

General Education Student Learning Report (rev. 7/15)
Fall 2023 – Spring 2024
Department of English & Humanities

PART 1
Degree Program Mission and Student Learning Outcomes

RSU Mission	General Education Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	General Education at Rogers State University provides a broad foundation of intellectual skills, knowledge, and perspectives to enable students across the University to achieve professional and personal goals in a dynamic local or global society.
RSU Commitments	General Education Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning, and critical and creative thinking.	<ol style="list-style-type: none"> 1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	<ol style="list-style-type: none"> 1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

RSU Mission		General Education Mission
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.		
To provide university-wide student services, activities, and resources that complement academic programs.		
To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.		
To promote and encourage student, faculty, staff, and community interaction in a positive academic climate that creates opportunities for cultural, intellectual, and personal enrichment for the university and the communities it serves.		

PART 2

Discussion of Instructional Changes Resulting from 2022-2023 General Education Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's General Education SLR, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
<p>ENGL 1113 Composition I and ENGL 1213 Composition II. The Writing Faculty has modified the language of our SLO that will begin AY 2023-2024 for Comp I and Comp II.</p> <p>In AY 2022-2023, we moved to a digital grammar/usage textbook. While the inaugural rollout was extremely problematic, we anticipate that this change will yield positive results in AY 2023-2024.</p> <p>We believe the new wording of the SLOs for both levels of First Year Writing reflect more clearly and succinctly the learning objectives for these courses. These changes will make alignment with QM more seamless.</p>	<p align="center">Y</p> <p align="center">Y</p>	<p>While some faculty continued to struggle adapting to Achieve, the majority successfully integrated the system's grammar and documentation readings and exercises into their coursework and continue to explore other possibilities afforded by the software. Further, the First Day program improved the rollout of Achieve and its embedded handbook for the students. Curiously, many students in both Composition I and II scored below assessment standards on the spring final exams, which are comprised of questions provided by Achieve. While information is still being evaluated, this drop seems largely due to the lack of time some students took for the exams. Faculty reported that many spent less than twenty minutes on these assignments.</p> <p>Last fall, both lead instructors participated in the Cohort program conducted by Troy Gerard, Instructional Designer for the learning management system. The purpose of the program is to prepare faculty to assess and revise their online courses in preparation for QM review. The instructors are currently working on</p>

<p>Both Comp I and Comp II are up for QM certification. Such an adoption is a positive step for online courses. Additionally, the features of Achieve, the online system, offer grammar lessons and quizzes that help students focus on their particular weaknesses. Finally, the printed text was often out-of-date with the ever-changing rules for documentation. The digital text will reflect updates and changes more quickly and will not require students to purchase an updated printed version.</p> <p>We believe these refinements will clarify to student (and instructor) the expectations and assessments in First Year Writing. We anticipate deeper engagement within the courses for all activities.</p> <p>The grammar and usage text is meant to be a resource for students. However, many have simply refused to purchase or use the print text in the past. Because the digital text can be more easily integrated into the course and the gradebook, we anticipate an uptick in usage.</p>		<p>their courses independently and are expected to contact Mr. Gerard this coming academic year for review.</p>
<p>HUM 2113 Humanities I and HUM 2223 Humanities II. Full-time instructors are experimenting with eliminating the in-class and/or video presentation as an assessment measure. Before Covid, On-Ground students delivered an in-class presentation, but Online students submitted a paper. During Covid, in-class presentations were impossible, so On-Ground students submitted video presentations, and some instructors had Online students do likewise. Assigning students to deliver in-class presentations was fraught: students' anxiety, students' absenteeism, and it required two weeks of class meetings, which reduced the amount of instruction. Video presentations freed class periods for additional instruction, but many students' videos are poorly done or not even submitted.</p>	<p>Y</p>	<p>The presentation, whether in-class or via video, proved to be disruptive of instruction and ineffective as an assessment measure for either SLO #1 or SLO #3. Faculty members teaching HUM 2113 and/or HUM 2223, whether On-Ground, Online, or Blended, may still assign students a presentation for pedagogical purposes if they so choose, but requiring all students to complete a presentation for General Education assessment is no longer required. HUM 2113 and HUM 2223 each still require students to complete a Critical Thinking Essay and a Comprehensive Final Exam for the course. These two assignments remain sufficiently effective as Gen Ed assessment measures for each course.</p>
<p>LANG 1113 Foundations of World Languages. New learning materials will be adopted. The course, for years, has used two required texts as its principal learning materials.</p> <ul style="list-style-type: none"> Donald M. Ayers, <i>English Words from Latin and Greek Elements</i>, Second Edition (University of Arizona Press, 1986) Helena Dettmer and Marcia Lindgren, <i>Revised Workbook to Accompany English Words from Latin and Greek Elements</i> (University of Arizona Press, 2005) 	<p>Y</p>	<p>Answers to many of the course's quizzes and exams had been uploaded without permission by students to Quizlet. In addition, students could find answers to textbook exercises by searching for the instructor's manual in Google Books. Thus, to ensure that standards of academic integrity were met, all course assignments, including quizzes, exams, and weekly homework tasks, were modified or replaced entirely.</p> <p>For these reasons, several new texts were adopted.</p>

