

Assessment Cycle 2019-2020

Humanities - Core Competency #4. To understand the diversity of human knowledge and experience across cultures as examined through the humanities.

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

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).

Assessment Methodology. The current assessment process includes:

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

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NOTE: Through Assessment Cycle (AC) 2017-18, the University Core for the Humanities consisted of four different competencies, each assessed by a different course offered by one of several Humanities academic disciplines. Starting with AY 2018-19, the four Core competencies were eliminated; instead, the state Board of Regents definition of the Humanities competency was adopted (see “Humanities: Core Competency” on page 1 of this report). The goals of this change were to align the university-wide assessment process with the Regents requirements for the competency and to facilitate the collection of data *across* the Humanities disciplines for the purpose of determining the effect of the program *as a whole* on student learning outcomes. The focus of our assessment work is now on the entire Humanities program curriculum, in order to assess its ability to help students to learn about ideas that are key to understanding the Humanities and its value and place in the world.

The Humanities Assessment Group employed the new Humanities Competency definition, instituted for 2018-19, to formulate new Student Learning Outcomes (SLOs), measures (including a Method and a Target for each), the data collection process, and the data analysis procedure. These new parameters were employed for both AC 2018-19 and 2019-20. The Report that follows details the work completed for the Assessment, and the results of the data analysis for AC 2019-20. Finally, based on those results, our plan of action moving forward is outlined.

Student Learning Outcomes (SLO). The following SLOs apply to university courses in the Humanities.

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.

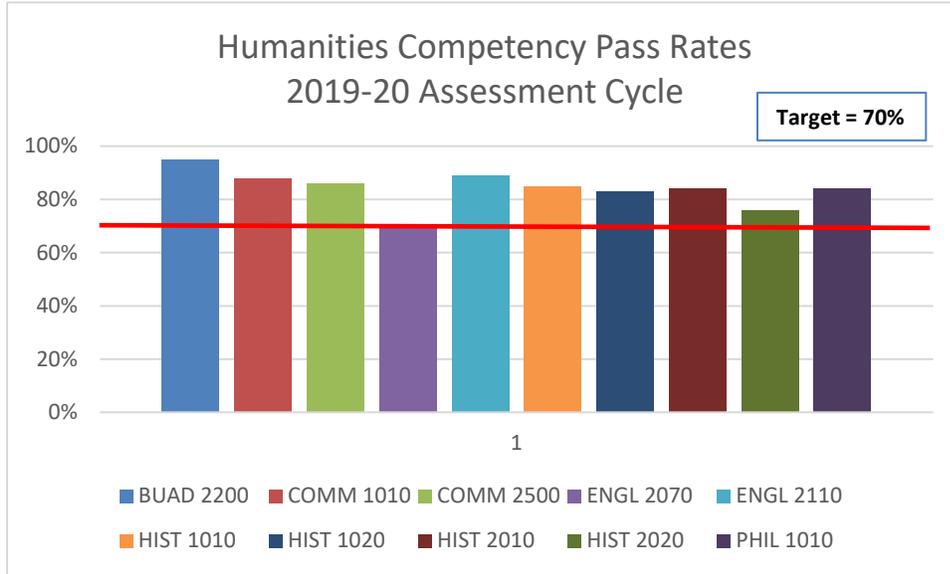
NOTE: In AC 2019-20, different disciplines and courses employed different Targets, due to changes in the target for each based on the results of AC 2018-19.

