

## AC 2020-2021 Assessment

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

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

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

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

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

**Methodology:** The assessment process includes:

- (1) Data from assessment tools (direct & indirect and quantitative & qualitative) are collected and returned to the executive director at the end of each term indicated (see Student Learning Outcomes section, below, for details).
- (2) The executive director will analyze the data to determine whether the applicable outcomes are met.
- (3) Results from the assessment will be discussed with the appropriate staff members.
- (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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**Student Learning Outcomes (SLO):** The following SLOs apply to Humanities courses.

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

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

**Measures.** Combines the assessment of a Methodology and a Target.

**NOTE:** All disciplines employed 70% as the common Target score.

Competency	Course Name	Methodology	SLO Measure	Target %	Term	# Assessed
Humanities	BUAD 2200	Paper / Pres.	1 / 1.7	70%	2020-21	183
	COMM 1010	Presentation	1 / 1.5, 1.6	70%	2020-21	1,587
	COMM 2500	Project / Paper	1 / 1.5, 1.6	70%	2020-21	189
	ENGL 2070	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70%	2020-21	134
	ENGL 2110	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70%	2020-21	1,169
	HIST 1010	Post Class Survey	2.1	70%	Fall 2020	166
	HIST 1020	Post Class Survey	2.1	70%	Fall 2020	51
	HIST 2010	Post Class Survey	2.1	70%	Spring 2021	243
	HIST 2020	Post Class Survey	2.1	70%	Spring 2021	109
	PHIL 1010	Writing Assign.	2.2	70%	2020-21	102

**Humanities Assessment Finding (2020-2021). Target met. A total of 3,933 students were assessed; 465 were Dual enrollment.**

**Summary: 2020-21 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 2020-21 Humanities Assessment, the section “Plan of Action Moving Forward” is presented.

**SLO 1. Number assessed: 3,262.** 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

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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 1,181 students were assessed; 142 were Dual enrollment.**

**Analysis.** In 2019-2020, the analysis of the writing assignment showed that students in both ENGL 2070 and 2110 showed a high level of competency in their understanding of the diversity of human experience, exceeding the Target by over 15%. Based on the analysis of the 2019-20 results, in 2020-21 we made the following change: develop separate faculty workshops for ENGL 2070 and ENGL 2110 on helping students understand the diversity of the human experience.

As a result of these changes, the 2020-21 assessment showed that students in ENGL 2070 and ENGL 2110 maintained, or slightly increased, their understanding of human diversity. In ENGL 2070, 87.9% of students and in ENGL 2110 86% of students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 88% of ENGL 2070 students and 92% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. These results show that our workshops were effective. There was a slight decrease in the percentage of students scoring a 3 or higher in ENGL 2110 compared to AY 2019-20; however, the difference is minor and most likely attributable to COVID-19 stressors.

**Decision or action to drive future improvement.** In 2020-21, the Humanities Program met the learning objectives for Measure 1.1. Based on the analysis of the 2020-2021 results, in 2021-2022, the faculty will implement the following changes to drive continuous improvement: develop separate faculty workshops on helping students understand the diversity of the human experience for ENGL 2070 and ENGL 2110. This change will specifically improve students' ability to communicate their understanding of the diversity of the human experience in ENGL 2110 and extend the gains we have made in ENGL 2070, thereby continuing to push the cycle of improvement forward.

### **Measure 1.2.** (Direct – Knowledge)

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

**Finding. Target met. A total of 605 students were assessed; 71 were Dual enrollment.**

**Analysis.** In 2019-2020, the analysis of the writing assignment showed that students in both ENGL 2070 and 2110 showed a high level of competency in demonstrating a basic knowledge of social, literary, and historical contexts, exceeding the Target by up to 19%. Based on the analysis of the 2019-20 results, in

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2020-21 we made 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.

As a result of these changes, the 2020-21 assessment showed that students in ENGL 2070 and ENGL 2110 maintained, or increased, their competency in demonstrating a basic knowledge of social, literary, and historical contexts. In ENGL 2070, 95.4% of students and in ENGL 2110 85.2% of students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 100% of ENGL 2070 students and 82% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. These results show that our workshops were effective. There was a slight decrease in the percentage of students scoring a 3 or higher in ENGL 2110 compared to AY 2019-20; however, the difference is minor and most likely attributable to COVID-19 stressors.