<p>New texts have been selected to replace these. Although the Ayers text has served students well over the years, it is fairly outdated. The newly selected texts not only cover the same material, but they also have the advantage of being more up-to-date in their scholarship. These include:</p> <ul style="list-style-type: none"> • George Yule, <i>The Study of Language</i>, Seventh Edition (Cambridge University Press, 2020) • Tamara M. Green, <i>The Greek and Latin Roots of English</i> (Rowman & Littlefield, 2020) <p>The updated learning materials will also assist in improving the assessment measures, which in turn will positively impact student learning.</p>		<ul style="list-style-type: none"> • George Yule, <i>The Study of Language</i>, Eighth Edition (Cambridge University Press, 2022) ISBN 9781009233408 • Tamara M. Green, <i>The Greek and Latin Roots of English</i> (Rowman & Littlefield, 2020) ISBN 9781538128633 • Josef Pieper, <i>Abuse of Language</i>, <i>Abuse of Power</i> (Ignatius Press, 1992) ISBN 9780898703627 • Harry G. Frankfurt, <i>On Bullshit</i> (Princeton University Press, 2005) ISBN 9780691122946
<p>LANG 1113 Foundations of World Languages. A critical thinking assignment was introduced.</p>	Y	<p>The change in texts ensured that academic integrity would be maintained. They also were useful in implementing a new critical thinking writing assignment (see below).</p> <p>The course had not been updated for some time. Most of the learning activities were either quizzes or short dictionary assignments. Although these were valuable in assessing low-level competencies, it was decided that an assignment measuring high-level competencies was needed.</p> <p>The critical thinking assignment requires students to respond to a single question: "Is bullshit a form of communication?" In their response, they need to: (1) define "bullshit," (2) present reasons for thinking that bullshit is a form of communication, (3) present reasons for thinking that bullshit is <i>not</i> a form of communication, (4) take a side, "yes" or "no," and most importantly, (5) bring course texts to bear on their discussion. Before submitting their final drafts (Module 16), students are required to submit a rough draft (Module 13).</p> <p>Implemented just this past academic year, the assignment helped to fill an important gap in the class by allowing students to engage in a sustained exercise in critical thought, weighing arguments for and against a position.</p>

PART 3

Discussion of the University Assessment Committee's 2022-2023 Peer Review Report

List or accurately summarize all feedback and recommendations, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes	Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes Not Implemented
No peer review occurred.	NA	No peer review occurred.

PART 4

Evidence and Analysis of Student Learning Outcomes

The five University-wide General Education Student Learning Outcomes (SLOs) are listed below. For each SLO, indicate the General Education courses being assessed, and provide a brief narrative of the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw any relevant conclusions related to strengths and weaknesses of their performance. Finally, indicate whether the performance measure was met or not.

SLO #1: THINK CRITICALLY AND CREATIVELY

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
ENGL 1113 Composition I	Students will summarize and evaluate an article . The summary assignment will require a minimum of two documented quotes. The evaluation assignment will require demonstration of critical thinking and observation.	At least 70% of students who submit the assignment will score 70% or higher, based on rubrics developed by the English Faculty.	Data from all students completing the course were taken into account. Individual faculty members reported grades on summaries to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty.	445 Total students assessed	<p>381 of 445 students (86%) met the performance standard.</p> <p>On-ground results: 254 of 286 students (89%) met the performance standard.</p> <p>Online results: 110 of 140 students (79%) met the performance standard.</p> <p>Blended: 17 of 19 students in the blended class (89%) met the performance standard.</p>	Students across learning platforms performed met this standard. Students in the on-ground sections did significantly better than their online peers. Goal met.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
ENGL 1113 Composition I	Students will take a post-test that requires them to analyze written communication. These tests require them to demonstrate careful reading skills, comprehension skills and critical thinking skills, as well as knowledge about documentation requirements and guidelines.	At least 70% of students who take the exam will score 70% or higher, based on a rubric developed by the English Faculty.	Individual faculty members reported grades on post-tests to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty.	387 Total students assessed	283 of 387 students (73%) met the performance standard. On-ground results: 200 of 252 students (79%) met this standard. Online results: 73 of 116 students (63%) met this standard. Blended: 10 of 19 (53%) students in the blended course met this standard.	While the on-ground population did meet this standard, the on-line sections (and the one blended section) did not. As summarized in the Part 2, students seem to consider this an unimportant task, especially when in the online courses. Faculty will continue to make this platform and these tests meaningful learning activities moving forward.	Y
ENGL 1213 Composition II	Students will summarize and evaluate an article . The summary assignment will require a minimum of two documented quotes. The evaluation assignment will require demonstration of critical	At least 70% of students who submit the assignment will score 70% or higher, based on a rubric developed by the English Faculty.	Data from all students completing the course were taken into account. Individual faculty members reported grades on tests to the writing faculty coordinator. Collated results were examined and recorded by the writing	397 Total students assessed	325 of 397 students (82%) met the performance standard. On-ground results: 158 of 186 students (85%) met this standard. Online results: 151 of 192 students (79%) met this standard. Blended results: 16 of 19 students (84%) met this standard	The on-ground population did very well on this performance standard, scoring much higher than their online peers. This is a consistent trend. However, students in the online section did score well on the researched essay, so perhaps this smaller assignment leads to good overall results.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
ENGL 1213 Composition II	Students will take a post-test that requires them to analyze written communication. These tests require them to demonstrate careful reading skills, comprehension skills and critical thinking skills, as well as knowledge about documentation requirements and guidelines.	At least 70% of students who take the exam will score 70% or higher, based on a rubric developed by the English Faculty.	Data from all students completing the course were taken into account. Individual faculty members reported grades on tests to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty.	400 Total students assessed	233 of 400 students (61%) met the performance standard. On-ground results: 97 of 178 students (54%) met this standard. Online results: 124 of 203 students (61%) met this standard. Blended results: 12 of 19 Students (63%) met this standard.	Students failed to meet this standard. Anecdotal evidence suggests that several students believed the test would not be counted based upon their experience in Comp I in the fall semester. As noted, faculty need to continue working to make this a meaningful assessment measure.	N

