

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%	2024 - 25	101
	COMM 1010	Presentation	1 / 1.5	70%	2024 - 25	921
	COMM 2500	Project / Paper	1 / 1.6	70%	Spring 2025	143
	ENGL 2070	Writing Assignment	1 / 1.1, 1.3	70%	2024 - 25	59
	ENGL 2110	Writing Assignment	1 / 1.1, 1.2, 1.3, 1.4	70%	2024 - 25	718
	HIST 1010	Post-Class Survey	2 / 2.1	70%	Fall 2024	194
	HIST 1020	Post-Class Survey	2 / 2.1	70%	Fall 2024	73
	HIST 2010	Post-Class Survey	2 / 2.1	70%	Spring 2025	122
	HIST 2020	Post-Class Survey	2 / 2.1	70%	Spring 2025	78
	PHIL 1010	Writing Assignment	2 / 2.2	75%	Spring 2025	34

Humanities Assessment Finding (2024-2025). Target met. A total of 2443 students were assessed; 439 were dual enrollment.

Summary: 2024-2025 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 2024-25 Humanities Assessment, the section “Plan of Action Moving Forward” is presented.

SLO 1. Number assessed: 1942 students (304 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 777 students were assessed; 166 were dual enrollment.

Analysis: In 2023-24, the assessment showed that overall, students in ENGL 2070 and ENGL 2110 increased their understanding of human diversity. 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. Faculty revisited conversation about assessment cycle and centralized data collection to make the process of compiling totals more efficient.

As a result of these changes, in 2024-25, the target was met. Students in ENGL 2110 achieved an 87.5% rate of scores at 3 or above on the standardized rubric. Students in ENGL 2070 achieved an 86% 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 an 81% rate of scores at 3 or above, while non-dual enrollment sections achieved a rate of 94%. ENGL 2070 dual enrollment students achieved a 72% rate of scores at 3 or above, while non-dual enrollment sections achieved a rate of 100%.

Decision or action to drive future improvement: Based on the analysis of the 2024-25 results, in 2025-26, the faculty will implement the following changes to drive continuous improvement: Faculty will review the current assessment process for ENGL 2070 to assess overall effectiveness. Additionally, faculty will develop additional

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methods for supporting dual enrollment instructors in an effort to increase assessment scores.

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 718 students were assessed; 123 were dual enrollment.

Analysis: In 2023-24, the assessment showed that overall, students in ENGL 2110 increased their understanding of human diversity. 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%. Faculty revisited conversation about assessment cycle and centralized data collection to make the process of compiling totals more efficient.

As a result of these changes, in 2024-2025, the target was met. Students in ENGL 2110 were evaluated for this assessment. Assessment analysis shows that 85% of students scored a 3 or higher on the standardized rubric for this measure.

ENGL 2110 dual enrollment students achieved an 80% rate of scores at 3 or above, while non-dual enrollment students achieved a rate of 90%. Both online and face-to-face sections performed well. However, faculty did struggle with getting all instructors to submit data.

Decision or action to drive future improvement. Based on the analysis of the 2024-2025 results, in 2025-2026, the faculty will implement the following changes to drive continuous improvement: Faculty will review the current assessment process for ENGL 2070 to assess overall effectiveness. Additionally, faculty will develop additional methods for supporting dual enrollment instructors in an effort to increase assessment scores.

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. The writing will be evaluated to determine students' ability to analyze literary material and show understanding of diversity through

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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 777 students were assessed; 166 were dual enrollment.

Analysis: In 2023-2024, the analysis of the writing assessment showed that 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. Faculty revisited conversation about assessment cycle and centralized data collection to make the process of compiling totals more efficient.