**Decision or action to drive future improvement.** In 2020-21, the Humanities Program met the learning objectives for Measure 1.2 Based on the analysis of the 2020-2021 results, in 2021-2022, the faculty will implement the following changes to drive continuous improvement: develop separate faculty workshops on giving students a basic knowledge of social, literary, and historical contexts for ENGL 2070 and ENGL 2110. 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 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 892 students were assessed; 162 were Dual enrollment.**

**Analysis.** In 2019-2020, the analysis of the writing assignment showed mixed results, with only 50% of ENGL 2070 students showing competency, while 86% of students in 2110 showed competency in their ability to analyze literary material and show understanding of diversity. Based on the analysis of the 2019-20 results, in 2020-21 we made 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.

As a result of these changes, the 2020-21 assessment showed that students in ENGL 2070 and ENGL 2110 maintained, or increased, their ability to analyze literary material and show understanding of diversity through that literary analysis.

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In ENGL 2070, 89.2% of students and in ENGL 2110 86.2% of students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 91% of ENGL 2070 students and 94% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. These results show that our workshops and materials were effective.

**Decision or action to drive future improvement.** In 2020-21, the Humanities Program met the learning objectives for Measure 1.3. Based on the analysis of the 2020-2021 results, in 2021-2022, the faculty will implement the following changes to drive continuous improvement: develop separate faculty workshops on teaching students to analyze literary material and show an understanding of diversity through that literary analysis for ENGL 2070 and ENGL 2110. This change will specifically improve students' ability to analyze literary material and show an understanding of diversity through that literary analysis in ENGL 2070 and ENGL 2110 separately, thereby continuing to push the cycle of improvement forward.

### **Measure 1.4.** (Direct – Knowledge)

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

### **Finding. Target met. A total of 511 students were assessed; 51 were Dual enrollment.**

**Analysis.** In 2019-2020, the analysis of the writing assignment showed that students in both ENGL 2110 showed a high level of competency to demonstrate a basic understanding of the relationships between identities and writing, exceeding the Target by 20.63%. No sections of ENGL 2070 chose to assess this measure. Based on the analysis of the 2019-20 results, in 2020-21 we made 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.

As a result of these changes, the 2020-21 assessment showed that students in ENGL 2070 and ENGL 2110 maintained their ability to demonstrate a basic understanding of the relationships between identities and writing. In ENGL 2070, 91.3% of students and in ENGL 2110 81.9% of students scored a 3 (competency) or higher on the assessment. In our dual-enrollment sections, 100% of ENGL 2070 students and 82% of ENGL 2110 students scored a 3 (competency) or higher on the assessment. These results show that our push to encourage ENGL 2070 faculty to assess Measure 1.4 was effective. workshops were effective, as



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were our workshops and materials. There was a slight decrease in the percentage of students scoring a 3 or higher in ENGL 2110 compared to AY 2019-20; however, the difference is minor and most likely attributable to COVID-19 stressors.

**Decision or action to drive future improvement.** In 2020-21, the Humanities Program met the learning objectives for Measure 1.4. Based on the analysis of the 2020-2021 results, in 2021-2022, the faculty will implement the following changes to drive continuous improvement: develop separate faculty workshops on giving students a basic understanding of the relationships between identities and writing for ENGL 2070 and ENGL 2110. 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 1.5.** (Direct – Knowledge)

Students in COMM 1010 and 2500 will demonstrate competence in researching and delivering an effective oral persuasive presentation designed for diverse audiences and contexts and scoring an average minimum of an 70% on the assessment rubric.

**Finding. Target met. A total of 1,776 students were assessed; 303 were Dual enrollment.**

**Analysis.** In 2019-2020, the analysis of the persuasive presentation and culture project assignments showed that students in both COMM 1010 and 2500 increased their 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. Based on the analysis of the 2019-20 results, in 2020-21 we made 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.