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ENGL 2613 Introduction to Literature	Students will submit a creative project responding to some literary work, theme, or text demonstrating generally basic content knowledge of the humanities and in particular critical and creative thinking.	At least 70% of students who submit the creative project will score 70% or higher, based on a rubric developed by the English Faculty.	19 Total students assessed	19 of 19 students (100%) met the performance standard.	All students assessed met this standard.	A primary goal of Introduction to Literature is to demonstrate the value of creative works of literature. That they have scored so well on their own created projects is an important result.	Y																																																																																																						
HUM 2113 Humanities I	Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. Individual instructors may use more specific prompts for	At least 70% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	182 total students assessed. Students per category: <table border="1" data-bbox="532 865 808 1066"> <tr><td colspan="3">Summer 2023</td></tr> <tr><td>19</td><td>FT</td><td>OL</td></tr> <tr><td colspan="3">Fall 2023</td></tr> <tr><td>35</td><td>FT</td><td>OG</td></tr> <tr><td>39</td><td>FT</td><td>OL</td></tr> <tr><td>9</td><td>PT</td><td>B</td></tr> <tr><td>83</td><td colspan="2">Total</td></tr> <tr><td colspan="3">Spring 2024</td></tr> <tr><td>34</td><td>FT</td><td>OG</td></tr> <tr><td>41</td><td>FT</td><td>OL</td></tr> <tr><td>5</td><td>PT</td><td>B</td></tr> </table>	Summer 2023			19	FT	OL	Fall 2023			35	FT	OG	39	FT	OL	9	PT	B	83	Total		Spring 2024			34	FT	OG	41	FT	OL	5	PT	B	135 of 182 students (74.18%) met the performance standard. Students per category: <table border="1" data-bbox="344 1087 808 1390"> <tr><td colspan="3">Summer 2023</td></tr> <tr><td>13</td><td>FT</td><td>OL</td></tr> <tr><td colspan="3">Fall 2023</td></tr> <tr><td>31</td><td>FT</td><td>OG</td></tr> <tr><td>20</td><td>FT</td><td>OL</td></tr> <tr><td>9</td><td>PT</td><td>B</td></tr> <tr><td>60</td><td colspan="2">Total</td></tr> <tr><td colspan="3">Spring 2024</td></tr> <tr><td>30</td><td>FT</td><td>OG</td></tr> <tr><td>27</td><td>FT</td><td>OL</td></tr> <tr><td>5</td><td>PT</td><td>B</td></tr> </table>	Summer 2023			13	FT	OL	Fall 2023			31	FT	OG	20	FT	OL	9	PT	B	60	Total		Spring 2024			30	FT	OG	27	FT	OL	5	PT	B	Total students surpassed the performance standard by 4.18%. <table border="1" data-bbox="625 1411 808 1915"> <tr><td colspan="3">Instructor Status Aggregated Results</td></tr> <tr><td>FT</td><td>121 of 168</td><td>72.02%</td></tr> <tr><td>PT</td><td>14 of 14</td><td>100%</td></tr> <tr><td colspan="3">Delivery Mode Aggregated Results</td></tr> <tr><td>OG</td><td>61 of 69</td><td>88.41%</td></tr> <tr><td>OL</td><td>60 of 99</td><td>60.61%</td></tr> <tr><td>B</td><td>14 of 14</td><td>100%</td></tr> <tr><td colspan="3">Instructor Status & Delivery Aggregated</td></tr> <tr><td>FT</td><td>OG</td><td>61 of 69</td><td>88.41%</td></tr> <tr><td>FT</td><td>OL</td><td>60 of 99</td><td>60.61%</td></tr> <tr><td>PT</td><td>B</td><td>14 of 14</td><td>100%</td></tr> </table> Although total students met the standard, OL students, even when taught by FT instructors, performed poorly,	Instructor Status Aggregated Results			FT	121 of 168	72.02%	PT	14 of 14	100%	Delivery Mode Aggregated Results			OG	61 of 69	88.41%	OL	60 of 99	60.61%	B	14 of 14	100%	Instructor Status & Delivery Aggregated			FT	OG	61 of 69	88.41%	FT	OL	60 of 99	60.61%	PT	B	14 of 14	100%	Y
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HUM 2223 Humanities II	Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them.	At least 70% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included.	70 total students assessed.	57 of 70 students (81.43%) met the performance standard.	Total students surpassed the performance standard by 11.43%. Instructor Status Aggregated Results <table border="1" data-bbox="1016 1388 1081 1919"> <tr><td>FT</td><td>50 of 62</td><td>80.65%</td></tr> <tr><td>PT</td><td>7 of 8</td><td>87.5%</td></tr> </table> Delivery Mode Aggregated Results <table border="1" data-bbox="854 1388 951 1919"> <tr><td>OG</td><td>25 of 26</td><td>96.15%</td></tr> <tr><td>OL</td><td>25 of 36</td><td>69.44%</td></tr> <tr><td>B</td><td>7 of 8</td><td>87.5%</td></tr> </table> Instructor Status & Delivery Aggregated <table border="1" data-bbox="699 1388 797 1919"> <tr><td>FT</td><td>OG</td><td>25 of 26</td><td>96.15%</td></tr> <tr><td>FT</td><td>OL</td><td>25 of 36</td><td>69.44%</td></tr> <tr><td>PT</td><td>B</td><td>7 of 8</td><td>87.5%</td></tr> </table>	FT	50 of 62	80.65%	PT	7 of 8	87.5%	OG	25 of 26	96.15%	OL	25 of 36	69.44%	B	7 of 8	87.5%	FT	OG	25 of 26	96.15%	FT	OL	25 of 36	69.44%	PT	B	7 of 8	87.5%	Y																																																											