As a result of these changes, in 2024-2025, the target was met. Assessment analysis shows that 80.5% of ENGL 2110 students and 81% of ENGL 2070 scored a 3 or above on the standardized rubric used to evaluate this measure. In ENGL 2070, 88% of non-dual enrollment students and 74% of our dual-enrollment students scored a 3 or higher on the assessment assignment. In ENGL 2110, 87% of non-dual enrollment students and 74% 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 2024-2025 results, in 2025-2026, the faculty will implement the following changes to drive continuous improvement: Faculty will review the current assessment process for ENGL 2070 to assess overall effectiveness. Additionally, faculty will develop additional methods for supporting dual enrollment instructors in an effort to increase assessment scores.

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 718 students were assessed; 123 were dual enrollment.

Analysis: In 2023-2024, the analysis of the writing assessment showed that 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. Students in both 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

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students scored a 3 or higher on this assessment. In ENGL 2070, 100% of students scored a 3 or higher on this assessment. Faculty revisited conversation about assessment cycle and centralized data collection to make the process of compiling totals more efficient.

As a result of these changes, in 2024-2025, the target was met. Assessment analysis shows that 86% of students scored at least 3 or higher on the standardized rubric used to evaluate this measure. Students in ENGL 2110 were evaluated. In ENGL 2110, 91% of non-dual enrollment students and 81% of dual enrollment students scored a 3 or higher on this assessment.

Decision or action to drive future improvement. Based on the analysis of the 2024-2025 results, in 2025-2026, the faculty will implement the following changes to drive continuous improvement: Faculty will review the current assessment process for ENGL 2070 to assess overall effectiveness. Additionally, faculty will develop additional methods for supporting dual enrollment instructors in an effort to increase assessment scores.

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 921 students were assessed; 304 were dual enrollment.

Analysis. 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. Faculty implemented the following changes to drive continuous improvement: 1. Provided diverse examples of visual aids and their role in communicating complex information to audience members quickly and effectively, thereby supporting collective research efforts. 2. Aligned 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.

As a result of these changes, in 2024-25, the target was met. Students scored an average of 91.3% on the persuasive speech assessment. Students presented strong work overall, but faculty is navigating student use of platforms like ChatGPT and other artificial intelligence when crafting speech presentations. We want our students to be adept at using cutting-edge technology upon entering the workforce, but not as a replacement for their own experiential learning. This is relatively new territory for all of higher education, so we will update our course to include guidance for ethical and effective AI usage. Certain faculty members still struggle to use McGraw Hill software to report their speech scores, but this is a minority percentage of overall instructors and sections.

Decision or action to drive future improvement. In 2024-25, the Humanities Program met the learning objectives for Measure 1.5. Based on the analysis of the results, in 2025-2026, the faculty will implement the following changes to drive continuous improvement:

1. Faculty will include resources and assignments that address the appropriate use of artificial intelligence platforms.
2. Faculty will provide specific procedures for fact-checking information, a practice that will be useful in determining whether information/sources students encounter online is authentic and trustworthy.

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 143 students were assessed for this measure; 15 were dual enrollment.

Analysis: 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. Faculty implemented 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.

As a result of these changes, in 2024-25, the target was met. Students scored an average of 79.96% on the project. The assignment was scored as one assignment this year, combining cultural research elements with oral presentation of discovered information. Students demonstrated enthusiasm and curiosity in terms of improving communication skills in interpersonal relationships. Faculty incorporated personal interviews into the research gathering phase of this project, which resulted in students reporting an increased level of empathy and understanding for others. However,

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students still struggled with conducting and applying scholarly research as well as orally citing sources referenced in the presentation aspect of the assignment.

Decision or action to drive future improvement. In 2024-25, the Humanities Program met the learning objectives for Measure 1.6. Based on the analysis of the results, in 2025-2026, the faculty will implement the following changes to drive continuous improvement:

1. Faculty will adjust the interview component of the assignment to ensure students have enough information to conduct effective interviews along with alternatives for students who require assistance in identifying interview candidates.
2. Faculty will incorporate additional assignments to address locating and citing high quality sources accurately and appropriately.