| Competency | Course Name | Methodology | SLO Measure | Target % | Term | # Assessed |
|----------------------|-------------|-------------------|------------------------|----------|---------|------------|
| 4. Humanities | BUAD 2200 | Paper / Pres. | 1 / 1.7 | 95% | 2019-20 | 229 |
| | COMM 1010 | Presentation | 1 / 1.5, 1.6 | 88% | 2019-20 | 1,268 |
| | COMM 2500 | Project / Paper | 1 / 1.5, 1.6 | 86% | 2019-20 | 152 |
| | ENGL 2070 | Writing Assign. | 1 / 1.1, 1.2, 1.3, 1.4 | 69% | 2019-20 | 12 |
| | ENGL 2110 | Writing Assign. | 1 / 1.1, 1.2, 1.3, 1.4 | 89% | 2019-20 | 1,084 |
| | HIST 1010 | Post Class Survey | 2.1 | 85% | 2019-20 | 138 |
| | HIST 1020 | Post Class Survey | 2.1 | 83% | 2019-20 | 74 |
| | HIST 2010 | Post Class Survey | 2.1 | 84% | 2019-20 | 202 |
| | HIST 2020 | Post Class Survey | 2.1 | 76% | 2019-20 | 140 |
| | PHIL 1010 | Writing Assign. | 2.2 | 84% | 2019-20 | 86 |

Humanities Assessment Finding. Number assessed: 3,385. Target: Met.

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Graph: Humanities Assessment Results, 2019-20.



Summary: 2019-20 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 2019-20 Humanities Assessment, the section “Plan of Action Moving Forward” is presented.

SLO 1. Number assessed: 2,745. 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.

| Course Name | Methodology | Target | Term |
|-------------|--------------------|--------|--------------|
| ENGL 2070 | Writing Assignment | 85% | Fall, Spring |
| ENGL 2110 | Writing Assignment | 89% | Fall, Spring |

Finding. Target Met.

Analysis. In 2018-19, the target was met with 85.71% of ENGL 2070 students and 86.27% of ENGL 2110 students scoring a 3 (competency) or higher on the assessment. To improve these results, for 2019-20 we conducted a best practices workshop for all ENGL 2070 and 2110 faculty on how to help students understand human diversity. As a result of these changes, the analysis of the writing assignment

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showed that students in ENGL 2070 maintained their understanding of human diversity, exceeding the target by 15%. The analysis of ENGL 2110 showed that students increased their understanding of the diversity of human experience, exceeding the target by 19%. These results show that our workshop was effective, but it could be more effective in the future, especially for the ENGL 2070 course.

Decision or action to drive future improvement. Based on the analysis of the 2019-20 results, in 2020-21 we will make the following change: develop separate faculty workshops for ENGL 2070 and ENGL 2110 on helping students understand the diversity of the human experience. This change will specifically improve students' ability to communicate their understanding of the diversity of the human experience in ENGL 2070 and extend the gains we have made in ENGL 2110, thereby continuing to push the cycle of improvement forward.

Measure 1.2. (Direct – Knowledge)

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

| Course Name | Methodology | Target | Term |
|-------------|--------------------|--------|--------------|
| ENGL 2070 | Writing Assignment | 73% | Fall, Spring |
| ENGL 2110 | Writing Assignment | 89% | Fall, Spring |

Finding. Target Met.

Analysis. In 2018-2019, the target was met with 72.73% of ENGL 2070 students and 88.21% of ENGL 2110 students scoring a 3 (competency) or higher on the assessment. To improve these results, for 2019-20 we conducted a best practices workshop for all ENGL 2070 and 2110 faculty on how to give students a basic knowledge of social, literary, and historical contexts. As a result of these changes, in 2019-20 the analysis of the writing assignment showed that students in ENGL 2070 increased their knowledge of social, literary, and historical contexts, exceeding the target by 3%. The analysis of ENGL 2110 showed that students increased their knowledge of social, literary, and historical contexts, exceeding the target by 19%. These results show that our workshop was effective, but it could be more effective in the future, especially for the 2070 course.

Decision or action to drive future improvement. Based on the analysis of the 2019-20 results, in 2020-21 we will make the following change: develop separate faculty workshops for ENGL 2070 and ENGL 2110 on giving students a basic knowledge of social, literary, and historical contexts. This change will specifically improve students' knowledge of social, literary, and historical contexts as they relate to ENGL 2070 and ENGL 2110 separately, thereby continuing to push the cycle of improvement forward.