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HUM 3633 Comparative Religion	Students will complete two essay exams , demonstrating basic content knowledge of the relevant cultures.	At least 70% of students who take the two essay exams will score 70% or higher.	Data from all students who took both exams are included.	46 total students assessed.	41 of 46 students (89.1%) met the performance standard.	Results rebound after a down year. All but one of the students achieved 70% on at least one of the two exams. Several online students seemed completely unprepared for the midterm exam (despite multiple warnings and clear instructions). They did much better on the final exam. Several online students did not attempt the final exam at all (hence the smaller sample size than for the other HUM 3633 measure below). Overall performance quite good.	Y																																																																																						
	The two exams are in-class			<table border="1" data-bbox="204 846 415 1062"> <tr><td>80</td><td>Total</td></tr> </table> <table border="1" data-bbox="204 1062 415 1388"> <tr><td>62</td><td>Total</td><td>77.5%</td></tr> </table> <table border="1" data-bbox="204 1388 415 1919"> <tr><td>16</td><td>FT</td><td>OG</td></tr> <tr><td>18</td><td>FT</td><td>OL</td></tr> <tr><td>4</td><td>PT</td><td>B</td></tr> <tr><td>38</td><td>Total</td><td></td></tr> </table> <table border="1" data-bbox="204 1919 415 2028"> <tr><td>15</td><td>FT</td><td>OG</td><td>93.75%</td></tr> <tr><td>9</td><td>FT</td><td>OL</td><td>50%</td></tr> <tr><td>3</td><td>PT</td><td>B</td><td>75%</td></tr> <tr><td>27</td><td>Total</td><td></td><td>71.05%</td></tr> </table>	80	Total	62	Total	77.5%	16	FT	OG	18	FT	OL	4	PT	B	38	Total		15	FT	OG	93.75%	9	FT	OL	50%	3	PT	B	75%	27	Total		71.05%	<table border="1" data-bbox="204 1062 415 1388"> <tr><td>10</td><td>FT</td><td>OG</td><td>100%</td></tr> <tr><td>16</td><td>FT</td><td>OL</td><td>88.89%</td></tr> <tr><td>4</td><td>PT</td><td>B</td><td>100%</td></tr> <tr><td>30</td><td>Total</td><td></td><td>93.75%</td></tr> </table> <table border="1" data-bbox="204 1388 415 1919"> <tr><td>16</td><td>FT</td><td>OG</td><td>93.75%</td></tr> <tr><td>18</td><td>FT</td><td>OL</td><td>50%</td></tr> <tr><td>4</td><td>PT</td><td>B</td><td>75%</td></tr> <tr><td>38</td><td>Total</td><td></td><td>71.05%</td></tr> </table>	10	FT	OG	100%	16	FT	OL	88.89%	4	PT	B	100%	30	Total		93.75%	16	FT	OG	93.75%	18	FT	OL	50%	4	PT	B	75%	38	Total		71.05%	<table border="1" data-bbox="204 1388 415 1919"> <tr><td>30</td><td>On-Ground</td><td>30</td></tr> <tr><td>16</td><td>Online</td><td>16</td></tr> <tr><td>30</td><td>Fall 2023</td><td>30</td></tr> <tr><td>16</td><td>Summer</td><td>16</td></tr> <tr><td>30</td><td>Summer</td><td>30</td></tr> <tr><td>16</td><td>Summer</td><td>16</td></tr> <tr><td>2023</td><td></td><td>2023</td></tr> </table>	30	On-Ground	30	16	Online	16	30	Fall 2023	30	16	Summer	16	30	Summer	30	16	Summer	16	2023		2023	
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27	Total		71.05%																																																																																										
10	FT	OG	100%																																																																																										
16	FT	OL	88.89%																																																																																										
4	PT	B	100%																																																																																										
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16	FT	OG	93.75%																																																																																										
18	FT	OL	50%																																																																																										
4	PT	B	75%																																																																																										
38	Total		71.05%																																																																																										
30	On-Ground	30																																																																																											
16	Online	16																																																																																											
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A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
LANG 1113 Foundations of World Languages	essay exams, one midway through the course and the other at the conclusion of the semester.	Standard #1: At least 50% of students who submit the critical thinking writing assignment will score 80% or higher. Standard #2: At least 85% of students who submit the critical thinking writing assignment will score 70% or higher.	Data from all students who submitted the critical thinking writing assignment are included.	41 Total students assessed 2 online sections	Standard #1: 27 of 41 students (66%) met the performance standard. Standard #2: 37 of 41 students (90%) met the performance standard.	Students performed well on the assignment. Their successes was assisted by a rough draft due earlier in the semester. Since this was the first year for the assignment,	Y For Standard #1
LANG 1113 Foundations of World Languages	Students will complete a comprehensive midterm examination .	Standard #1: At least 50% of students who complete the midterm examination will score 80% or higher.	Data from all students who completed the midterm examination are included.	41 Total students assessed 2 online sections	Standard #1: 26 of 41 students (63%) met the performance standard. Standard #2: 36 of 41 students (88%) met the performance standard.	There was a good distribution of grades. The new texts helped to insure that academic integrity standards were met.	Y For Standard #1
							Y For