Measure 1.7. (Direct – Knowledge)

During each semester of the assessment cycle, one team created written assignment and one team or individual presentation of the written assignment from all BUAD 2200 (Business Communications) students taught that year will be evaluated by the instructors of the course. The two scores will be added together and an average for the total assignment will be reported. 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, economic values 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 101 students were assessed; 0 (zero) were dual enrollment.

Analysis: During AC 2023-2024, the target was met. 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. To drive improvement, faculty adjusted the new material as needed to cover required topics needed for the final project (assessment). The timeline for the assessment was evaluated and adjusted as needed. The report about cultural differences was assigned earlier in the semester to encourage students to get both parts done in a timely manner. A reading list of possible book sources was 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. New instructors were assigned a course mentor during their first semester of teaching the 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

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instructors. Instructors sent weekly reminder emails to students with due dates and encouragement for class participation.

During AC 2024-2025 the target was met. The number of students enrolled in 5 sections was 113. There were two face-to-face sections and three online sections assessed. Only 101 students were assessed. Twelve students were removed because they did not attempt the assessment. Eighty-nine percent of the 101 students completed at least one part of the assessment. Nine students (approximately 9%) of the students only completed the written part of the assessment and did not complete the presentation part. Five students of the 101 completed both parts but failed to make the 70% average for the assessment.

Eighty-three percent of the 101 students passed with an average score of 70% or better indicating that the goal was met. This number indicates a 7% drop in the number of students passing the assessment with a 70% or better score. Most of the drop can be attributed to the nine students who did not complete both parts of the assessment. When taking into consideration only students who completed both parts of the assessment the pass rate would have been 95%. Five of the 101 students assessed completed both written and oral parts and scored less than 70%.

Decision or action to drive future improvement: In 2024-25, the Humanities Program met the learning objectives for Measure 1.7. Based on the analysis of the 2024-2025 results, instructors will continue to adjust the course 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. Faculty will increase efforts to lower the number of students not participating in the assessment project.

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: 501 students (135 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.

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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 467 students were assessed; 135 were dual enrollment.

Analysis: 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 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. Faculty reviewed existing assessment and data collection processes to determine whether they were sufficient. The History coordinator met with faculty to reevaluate the process of assessing students and gathering course data to determine whether a more streamlined approach is possible. At least one faculty member participated in OER professional development and implemented such materials in relevant course sections. 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 2024-25, the target was met in all assessed courses. In HIST 1010, the 194 assessed students earned a 93% achievement of target. In HIST 1020, the 73 assessed students earned an 89% achievement of target. In HIST 2010, the 122 assessed students earned a 94% achievement of target. In HIST 2020, the 78 assessed students earned an 88% achievement of target. Assessment demonstrated that HIST 1010/1020 and HIST 2010/2020 achieved the targets established in this process. Compliance with assessments for dual enrollment courses continues to improve. Faculty focused on improving course development, design, and delivery. To drive improvement in World History courses, history faculty have participated in a Board of Regents eLearning grant project that focused on developing Open Educational Resources (OER) course materials for World History. One additional faculty member has adopted the new OER materials. As such, two faculty members have now fully implemented the new OER materials in all their sections of HIST 1010. The OER textbook experiment continues to expand and to drive improvement in sections of HIST

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1010, resulting in reduced DFW rates in this core class. HIST 1010, HIST 1020, and HIST 2010 achieved their targets at higher rates than in 2023-24; HIST 2020 matched its 2023-24 rate. Gathering data from dual enrollment classes taught at off-campus instructional sites is still a challenge.

Decision or action to drive future improvement. In 2024-25, the Humanities Program met the learning objectives for Measure 2.1. Based on the analysis of the 2024-2025 results, in 2025-2026 we will make the following changes to drive improvement:

1. Faculty will review the existing assessment and data collection process to determine whether it is sufficient.
2. Faculty will update the components of their assessment instruments to address changes in course design and the adoption of new course materials.
3. One faculty member will participate in Open Educational Resources (OER) professional development and grant opportunities to begin the process of converting another core course for the use of OER.
4. The History coordinator will provide program faculty with guidance and support to implement the assessment process in their courses successfully.