Measure 1.3. (Direct – Knowledge/skill)

One written assignment of at least 500 words from all ENGL 2110 and 2070 students taught will be evaluated by a panel of faculty members, using the standardized Assessment Rubric for ENGL 2070/2110 (attached). The writing will be evaluated to

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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.

| Course Name | Methodology | Target | Term |
|-------------|--------------------|--------|--------------|
| ENGL 2070 | Writing Assignment | 50% | Fall, Spring |
| ENGL 2110 | Writing Assignment | 86% | Fall, Spring |

Finding. English 2070: Target Not Met.
 English 2110: Target Met.

Analysis. In 2018-2019, the target was met with 80.95% of ENGL 2070 students and 83% of ENGL 2110 students scoring a 3 (competency) or higher on the assessment. Based on the analysis of the 2018-2019 cycle, we conducted a best practices workshop for all ENGL 2070 and 2110 faculty on how to teach students to analyze literary material and show an understanding of diversity through that literary analysis. As a result of these changes, in 2019-20 the analysis of the writing assignment showed that students in ENGL 2070 decreased their ability to analyze literary material and show an understanding of diversity through that literary analysis, missing the target by 20%. The analysis of ENGL 2110 showed that students increased ability to analyze literary material and show an understanding of diversity through that literary analysis, exceeding the target by 16%. These results show that our workshop was effective, but it could be more effective in the future, especially for the ENGL 2070 course. The low score for ENGL 2070 may also be a result of sample size, as this sample only represented 12 students.

Decision or action to drive future improvement. Based on the analysis of the 2019-20 results, in 2020-21 we will make the following change: develop separate faculty workshops for ENGL 2070 and ENGL 2110 on teaching students to analyze literary material and show an understanding of diversity through that literary analysis. This change will specifically improve students' ability to analyze literary material and show an understanding of diversity through that literary analysis in ENGL 2070, while also benefitting ENGL 2110 students, thereby continuing to push the cycle of improvement forward.

Measure 1.4. (Direct – Knowledge)

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

| Course Name | Methodology | Target | Term |
|-------------|--------------------|--------|--------------|
| ENGL 2070 | Writing Assignment | N/A% | Fall, Spring |
| ENGL 2110 | Writing Assignment | 90.6% | Fall, Spring |

Finding. Target Met.

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Analysis. In 2018-2019, 81.82% of ENGL 2070 students and 87.80% of ENGL 2110 students scoring a 3 (competency) or higher on the assessment. Based on the analysis of the 2018-2019 cycle, we conducted a best practices workshop for all ENGL 2070 and 2110 faculty on how to give students a basic understanding of the relationships between identities and writing. As a result of these changes, in 2019-20 the analysis of the writing assignment showed that students in ENGL 2110 increased their understanding of the relationships between identities and writing, exceeding the target by 20.6%. No ENGL 2070 faculty members chose Measure 1.4 as one of their two assessed measures. These results show that our workshop was very effective, but it could be more effective in the future. If this growth continues, we will need to move our target forward.

Decision or action to drive future improvement. Based on the analysis of the 2019-20 results, in 2020-21 we will make the following changes: 1) encourage ENGL 2070 faculty to consider assessing Measure 1.4; and 2) develop separate faculty workshops for ENGL 2070 and ENGL 2110 on giving students a basic understanding of the relationships between identities and writing. This change will specifically improve students' knowledge of social, literary, and historical contexts as they relate to ENGL 2070 and ENGL 2110 separately, thereby continuing to push the cycle of improvement forward. Having a dedicated ENGL 2070 workshop on this target will also encourage ENGL 2070 faculty to assess this measure more frequently.