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
LANG 1113 Foundations of World Languages	Students will complete a comprehensive final exam .	Standard #1: At least 50% of students who complete the final examination will score 80% or higher. Standard #2: At least 85% of students who complete the final examination will score 70% or higher.	Data from all students who completed the final examination are included.	41 Total students assessed 2 online sections	Standard #1: 25 of 41 students (61%) met the performance standard. Standard #2: 35 of 41 students (85%) met the performance standard.	There was a good distribution of grades. The new texts helped to insure that academic integrity standards were met.	Y For Standar #1 Y For Standar #2

SLO #2: ACQUIRE, ANALYZE, & EVALUATE KNOWLEDGE OF HUMAN CULTURES & THE PHYSICAL & NATURAL WORLD

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
HUM 2113 Humanities I	Students will take a comprehensive final exam on content knowledge of the humanities.	At least 70% of students who take the final exam will score 70% or higher.	Data from all students who took the final exam are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	189 total students assessed. Students per category: Summer 2023 19 FT OL Fall 2023 38 FT OG 39 FT OL 9 PT B 86 Total	175 of 189 students (92.59%) met the performance standard. Students per category: Summer 2023 17 FT OL 89.5% Fall 2023 36 FT OG 94.74% 37 FT OL 94.87% 8 PT B 88.89% 81 Total 94.17%	Total students surpassed the performance standard by 22.59%. <i>Instructor Status Aggregated Results</i> FT 164 of 174 94.25% PT 11 of 15 73.33% <i>Delivery Mode Aggregated Results</i> OG 69 of 75 92% OL 95 of 99 95.96% B 11 of 15 73.33% <i>Instructor Status & Delivery Aggregated</i> FT OG 69 of 75 92% FT OL 95 of 99 95.96% PT B 11 of 15 73.33%	Y
HUM 2223 Humanities II	Students will take a comprehensive final exam on content knowledge of the humanities.	At least 70% of students who take the final exam will score 70% or higher.	Data from all students who took the final exam are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG,	84 total students assessed. Students per category: Summer 2023 No Sections Fall 2023 11 FT OG 22 FT OL 7 PT B	59 of 84 students (70.23%) met the performance standard. Students per category: Summer 2023 No Sections Fall 2023 8 FT OG 72.73% 19 FT OL 86.36% 6 PT B 85.71%	Total students surpassed the performance standard by 0.23%. <i>Instructor Status Aggregated Results</i> FT 52 of 69 75.36% PT 7 of 15 46.67% <i>Delivery Mode Aggregated Results</i> OG 20 of 27 74.07% OL 32 of 42 76.19% B 7 of 15 46.67% <i>Instructor Status & Delivery Aggregated</i> FT OG 20 of 27 74.07%	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)	
PHIL 1113	Introduction to Philosophy	Students will take a comprehensive final exam , evaluating their retention and understanding of the problems and history of philosophy, broadly construed.	Standard #1: At least 50% of students who take the final exam will score 85% or higher.	Standard #1: At least 50% of students who take the final exam will score 85% or higher.	Data from all students who took the final exam are included.	53 Total students assessed 5 sections: 2 On-Ground + 3 Online No Blended sections.	Standard #1: 39 of 53 students (74%) met the performance standard. On-Ground 11 of 16 (69%) Online 28 of 37 (70%) Standard #2: 51 of 53 students (96%) met the performance standard. On-ground 15 of 16 (94%) Online 36 of 37 (97%)	Y
PHIL 1313	Values and Ethics	Students will take a comprehensive final exam , evaluating their retention and understanding of the problems and	Standard #1: At least 50% of students who take the final exam will score 85% or higher.	Standard #1: At least 50% of students who take the final exam will score 85% or higher.	Data from all students who took the final exam are included.	12 Total students assessed 1 On-Ground section. No Online or Blended sections.	Standard #1: 12 of 12 students (100%) met the performance standard. Standard #2: 12 of 12 students (100%) met the performance standard.	Y
						Students performed well on the final exam. Daily reading quizzes and class discussion were contributing factors.	Y For Standard #1 Y For	

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
	history of ethics.	Standard #2: At least 85% of students who take the final exam will score 70% or higher.					Standard #2