As a result of these changes, in 2020-21, despite the many challenges, distractions, and stressors students experienced, they responded well to the assignment, averaging above the assessment target. In addition, experience with and the functionality of McGraw Hill and Moodle platforms allowed instructors to adapt quickly to changing teaching formats (online, HyFlex, etc.) within a short timeline. Finally, the online data collection format for our assignments allowed for consistent data collection despite the many significant changes imposed by COVID-19 restrictions. One problem that came up was that three COMM 1010 instructors did not submit data using the online format that we require (the McGraw Hill platform). Overall, there were 326 students with missing data (approximately 17% of the total).

**Decision or action to drive future improvement.** In 2020-21, the Humanities Program met the learning objectives for Measure 1.5. Based on the analysis of the results, in 2021-2022, the faculty will implement the following changes to drive continuous improvement: 1. A schedule of email reminders and other contact points

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have already been established in an attempt to prevent teachers from failing to enter data. It is also possible that faculty experienced interruptions in normal procedures due to atypical situations related to the pandemic. 2. We will continue to collaborate as a teaching faculty to improve our best practices in the classroom and online to provide students with the necessary tools to strive for increased efficiency and performance on their assignments.

### **Measure 1.6.** (Direct – Knowledge)

Students in COMM 1010 and 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 1,776 students were assessed; 303 were Dual enrollment.**

**Analysis.** In 2019-2020, 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. 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.

As a result of these changes, in 2020-21, despite the many challenges, distractions, and stressors students experienced, they responded well to the assignment, averaging above the assessment target. In addition, students provided creative and unique perspectives on many diverse cultures. We feel that this is increasingly relevant given the current social climate in the U.S. Also, the relationship between the rubric and the assignment was streamlined, as planned. Finally, the online data collection format for our assignments allowed for consistent data collection despite the many significant changes imposed by COVID-19 restrictions. Two problems that came up include that several COMM 1010 teachers did not enter data into the McGraw Hill online platform. Overall, there were 326 students with missing data (approximately 17% of the total). A second problem was that, for COMM 2500, MacMillan has not been able to provide options for data export from the online platform, so we are doing it internally, which is a cumbersome process. We hope to have this worked out in the future, but that is largely dependent on the publisher and their software capabilities.

**Decision or action to drive future improvement.** In 2020-21, the Humanities Program met the learning objectives for Measure 1.6. Based on the analysis of the results, in 2021-2022, the faculty will implement the following changes to drive continuous improvement: 1. A schedule of email reminders and other contact points have already been established in an attempt to prevent COMM 1010 instructors from failing to enter data. It is also possible that faculty experienced interruptions in normal procedures due to atypical situations related to the pandemic. 2. The faculty

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will plan to include smaller activities throughout the semester that will prepare students to complete the culture project with higher levels of expertise, which we expect will increase scores on the assessments. 3. We will continue to collaborate as a teaching faculty to improve our best practices in the classroom and online to provide students with the necessary tools to strive for increased efficiency and performance on their assignments.

### **Measure 1.7.** (Direct – Knowledge)

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

**Finding. Target met. A total of 183 students were assessed; 0 (zero) were Dual enrollment.**

**Analysis.** In 2019-2020, 95% of the students assessed passed the assessment with a score of 70% or better. This is a 0% change from the AY 2018-2019 average score of 95%. In Fall 2018 the sample data did not include the online sections which could have caused a change in the data had it been included. During the Fall of 2019 this issue was addressed and corrected. All sections were assessed. Instructors of the course met several times during the fall semester to review course expectations, assignments, grading rubrics etc. There is a strong effort to increase inter-rater reliability for the assessment process. Online students were allowed to self-select groups during the fall 2019 semester. This, along with more detailed instructions and examples seemed to help with the overall group functionality issues experienced during the previous academic year. During Spring, 2020 the final assessment project had to be revised. Instead of a team created written assignment and a team presentation only a team presentation was required. The two sections of face-to-face classes had to be sent home to finish the semester online due to the COVID-19 health situation. Even though the online sections were already completing the course online, some changes had to be made. Students did not have access to testing centers, libraries, or to the groups of professionals that would be needed for the final presentation/assessment. The team presentation moved from being either in the face-to-face classroom or in front of business professionals to having to be completed via Web-Ex. The students still had to demonstrate an awareness and understanding of cultural differences for various countries to make the oral presentations, but they did not complete a formal written research project.

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



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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 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.