Measure 1.5. (Direct – Knowledge)

Students will demonstrate competence in researching and delivering an effective oral persuasive presentation designed for diverse audiences and contexts. At least 70% of students sampled will score a 3 (Competency) or higher on the evaluation.

| Course Name | Methodology | Target | Term |
|-------------|--|--------|--------------|
| COMM 1010 | Persuasive Presentation; Informative Culture Presentation | 88.3% | Fall, Spring |
| COMM 2500 | Culture Project Presentation | 89.8% | Fall, Spring |

Finding. Target Met.

Analysis. In 2018-19, the analysis of the presentation assignment showed that students in both COMM 1010 and 2500 showed a high level of competency to research and deliver an effective oral presentation designed for diverse audiences and contexts, with 85.8% of the COMM 1010 students and 89.8% of the COMM 2500 meeting and exceeding the Target by up to 20%. These results show that the rubric and the data collection procedure worked as intended. However, the grading across the COMM 2500 instructors showed some inconsistency; in addition, in COMM 1010 the data collection from the publisher, while it was a shorter time frame than 2018-19, still increased the time required for collection and analysis. Finally, some students had trouble uploading the presentation video to the grading platform, due to the publisher changing the video upload software. Based on the analysis of the 2018-19 results, for 2019-20 we made the following changes: 1.) Form faculty teams to evaluate the presentation videos to ensure parity in grading across sections; 2.) Update the software required for uploading the videos for grading to simplify the procedure for students. As a result of these changes, in 2019-20 the analysis of the persuasive presentation and culture project assignments showed that students in both COMM 1010 and 2500 increased their

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understanding of researching and delivering an effective oral persuasive presentation designed for diverse audiences and contexts, exceeding the target by almost 20%. These results show that our changes were effective.

Decision or action to drive future improvement. Based on the analysis of the 2019-20 results, in 2020-21 we will make the following changes: 1.) Evaluate the goals and objectives for the COMM 2500 assignment as well as the rubric to ensure that the assignment is testing and evaluating the key components of the SLOs; 2) Continue to work to streamline data collection processes for COMM 1010 in collaboration with the publisher; 3) Have the COMM 1010 faculty work together to formulate best practices for the assignment.

Measure 1.6. (Direct – Knowledge)

Students 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. At least 70% of students sampled will score a 3 (Competency) or higher on the evaluation.

| Course Name | Methodology | Target | Term |
|-------------|--|--------|--------------|
| COMM 1010 | Persuasive Presentation; Informative Culture Presentation | 88.6% | Fall, Spring |
| COMM 2500 | Culture Project Research Paper | 82.3% | Fall, Spring |

Finding. Target Met.

Analysis. In 2018-19, the analysis of the oral presentation and research paper assignments showed that students in both COMM 1010 and 2500 showed a high level of competency to recognize and analyze how verbal and non-verbal communication styles vary across cultures and affect the way people communicate, with students in COMM 1010 exceeding the Target by up to 16%. These results show that the rubric and the data collection procedure worked as intended. However, data required from third-party providers for the assessment increased the time needed to collect the data. Also, some students had trouble uploading the presentation video to the grading platform. Based on the analysis of the 2018-19 results, for 2019-20 we made the following changes: 1.) Form faculty teams to evaluate the presentation videos to ensure parity in grading across sections; 2.) Update the software required for uploading the videos for grading to simplify the procedure for students. As a result of these changes, in 2019-20 the analysis of the persuasive presentation and culture project research paper assignments showed that students in both COMM 1010 and 2500 increased their ability to recognize and analyze how verbal and nonverbal communication styles vary across cultures and affect the way people communicate, exceeding the target by almost 18% and 12%, respectively. These results show that our changes were effective.

Decision or action to drive future improvement. Based on the analysis of the 2019-20 results, in 2020-21 we will make the following changes: 1) Continue to work to streamline data collection processes for COMM 1010 in collaboration with the publisher; 2.) Continue to work with faculty to ensure parity in grading across sections.