SLO #3: USE WRITTEN, ORAL, AND VISUAL COMMUNICATION EFFECTIVELY

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
ENGL 1113 Composition I	Students will write a short, researched essay/body section of an essay , using one or more forms of standard documentation, such as MLA, APA, etc.	At least 70% of students who submit the assignment will score 70% or higher, using a rubric developed by the English Faculty.	Data from all students completing the course were taken into account. Individual faculty members reported grades on essays to the writing faculty coordinator.	442 Total students assessed	366 of 442 students (83%) met the performance standard. On-ground results: 240 of 282 students (85%) met this standard. Online results: 109 of 141 students (77%) met this standard. 17 of 19 students (89%) in the blended course met this standard.	Students across all delivery modes did well on this assessment. This is a strong result since research is just introduced in Comp I with Comp II focusing more fully on the researched paper.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
ENGL 1113 Composition I	Students will write a well-developed, well-supported 400-1000 word expository essay , using a writing process, including pre-writing, planning, organizing, drafting, revising and editing.	At least 70% of students who submit the assignment will score 70% or higher, using a rubric developed by the English Faculty.	Data from all students completing the course were taken into account. Individual faculty members reported grades on essays to the writing faculty coordinator.	414 Total students assessed	367 of 414 students (89%) met the performance standard. On-ground results: 238 of 268 students (89%) met this standard. Online results: 129 of 146 students (88%) met this standard. Blended: The instructor of the blended section did not report a result for this category.	Students across learning platforms performed particularly well on these assignments.	Y
ENGL 1113 Composition I	Students will take one timed Comp I essay test	At least 70% of students who submit the assignment	Data from all students completing the course were	439 Total students assessed	383 of 439 students (87%) met the performance standard.	Students across learning platforms performed particularly well on these assignments. The Department of English and Humanities is meeting its General Education goals in this category.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
ENGL 1213 Composition II	Students will write a well-developed, well-supported answer to an essay question.	At least 70% of students who submit the assignment will score 70% or higher, based on a rubric developed by the English Faculty.	Data from all students completing the course were taken into account. Individual faculty members reported grades on essay tests to the writing faculty coordinator. Collated results were examined and recorded by the writing faculty coordinator and shared with the writing faculty committee, consisting of all full-time English Faculty.	439 Total students assessed	<p>On-ground results: 250 of 280 students (89%) met this standard.</p> <p>Online results: 117 of 140 (84%) met this standard.</p> <p>Blended: 16 of 19 (84%) students in the blended class met this standard.</p>	Students across delivery modes met the performance standard. The Department of English and Humanities is meeting its General Education goals in this category.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
ENGL 1213 Composition II	Students will write a researched essay , using one or more forms of standard documentation, such as MLA, APA, etc.	At least 70% of students who submit the assignment will score 70% or higher, based on a rubric developed by the English Faculty.	Data from all students completing the course are included. Individual faculty members reported results to the writing faculty coordinator.	406 Total students assessed	<p>344 of 406 students (85%) met the performance standard.</p> <p>On-ground results: 162 of 182 students (89%) met this standard.</p> <p>Online results: 164 of 205 (80%) met this standard.</p> <p>Blended results: 18 of 19 (95%) students met this standard.</p>	Students across all delivery modes met this performance standard. Successful documented writing is a primary objective of Comp II, so this is a positive result.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
PHIL 1113 Introduction to Philosophy	Students will write an essay in which they are asked to explore diverse ethical systems and problems taken from a variety of historical periods: ancient, medieval, and modern.	<u>Standard #1:</u> At least 50% of students who submit the essay will score 80% or higher. <u>Standard #2:</u> At least 85% of students who submit the essay will score 70% or higher. All essays were scored using a rubric.	Data from all students who submitted the essay are included in the sample.	53 Total students assessed 5 sections: 2 On-Ground + 3 Online No blended sections were taught.	<u>Standard #1:</u> 37 of 53 students (70%) met the performance standard. On-Ground 10 of 16 (63%) Online 27 of 37 (73%) <u>Standard #2:</u> 51 of 53 students (96%) met the performance standard. On-ground 15 of 16 (94%) Online 36 of 37 (97%)	Students from year to year continue to perform well on the rubric-graded essay. As a direct measure, the essay has proven an effective tool for measuring not only General Education outcomes, but also course objectives, which include comprehending the concepts and arguments utilized by philosophers and articulating and appraising possible solutions to core philosophical problems.	Y For Standard #1 Y For Standard #2
PHIL 1313 Values and Ethics	Students will write an essay in which they are asked to explore diverse ethical systems and problems taken from a variety of historical periods: ancient, medieval, and modern.	<u>Standard #1:</u> At least 50% of students who submit the essay will score 80% or higher. <u>Standard #2:</u> At least 85% of students who submit the essay will score 70%	Data from all students who submitted the essay are included in the sample.	12 Total students assessed 1 On-Ground section. No Online or Blended sections.	<u>Standard #1:</u> 12 of 12 students (100%) met the performance standard. <u>Standard #2:</u> 12 of 12 students (100%) met the performance standard.	Students from year to year continue to perform well on the rubric-graded essay. As a direct measure, the essay has proven an effective tool for measuring not only General Education outcomes, but also course objectives, which include comprehending the concepts and arguments utilized by philosophers and articulating and appraising possible solutions to core philosophical problems.	Y For Standard #1 Y For Standard #2

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
SPAN 1113 Beginning Spanish I	Students will take a final examination that focuses on written and oral communication in Spanish.	At least 70% of students who take the final exam will score 70% or higher.	All students in SPAN 1113 (online, and on-ground) who complete the class (i.e., those who do not drop, stop attending, or fail to take the final exam) are counted.	169 Total students assessed (66 on-ground students, and 103 online students). These totals include sections offered during summer 2023, fall 2023, and spring 2024.	Overall result: 145 of 169 students (85.8%) met the performance standard. On-ground classes breakdown: 56 of 66 (84.9%) met the performance standard. Online classes breakdown: 89 of 103 (86.4%) met the performance standard. No blended courses were taught.	Results strong. Overall figures represent a 9.2% increase over last year (2022-2023) in the number of students who met or exceeded the performance standard. The Spanish section has maintained last year's course content changes, since they had proved successful for both online and on ground students. These changes include: 1) Increasing students attempts on quizzes to 2, instead of 1; 2) adjusting settings on workbook and e-book assignments to allow for immediate feedback after submission, instead of the one-hour waiting period that had been in place previously; and 3) the system of pre-tests that allow students to practice potential exam topics prior to the actual exam.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
						<p>performance dipped from 90.3% in AY 2022-2023 to 84.9% in AY 2023-2024, but still represents an overall 14.6% increase from our first semester with Connect (70.3% in AY 2021-2022).</p> <p>Enrollment in online and on ground sections of SPAN1113 has also increased year over year since AY 2021-2022. Whereas in AY 2021-2022 110 students completed their Spanish I course, and 137 did so in AY 2022-2023, in AY 2023-2024, 169 students completed their Beginning Spanish I course. These figures show an increase of 59 students. Some of this increase is due to the Spanish section's alliance with Prior High School, where we offer 1-2 small classes per year on average, but is also due to retention efforts of faculty on the Claremore campus. On ground and online instructors are working closely with students who have fallen behind to offer the best chance possible to complete required coursework and to meet their degree requirements. Online students are currently performing equally well with their on ground counterparts.</p>	

SLO #4: DEVELOP AN INDIVIDUAL PERSPECTIVE ON THE HUMAN EXPERIENCE, & DEMONSTRATES AN UNDERSTANDING OF DIVERSE PERSPECTIVES & VALUES