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 34 students were assessed; 0 were dual enrollment.

Analysis. 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. Dr. Keele finished the work he began last year and replaced the remaining major video lectures to align them more closely with the assessed exam question.

In 2024-25, the target was not met. Of the 34 students assessed, only 22 met the target, resulting in a 65% target achievement rate. Dr. Keele's sections did increase from 64% to 75% target achievement rate, but Dr. Dromm reported that half of his class cheated on the assessment assignment, resulting in failure. ChatGPT is forcing faculty to rethink their approach to assessment as many students attempted to submit work that they created using ChatGPT or other artificial intelligence platforms.

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Decision or action to drive future improvement. In 2024-25, the Humanities Program did not meet the learning objectives for Measure 2.2. Based on the analysis of the academic year 2024-25 results we will make the following changes for academic year 2025-26: Faculty will strategize regarding academic integrity issues and adjust assessment administration practices to ensure assessment assignments are completed correctly and ethically by students.

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 of improvement based on analysis of results. The following reflects all the changes implemented to drive the continuous improvement process in AC 2024-2025. These changes are based on the knowledge gained through analyzing the AC 2023-2024 results and lessons learned.

- *Measures 1.1-1.4:* For 2024-25, the changes instituted included the following: Faculty revisited conversation about assessment cycle and centralized data collection to make the process of compiling totals more efficient. 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 2024-25, the changes instituted included the following: 1. Provided diverse examples of visual aids and their role in communicating complex information to audience members quickly and effectively, thereby supporting collective research efforts. 2. Aligned 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. 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 instructor check-ins throughout the semester. As a result of these changes, students in COMM 1010 and COMM 2500 exceeded the target of 70%.
- *Measure 1.7:* For 2024-25, the changes instituted included the following: the timeline for the assignment was evaluated and adjusted. A reading list of possible book sources was added earlier in the semester. New instructors were assigned mentors in their first semester teaching this course. The report project was made mandatory for all students (both the written and oral portion). Instructors sent weekly reminder emails to students with due dates and encouragement for participation. These changes resulted in students significantly exceeded the target of 70%

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- *Measure 2.1:* For 2024-25, the changes instituted included the following: 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. Faculty reviewed existing assessment and data collection processes to determine whether they were sufficient. The History coordinator met with faculty to reevaluate the process of assessing students and gathering course data to determine whether a more streamlined approach is possible. The History coordinator provided new program faculty with guidance and support to successfully implement the assessment processes into 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 2024-25, the faculty implemented the following changes to drive continuous improvement: faculty replaced four major lectures and began collecting data again in the spring semester. Faculty replaced the remaining major video lectures to align them more closely with the assessed exam question.

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: Faculty will review the current assessment process for ENGL 2070 to assess overall effectiveness. Additionally, faculty will develop additional methods for supporting dual enrollment instructors to increase assessment scores.

2. *Communication:*

The faculty will institute the following changes:

1. Faculty will include resources and assignments that address the appropriate use of artificial intelligence platforms.
2. Faculty will provide specific procedures for fact-checking information, a practice that will be useful in determining whether information/sources students encounter online is authentic and trustworthy.
3. Faculty will adjust the interview component of the assignment to ensure students have enough information to conduct effective interviews along with alternatives for students who require assistance in identifying interview candidates.
4. Faculty will incorporate additional assignments to address locating and citing high quality sources accurately and appropriately.

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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 the existing assessment and data collection process to determine whether it is sufficient.
2. Faculty will update the components of their assessment instruments to address changes in course design and the adoption of new course materials.
3. One faculty member will participate in Open Educational Resources (OER) professional development and grant opportunities to begin the process of converting another core course for the use of OER.
4. The History coordinator will provide program faculty with guidance and support to implement the assessment process in their courses successfully.

5. Philosophy: The faculty will institute the following changes: The Faculty will strategize regarding academic integrity issues and adjust assessment administration practices to ensure assessment assignments are completed correctly and ethically by students.