As a result of these changes, in 2020-21, 94% of the students assessed completed the project with an average score above 70%. This is a slight decrease of 1% from the results of the past assessment cycle (2019-2020). Though this score seems to indicate a high percentage of passing students and a stable passing result, it must be noted that of the 237 students enrolled in ten sections of BUAD 2200, only 183 students could be included in the data collection process. The 54 students that did not complete the assessment piece for this objective continue to be a concern for the instructors of the course. The data from recent academic years shows that about 10% of the students enrolled in the course usually do not complete the assessment. This 22% is a large increase from past data collection results. Eleven of the students completed only the written portion but chose not to complete the oral part of the assignment, while 43 students did not attempt either the written or oral part of the assessment. When questioned about their non-participation some of the students cited COVID related issues or hurricane related issues. Some gave time/work issues as a problem. However, many chose not to respond to attempts from the instructors to find out why they were not completing the assessment and or course.

**Decision or action to drive future improvement.** In 2020-21, the Humanities Program met the learning objectives for Measure 1.7. Based on the analysis of the 2020-2021 results, in 2021-2022, 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 etc. Examples of short instructional videos will continue to be added to the course. A reading list of possible book sources will be added earlier in the semester so that students can begin to read about cultural differences, social and business etiquette, political patterns, family life, etc in foreign countries. Any new instructors of the course will be assigned a course mentor during their first semester of teaching the course. The instructors of the course will attempt to lower the number of students not participating in the assessment project back down to the 10% range from past years. The instructors will deliver information to the students at the beginning of the Fall, 2021 semester about the expectations of the students. Students will be asked to indicate their understanding of the requirements for this course. The report project will be mandatory for all students (both the written and oral portions). Also, the assessment project will be introduced earlier in the semester and students will be made to submit portions of the assessment for review by the instructors. To further aid students in their ability to demonstrate a basic awareness and understanding of cultural differences, we will increase

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

### 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 was generally found to be well above the expected 70% Target.

SLO 2. Number assessed: 671. 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. A total of 569 students were assessed; 0 (zero) were Dual enrollment.**

**Analysis.** In 2019-20, the students assessed exceeded the Target in all four HIST courses between 6% and 15%, a significant increase over 2018-19. 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.

As a result of these changes, in 2020-21, the post-class survey served as an effective method to measure student comprehension of the goals set out in SLO 2.1. In addition, the survey proved to be easy to implement in Moodle shells for both face-to-face and online classes. The response rates for students were consistent across the multiple sections of the four HIST courses.

**Decision or action to drive future improvement.** In 2020-21, the Humanities Program met the learning objectives for Measure 2.1. Based on the analysis of the

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results, in 2021-2022, the faculty will implement the following changes to drive continuous improvement: 1. The History program will continue to monitor questions in the survey that student struggled to answer correctly; questions will be rephrased if correct answers are below 70%. 2. Increased and more focused instruction on the students' ability to comprehend historical concepts will be applied in the classroom. 3. Data for dual-enrollment classes continue to be difficult to gather; the Coordinator will work with the Department Chair to ensure that pre- and post-class surveys are mandatory for both F2F and Internet high school sections. 4. The History program will implement and run the third cohort of HIST 1010 and HIST 1020 assessments during the fall 2021 semester.

### **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 met. A total of 102 students were assessed; 0 (zero) were Dual enrollment.**

**Analysis.** In 2019-2020, the students assessed 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. 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.

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

**Decision or action to drive future improvement.** In 2020-21, the Humanities Program met the learning objectives for Measure 2.2. Based on the analysis of the results, in 2021-2022, the faculty will implement the following changes to drive continuous improvement: 1. Dr. Keele will require a discussion board on the topic of war and philosophy for each text, instead of just one question on the last exam. This will allow students to practice giving concrete answers to the question and to reflect well in advance of the exam. 2. Dr. Dromm may consider assessing a different part of his course, since his totals are 100% this year.