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
ENGL 2613 Introduction to Literature	Students will take a final examination , in which they are expected to demonstrate, in particular, content knowledge of literature and, more generally, basic content knowledge of the humanities.	At least 70% of students who take the final exam will score 70% or higher, based on a rubric developed by the English Faculty.	Data from all students completing the course were taken into account. Individual faculty members reported grades on tests to the writing faculty coordinator.	30 Total students assessed.	<p>29 of 30 students (97%) met the performance standard.</p> <p>On-ground results: 13 of 13 students (100%) met this performance standard.</p> <p>Online results: 16 out of 17 students (94%) met this performance standard.</p>	Students in both the online and on-ground sections performed very well on this assessment.	Y
ENGL 2613 Introduction to Literature	Students will write one literary analysis/research paper , in which they are expected to demonstrate, in particular, content knowledge of literature and,	At least 70% of students who submit the literary analysis/research paper will score 70% or higher, based on a rubric developed by	Data from all students completing the course were taken into account. Individual faculty members reported grades on papers to the		<p>27 of 29 students (93%) met this performance standard.</p> <p>On-ground results: 13 of 13 students (100%) met this performance standard.</p>	Students in both the on-ground and online sections did well on this assessment. It is worth noting two things. The on-ground section was an Honors section of Introduction to Literature. The professor of the online section noted a few instances of AI plagiarism, which lowered the grades of those who used this. Still, the results are strong.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)																																																																																																																				
HUM 2113 Humanities I	Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them.	At least 70% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included. Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.	182 total students assessed. Students per category: <table border="1" data-bbox="245 842 894 1052"> <tr><td colspan="3">Summer 2023</td></tr> <tr><td>19</td><td>FT</td><td>OL</td></tr> <tr><td colspan="3">Fall 2023</td></tr> <tr><td>35</td><td>FT</td><td>OG</td></tr> <tr><td>39</td><td>FT</td><td>OL</td></tr> <tr><td>9</td><td>PT</td><td>B</td></tr> <tr><td>83</td><td colspan="2">Total</td></tr> <tr><td colspan="3">Spring 2024</td></tr> <tr><td>34</td><td>FT</td><td>OG</td></tr> <tr><td>41</td><td>FT</td><td>OL</td></tr> <tr><td>5</td><td>PT</td><td>B</td></tr> <tr><td>80</td><td colspan="2">Total</td></tr> </table>	Summer 2023			19	FT	OL	Fall 2023			35	FT	OG	39	FT	OL	9	PT	B	83	Total		Spring 2024			34	FT	OG	41	FT	OL	5	PT	B	80	Total		135 of 182 students (74.18%) met the performance standard. Students per category: <table border="1" data-bbox="245 1052 894 1373"> <tr><td colspan="3">Summer 2023</td></tr> <tr><td>13</td><td>FT</td><td>OL</td></tr> <tr><td colspan="3">Fall 2023</td></tr> <tr><td>31</td><td>FT</td><td>OG</td></tr> <tr><td>20</td><td>FT</td><td>OL</td></tr> <tr><td>9</td><td>PT</td><td>B</td></tr> <tr><td>60</td><td colspan="2">Total</td></tr> <tr><td colspan="3">Spring 2024</td></tr> <tr><td>30</td><td>FT</td><td>OG</td></tr> <tr><td>27</td><td>FT</td><td>OL</td></tr> <tr><td>5</td><td>PT</td><td>B</td></tr> <tr><td>62</td><td colspan="2">Total</td></tr> </table>	Summer 2023			13	FT	OL	Fall 2023			31	FT	OG	20	FT	OL	9	PT	B	60	Total		Spring 2024			30	FT	OG	27	FT	OL	5	PT	B	62	Total		Total students surpassed the performance standard by 4.18%. <table border="1" data-bbox="396 1373 894 1780"> <tr><td colspan="4">Instructor Status Aggregated Results</td></tr> <tr><td>FT</td><td>121 of 168</td><td></td><td>72.02%</td></tr> <tr><td>PT</td><td>14 of 14</td><td></td><td>100%</td></tr> <tr><td colspan="4">Delivery Mode Aggregated Results</td></tr> <tr><td>OG</td><td>61 of 69</td><td></td><td>88.41%</td></tr> <tr><td>OL</td><td>60 of 99</td><td></td><td>60.61%</td></tr> <tr><td>B</td><td>14 of 14</td><td></td><td>100%</td></tr> <tr><td colspan="4">Instructor Status & Delivery Aggregated</td></tr> <tr><td>FT</td><td>OG</td><td>61 of 69</td><td>88.41%</td></tr> <tr><td>FT</td><td>OL</td><td>60 of 99</td><td>60.61%</td></tr> <tr><td>PT</td><td>B</td><td>14 of 14</td><td>100%</td></tr> </table> Although total students met the standard, OL students, even when taught by FT instructors, performed poorly, underperforming the standard by 9.39%. These results suggest that OG in-class	Instructor Status Aggregated Results				FT	121 of 168		72.02%	PT	14 of 14		100%	Delivery Mode Aggregated Results				OG	61 of 69		88.41%	OL	60 of 99		60.61%	B	14 of 14		100%	Instructor Status & Delivery Aggregated				FT	OG	61 of 69	88.41%	FT	OL	60 of 99	60.61%	PT	B	14 of 14	100%	Y
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A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
HUM 2223 Humanities II	Students will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. Individual instructors may use more specific prompts for "diverse forces."	At least 70% of students who submit the essay will score 70% or higher.	Data from all students who submitted the essay are included.	70 total students assessed. Students per category: Summer 2023 No Sections Fall 2023 10 FT OG 18 FT OL 4 PT B 32 Total Spring 2024 16 FT OG 18 FT OL 4 PT B 38 Total	57 of 70 students (81.43%) met the performance standard. Students per category: Summer 2023 No Sections Fall 2023 10 FT OG 100% 16 FT OL 88.89% 4 PT B 100% 30 Total 93.75% Spring 2024 15 FT OG 93.75% 9 FT OL 50% 3 PT B 75% 27 Total 71.05%	engagement, especially with no Covid excuse, remains crucial for student learning. Total students surpassed the performance standard by 11.43%. Instructor Status Aggregated Results FT 50 of 62 80.65% PT 7 of 8 87.5% Delivery Mode Aggregated Results OG 25 of 26 96.15% OL 25 of 36 69.44% B 7 of 8 87.5% Instructor Status & Delivery Aggregated FT OG 25 of 26 96.15% FT OL 25 of 36 69.44% PT B 7 of 8 87.5%	Y
			Categorized by: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT & <i>Delivery Mode</i> On-Ground = OG, Online = OL, Blended = B.			Although total students met the standard, OL students underperformed by 0.56% and were 26.71% lower than OG students. OL delivery is less successful than OG.	