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Measure 1.7. (Direct – Knowledge)

On an annual basis, one written assignment and one individual presentation of the written assignment from all BUAD 2200 (Business Communications) students taught that year 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, economic values etc.). At least 70% of the students sampled will score a 70% or higher on the evaluation.

| Course Name | Methodology | Target | Term |
|-------------|---|--------|--------------|
| BUAD 2200 | Informative Research Paper and Informative Presentation | 95% | Fall, Spring |

Finding. Target Met.

Analysis. In 2018-19, the overall scores for the assessment were 25% points above the target. This was an increase of 4% over the past academic year's average score. This score represents a continued improvement over previous year. However, there were some issues that were realized and would need to be addressed during the AY 2019-2020 assessment cycle. These issues include the following. 1.) The Fall 2018 sample data did not include students in online sections. The instructor during that semester did not require students to complete both the oral and written assessment and she gave blanket grades to the groups and did not score each person individually as was required. This caused all data from the online sections to have to be removed from analysis. 2) It was found that some of the groups did not function well together, especially in the online sections. Online students needed more directions and examples. Based on the analysis of the 2018-19 results, in 2019-20 we made the following changes: 1.) Instructors met several times during each semester to ensure that the courses are very closely aligned and that all grading rubrics and assignments are the same; 2.) To further aid students with the expectations for the written portion of the assignment, short instructional videos were posted on Moodle to help with the instructions for the assignments; 3.) To further aid students in their ability to demonstrate basic awareness and understanding of cultural differences, we increased instruction in the areas of business and social etiquette in foreign countries; 4.) To further aid students in their ability to deliver and oral presentation, we created short instructional videos to help guide students in what is expected in a satisfactory oral presentation. As a result of these changes, in 2019-20 students exceeded the Target by 25%. Though this is a 0% change from 2018-19, the result (for the second consecutive year) far exceeds the expected Target, leaving little room for improvement on a practical level.

Decision or action to drive future improvement. Based on the analysis of the 2019-20 results, for 2020-21 we made the following changes: 1) the instructors of the Business Communications course will continue to meet regularly to examine scoring and grading issues and to review any issues with group dynamics; 2) Examples of short instructional videos will continue to be added to the course; 3) 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, and other issues in foreign countries; 4) Any new instructors of the course will be assigned a course mentor during their first semester of teaching the course; 5) 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

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patterns, family life and the way these contexts are different from Americans will be expanded; 6) 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; 7) To further aid students in delivering on-line presentations with embedded PowerPoint presentations, instructional videos/handouts will be prepared by instructors of the course.

SLO 1: Results Summary. The Target was met for Measures 1.1, 1.2, 1.3 (ENGL 2110), 1.4, 1.5, 1.6, and 1.7. The Target was not met for Measure 1.3 for ENGL 2070. (NOTE: As mentioned previously, low sample size may have affected this particular result.) Data collection and analysis procedures worked as anticipated, and student awareness and understanding of culture and cultural differences was generally found to be well above the expected 70% Target.

SLO 2. Number assessed: 645. 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). At least 70% of students sampled will score a 3 (Competency) or higher on the evaluation.

| Course Name | Methodology | Target | Term |
|-------------|-------------------|--------|--------|
| HIST 1010 | Post-class Survey | 85% | Fall |
| HIST 1020 | Post-class Survey | 83% | Fall |
| HIST 2010 | Post-class Survey | 84% | Spring |
| HIST 2020 | Post-class Survey | 76% | Spring |

Finding. Target Met.