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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 2019-2020 results and implemented in 2020 – 2021):

- *Measures 1.1-1.4:* For 2020-21, 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 15% and 30% for each Measure.
- *Measures 1.5-1.6:* For 2020-21, the changes instituted included the following: 1.) Evaluated the goals and objectives for the COMM 2500 assignment as well as the rubric to ensure that the assignment was testing and evaluating the key components of the SLOs; 2) Continued to work to streamline data collection processes for COMM 1010 in collaboration with the publisher; 3) Had the COMM 1010 faculty work together to formulate best practices for the assignment. 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 better recognized and analyzed how verbal and nonverbal communication styles vary across cultures and affect the way people communicate, exceeding the target by between 15% and 18% for each Measure.
- *Measure 1.7:* For 2020-21 we made the following changes: 1) The instructors of the Business Communications course met regularly to examine scoring and grading issues and to review any issues with group dynamics; 2) Examples of short instructional were added to the course; 3) A reading list of book sources was added earlier in the semester so that students could begin to read about cultural differences, social and business etiquette, political patterns, family life, and other issues in foreign countries; As a result of these changes, students exceeded the Target by 24%.
- *Measure 2.1:* For 2020-21, the changes instituted included the following: 1) The History program identified questions in the survey that students struggled to answer correctly; 2) The faculty reworded questions that might appear ambiguous or confusing; 3) Increased and more focused instruction in students' ability to comprehend historical concepts; 4) COVID-19 made gathering data challenging for the Spring semester, and data from Dual Enrollment classes proved elusive to gather. As a result of these changes, students exceeded the Target in all four HIST courses between 5% and 21%.
- *Measure 2.2:* For 2020-21, the changes instituted included the following: 1.) Revised the reporting form to collect all data required

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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, students exceeded the Target by 23%, indicating significant academic progress.

### **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 2021-22:

#### *1. English:*

The faculty will implement the following changes: develop separate faculty workshops on giving students a basic knowledge of social, literary, and historical contexts for ENGL 2070 and ENGL 2110.

#### *2. Communication:*

The faculty will implement the following changes:

- A. Establish a schedule of email reminders and other contact points have already been established in an attempt to prevent COMM 1010 instructors from failing to enter data. It is also possible that faculty experienced interruptions in normal procedures due to atypical situations related to the pandemic.
- B. The faculty will plan to include smaller activities throughout the semester that will prepare students to complete the culture project with higher levels of expertise, which we expect will increase scores on the assessments.
- C. We will continue to collaborate as a teaching faculty to improve our best practices in the classroom and online to provide students with the necessary tools to strive for increased efficiency and performance on their assignments.

#### *3. Business Communication:*

The instructors of the Business Communications course will institute the following changes:

- A. Continue to meet regularly to examine scoring and grading issues and to review any issues with group dynamics etc. Examples of short instructional videos will continue to be added to the course.
- B. 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.



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- C. Any new instructors of the course will be assigned a course mentor during their first semester of teaching the course.
- D. The instructors of the course will attempt to lower the number of students not participating in the assessment project back down to the 10% range from past years.
- E. The instructors will deliver information to the students at the beginning of the Fall, 2021 semester about the expectations of the students. Students will be asked to indicate their understanding of the requirements for this course.
- F. 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.
- G. To further aid students in their ability to demonstrate a basic awareness and understanding of cultural differences, we will increase instruction in the areas of business and social etiquette in foreign countries. Areas such as social customs, political patterns, family life and the way these contexts are different from Americans will be expanded.
- H. 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.
- I. To further aid students in delivering on-line presentations with embedded PowerPoint presentations, instructional videos/handouts will be prepared by instructors of the course.

### 4. *History:*

The faculty will implement the following changes to drive continuous improvement:

- A. The History program will continue to monitor questions in the survey that student struggled to answer correctly; questions will be rephrased if correct answers are below 70%.
- B. Increased and more focused instruction on the students' ability to comprehend historical concepts will be applied in the classroom.
- C. Data for dual-enrollment classes continue to be difficult to gather; the Coordinator will work with the Department Chair to ensure that pre- and post-class surveys are mandatory for both F2F and Internet high school sections.
- D. The History program will implement and run the third cohort of HIST 1010 and HIST 1020 assessments during the fall 2021 semester.

### 5. *Philosophy:*

- A. Dr. Keele will require a discussion board on the topic of war and philosophy for each text, instead of just one question on the last

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exam. This will allow students to practice giving concrete answers to the question and to reflect well in advance of the exam.

- B.* Dr. Dromm may consider assessing a different part of his course, since his totals are 100% this year.