SLO #5: DEMONSTRATE CIVIC KNOWLEDGE & ENGAGEMENT, ETHICAL REASONING, & SKILLS FOR LIFELONG LEARNING

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)
HUM 3633 Comparative Religion	Students will complete and present a comprehensive project , which includes a five-to-seven-page paper	At least 70% of students who submit the project will score 70% or higher.	Data from all students who completed the project are included.	51 total students assessed. On-Ground 30 Fall 2023	48 of 51 students (94.1%) met the performance standard. 29 of 30 (96.7%) Honors on-ground	Standard met. Results strong. Students accomplished this outcome quite well. To complete the assignment, students may visit an unfamiliar religious service or create a new religion. In either case, this activity is a good measure of civic	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Standard Met (Y/N)												
	and various supporting materials. For this project, students attend a service of an unfamiliar tradition, create a new religion, or interview members of various religious backgrounds.		Students who did not submit are not included in the results.	Online 21 Summer 2023	students met the standard. 19 of 21 (90.5%) of online students met the standard.	<p>knowledge and engagement (SLO #5)--as either requires knowledge of other religions, and religion in general, to visit or to create--as well as ethical reasoning and skills for lifelong learning.</p> <p>This is an assignment that many students particularly enjoy, and so one to which they devote a great deal of effort. Success rates for this specific measure (previously used to assess SLO #3) have been at or above 90% for the past decade:</p> <table border="1" data-bbox="863 1262 1382 1921"> <tbody> <tr> <td>2023-24 = 94.1%</td> <td>2021-22 = 98.6%</td> </tr> <tr> <td>2022-23 = 100%</td> <td>2019-20 = 100%</td> </tr> <tr> <td>2020-21 = 100%</td> <td>2017-18 = 93.5%</td> </tr> <tr> <td>2018-19 = 100%</td> <td>2014-15 = 93.3%</td> </tr> <tr> <td>2016-17 = 100%</td> <td>2011-12 = 92.3%</td> </tr> <tr> <td>2013-14 = 93.8%</td> <td></td> </tr> </tbody> </table>	2023-24 = 94.1%	2021-22 = 98.6%	2022-23 = 100%	2019-20 = 100%	2020-21 = 100%	2017-18 = 93.5%	2018-19 = 100%	2014-15 = 93.3%	2016-17 = 100%	2011-12 = 92.3%	2013-14 = 93.8%		
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PART 5

Proposed Instructional or Assessment Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

General Education Outcome	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations
SLO #3: USE WRITTEN, ORAL, AND VISUAL COMMUNICATION EFFECTIVELY.	SPAN 1113 Beginning Spanish I. While we are not planning any specific changes to our performance standard, we are considering the impact of generative AI in the Spanish classroom.	A few students in any given Spanish I class attempt to use some form of online translator software or other unauthorized resources to write end-of-chapter essays. This is evident from their use of advanced grammatical structures and vocabulary.	The Spanish section has no changes planned at this time, but is aware of the emerging issues surrounding generative AI in the classroom. We will be discussing ways to prevent academic dishonesty this coming year. The impact of this awareness would be to bolster student self-confidence and maintain academic integrity. We will be discussing in-class writing assignments for on ground sections,

General Education Outcome	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations
			and possible oral assignments for online sections, in addition to clarifying expectations.

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description. More detail can be communicated during peer review.


Description

Some techniques are classics for a reason. Introduction to Philosophy covers a tremendous amount of material for a freshman-level course. Beginning each class of the Honors section by asking students to recap the main three things they learned in the previous class meeting was particularly useful. Students knew that each one had to contribute at least twice during the semester. With 45 students it was a reliable way to keep everyone engaged and link the material from class to class.

PART 7 A & B



Documentation of Faculty Participation and Review

A. Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles.

Faculty Name	Role in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signature
Matthew Oberrieder	Assessment Coordinator. Contributed individual data for both HUM 2113 & HUM 2223; calculated, analyzed, reported, and evaluated all data for both HUM 2113 & HUM 2223; oversaw all aspects of HUM 2113 & HUM 2223 assessment process.	
Hayden Bozarth	Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
Renée Cox	Contributed data for both HUM 2113 & HUM 2223. Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
Jeanice Davis	Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
Emily Dial-Driver	Contributed and evaluated data for ENGL 1113, ENGL 1213. Reviewed and approved final draft.	
Sally Emmons	Contributed and evaluated data for ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
James Ford	Contributed and evaluated data for HUM 3633. Collated data from all areas. Reviewed and approved final draft.	
Francis A Grabowski III	Contributed and evaluated data for LANG 1113, PHIL 1113 & PHIL 1313. Reviewed and approved final draft.	

Laura Gray	Contributed and evaluated data for ENGL 1113, ENGL 1213, & ENGL 2613; oversaw all collection and analysis of ENGL assessment process. Reviewed and approved final draft.	
Gioia Kerlin	Collected, contributed, and evaluated data for SPAN 1113. Reviewed and approved final draft.	
Matthew Oberrieder	Assessment Coordinator. Contributed individual data for both HUM 2113 & HUM 2223; calculated, analyzed, reported, and evaluated all data for both HUM 2113 & HUM 2223; oversaw all aspects of HUM 2113 & HUM 2223 assessment process.	
Scott Reed	Contributed data for both HUM 2113 & HUM 2223. Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	
Rebekah Warren	Contributed data for both ENGL 1113 & ENGL 1213. Reviewed and approved final draft.	

B. Reviewed by:

Title	Name	Signature	Date
Department Head	James Ford		
Dean	Susan Willis		6/5/24