Analysis. In 2018-19, students in HIST 2010 and 2020 demonstrated a high level of competency in their awareness and understanding of how human thought and historical concepts emerge over time, scoring 75% and 70% respectively. (NOTE: HIST 1010 and 1020 were not included in 2018-19 due to the inability to conduct the pre-test in fall semester.) The assignment served as an effective method to measure student comprehension and understanding of culture; the survey was easy to implement in Moodle shells for both face-to-face and online sections. Response rates for students were consistent across the multiple sections of HIST 2010 and 2010, though the response rate can be improved. Finally, a few questions may have been difficult for students to answer, due to the wording of each item on the survey, and some students may have struggled with the concepts as taught in class. Based on the analysis of the 2018-19 results, in 2019-20 we made the following changes: 1) The coordinator ensured that faculty added a core assessment announcement in the class syllabus; 2) Faculty also extended the time by which both the pre-class and post-class surveys were kept open to student access. As a result of these changes, in 2019-20 students exceeded the Target in all four HIST courses between 6% and 15%, a significant increase over 2018-19.

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Decision or action to drive future improvement. Based on the analysis of the 2019-2020 results, in 2020-2021 we will make the following changes: 1) The History program will identify questions in the survey that students struggled to answer correctly; 2) The faculty will reword questions that might appear ambiguous or confusing; 3) Increased and more focused instruction in students' ability to comprehend historical concepts will be applied in the classroom; 4) COVID-19 made gathering data challenging for the Spring semester, and data from Dual Enrollment classes proved elusive to gather. To deal with this issue, the History program will implement and run the second cohort of HIST 1010 and HIST 1020 assessment during the Fall 2020 semester. During the Spring, the History program will run the second cohort of HIST 2010 and HIST 2020 assessment, including dual enrollment sections.

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

| Course Name | Methodology | Target | Term |
|-------------|--------------------|--------|--------------|
| PHIL 1010 | Writing Assignment | 84% | Fall, Spring |

Finding. Target Met.

Analysis. In 2018-19, students in PHIL 1010 demonstrated competency in their awareness and understanding of how human thought and historical concepts emerge over time, exceeding the Target by 17%, which was higher than expected. Also, the questions asked on the assignment were creative and fit well with the SLO. In addition, all students in the class were required to take the assessment, providing more and better data in the spring semester. However, the topic of how war affects philosophical speculation may have been difficult for students to address because the topic was not explicitly or completely foregrounded in class lectures. Based on the analysis of the 2018-19 results, in 2019-20 we made the following changes: 1.) Revised the reporting form to collect all data required for the Humanities Assessment Project; 2.) Added supplementary reading material on the Peloponnesian War, the Peace of Westphalia, and World War II to help with background on the war and philosophical speculation question, thereby giving students better tools to meet the SLO; 3.) Required all students in the class to take the assessment. As a result of these changes, in 2019-20 students exceeded the Target by 14%, indicating significant academic progress each semester; however, it is a 3% drop from 2018-19. Dr. Keele's numbers went down slightly, but the clear reason was that he changed the question to include not only one philosophical figure studied in the course, but all three. It was therefore a much tougher question, and especially regarding Descartes and the Thirty Years' War. The tougher question is better, though, at assessing how well we meet the SLO across the whole of the course.

Decision or action to drive future improvement. Based on the analysis of the 2019-20 results, in 2020-21 we will make the following changes: Dr Keele will offer more explicit background information on the Thirty Years' War.

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SLO 2: Results Summary. The Target was met for Measures 2.1 and 2.2. Data collection and analysis procedures worked as anticipated, and student awareness and understanding of how human thought and historical concepts emerge over time were generally well above the expected Target of 70%.

Comprehensive Summary of Key Evidence based on an analysis of the 2018-19 results and implemented in 2019-2020.

