, and instructors sent weekly reminder emails to students with due dates and encouragement for class participation. These changes resulted in students significantly exceeded the target of 70%
- *Measure 2.1:* For 2023-24, the changes instituted included the following: Reviewed existing assessment and data collection process to determine efficiency, reevaluated the process of assessing students and gathering course data to determine whether a more streamlined, automated process is possible, developed and piloted OER course materials in coordination with LOUIS and the Board of Regents, and provided new program faculty with guidance and support to successfully implement the assessment process in their courses. As a result of these changes, the target was met or exceeded in HIST 1010, 1020, 2010, and 2020.
- *Measure 2.2:* For 2023-24, the faculty implemented the following changes to drive continuous improvement: replaced video lectures that support the assessment question and update lecture material that supports the assessment question. Although this resulted in a 7% improvement from the previous year, the 75% 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 2024-25:

1. English:

The faculty will institute the following changes:

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1. Faculty will revisit conversation about assessment cycle and centralize data collection to make the process of compiling totals more efficient.

2. Communication:

The faculty will institute the following changes:

1. Provide diverse examples of visual aids and their role in communicating complex information to audience members quickly and effectively, thereby supporting collective research efforts.
2. Align persuasive communication techniques with modern technology formats, preparing students to apply a wide range of skills toward both their presentation as well as the form and quality of supporting visuals.
3. Faculty will conduct an MLA workshop early in the semester to ensure students are equipped to effectively conduct research and cite sources correctly.
4. Increased supervision and incremental checks throughout the semester will be implemented to hopefully function as a permanent solution for this continuous issue.

3. Business Communication:

The faculty will institute the following changes:

1. The instructors will deliver information to the students at the beginning of the Fall 2024 semester about the expectations of the students.
2. The report project will be mandatory for all students (both the written and oral portions).
3. 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.
4. Instructors will also send weekly reminder emails to students with due dates and encouragement for class participation.

4. History:

The faculty will institute the following changes:

1. Faculty will review existing assessment and data collection processes to determine whether they are sufficient. The History coordinator will meet with faculty to reevaluate the process of assessing students and gathering course data to determine whether a more streamlined approach is possible.
2. At least one faculty member will participate in OER professional development and implement such materials in relevant course sections.
3. The History coordinator will provide new program faculty with guidance and support to successfully implement the assessment process in their courses.

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5. Philosophy:

The faculty will institute the following changes:

1. Dr. Keele will finish the work he began last year and replace the remaining major video lectures to align them more closely with the assessed exam question.