- *Measures 1.1-1.4:* For 2019-20, the changes instituted included a best practices workshop for all ENGL 2070 and 2110 faculty on how to help students understand human diversity. As a result of these changes, students in ENGL 2070 and 2110 improved their understanding of human diversity, exceeding the target by between 3% and 21% for each Measure. However, due to the low score on Measure 1.3 for ENGL 2070, that course was under the average score for the Target (across all Measures), missing the Target by less than 1% (69.3%).
- *Measures 1.5-1.6:* For 2019-20, the changes instituted included the following: 1.) Formed faculty teams to evaluate the presentation videos to ensure parity in grading across sections; 2.) We updated the software required for uploading the videos for grading to simplify the procedure for students. As a result of these changes, students in COMM 1010 and 2500 improved their understanding of researching and delivering an effective oral persuasive presentation designed for diverse audiences and contexts and also better recognized and analyzed how verbal and nonverbal communication styles vary across cultures and affect the way people communicate, exceeding the target by between 3% and 21% for each Measure.

Measure 1.7: in 2019-20 we made the following changes: 1.) Instructors met several times during each semester to ensure that the courses are very closely aligned and that all grading rubrics and assignments are the same; 2.) Posted short instructional videos on Moodle to help with the instructions for the assignments; 3.) Increased instruction in the areas of business and social etiquette in foreign countries; 4.) Created short instructional videos to help guide students in what is expected in a satisfactory oral presentation. As a result of these changes, in 2019-20 students exceeded the Target by 25%.

- *Measure 2.1:* For 2019-20, the changes instituted included the following: 1) The coordinator ensured that faculty added a core assessment announcement in the class syllabus; and, 2) Faculty also extended the time by which both the pre-class and post-class surveys were kept open to student access. As a result of these changes, in 2019-20 students exceeded the Target in all four HIST courses between 6% and 15%.
- *Measure 2.2:* For 2019-20, the changes instituted included the following: 1.) Revised the reporting form to collect all data required for the Humanities Assessment Project; 2.) Added supplementary reading material on the Peloponnesian War, the Peace of Westphalia, and World War II to help with background on the war and philosophical speculation question, thereby giving students better tools to meet the SLO; 3.) Required all students in the class to take the assessment. As a result of these changes, in 2019-20 students exceeded the Target by 14%, indicating significant academic progress each semester.

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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 2020-21:

1. *English:*
 - A. Develop separate faculty workshops for the ENGL 2070 and ENGL 2110 courses to work on helping students to understand the diversity of the human experience.
 - B. Encourage ENGL 2070 faculty to consider assessing Measure 1.4.
2. *Communication:*
 - A. Evaluate the goals and objectives for the assignments as well as the rubric to ensure that the assignment is testing and evaluating the key components of the SLOs.
 - B. Formulate best practices for administering the assignments.
 - C. Ensure parity in grading the assignments across sections.
 - D. Continue to work to streamline data collection processes for COMM 1010 in collaboration with the publisher.
3. *Business Communication:*
 - A. Examine scoring and grading issues and review any issues with group dynamics.
 - B. Examples of short instructional videos will continue to be added to the course.
 - C. Add the reading list earlier in the semester so that students can begin to read about cultural differences, social and business etiquette, political patterns, family life, and other issues in foreign countries.
 - D. New instructors of the course will be assigned a course mentor during their first semester of teaching the course.
 - E. Increase instruction in the areas of business and social etiquette in foreign countries.
 - F. Create short instructive videos to help guide the students through what is expected in a satisfactory oral presentation and to aid students in delivering on-line presentations with embedded PowerPoint presentations.
4. *History:*
 - A. Identify questions in the survey that students struggled to answer correctly.
 - B. Reword questions that might appear ambiguous or confusing.
 - C. Increase more focused instruction in students' ability to comprehend historical concepts will be applied in the classroom.
 - D. COVID-19 made gathering data challenging for the Spring semester, and data from Dual Enrollment classes proved elusive to gather. To deal with this issue, the History program will implement and run the second cohort of HIST 1010 and HIST 1020 assessment during the Fall 2020 semester.
 - E. During the Spring, the History program will run the second cohort of HIST 2010 and HIST 2020 assessment, including dual enrollment sections.
5. *Philosophy:*

Offer more explicit background information on the Thirty Years' War.