



Humanities Discipline
School of Business and Liberal Arts
Fall 2016 Assessment Report



Chair: Nadine Jennings

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What was assessed? Student learning outcomes list:

- *SLO 1 - Communication Skills*
 - *Students are expected to be able to communicate effectively in written, oral, and graphical form about specific issues and to formulate well-organized written arguments that state assumptions and hypothesis supported by evidence*



Where were outcomes assessed?

- *SLO 1 - Communication Skills*
 - ENGL 101 – 20 sections
- **Course Objective #1**
- **Produce coherent texts within common college-level written forms.**
- **Course Objective #2**
- **Demonstrate the ability to revise and improve college-level texts.**
- **Course Objective #3**
- **Research a topic, develop an argument, and organize supporting details**
- **Course Objective #4**
- **Develop proficiency in oral discourse**
- **Course Objective #5**
- **Evaluate an oral presentation according to established criteria**



How was the assessment accomplished?

- Student work assessed:
 - A combination of direct measures, including:
 - Midterm and final exam short answer questions
 - Oral presentations
 - Research papers
 - Portfolios
- Measurement strategy:
 - rubrics used for oral presentations, research papers, as stipulated in the GER 10 methodology
- Sample size:
 - The Office of Institutional Effectiveness selects a random 30% sample of GER 10 designated courses to undergo assessment for the fall semester. Faculty are notified of their course selection during the previous spring semester to allow time for planning assessment activities. (We went above the 30% sample size, I believe, assessing all or very close to all sections).



SLO 1 - Critical Thinking Skills Assessment Data

Reporting Format Suggestion 1

SLO	#	% Exceeding Standards	% Meeting Standards	% Not Meeting Standards
Sections Assessed				
Course Objective #1 Produce coherent texts within common college-level written forms.	20	80%	5%	15%
Course Objective #2 Demonstrate the ability to revise and improve college-level texts.	20	65%	10%	25%
Course Objective #3 Research a topic, develop an argument, and organize supporting details	20	95%		5%
Course Objective #4 Develop proficiency in oral discourse	20	95%	5%	
Course Objective #5 Evaluate an oral presentation according to established criteria	20	100%		

Assessment results: What have the data told us?

- SLO 1 – Communication Skills
 - Students struggled the most on:

Course Objective #1

Produce coherent texts within common college-level written forms.

Course Objective #2

Demonstrate the ability to revise and improve college-level texts.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Change Teaching Methods
 - students need more individualized citation help at the research draft stage. When we conferenced on drafts, students were still struggling to clarify their arguments, so feedback focused more heavily on content and development than citation.
 - Add more paraphrasing activities to the class plan.
 - Incorporate lab time into the sections when possible for hands-on learning opportunities.



What resources were used or have been requested to close the loop?

- Potential resources that you might identify:
 - One spring semester course release for faculty to compile a anti-plagiarism suite of resources for the Provost's Page.
 - Studio for lecture recording (especially for online courses)
 - One course release per semester for Living Writers.
 - One spring course release for Grasse Roots.
 - One department meeting where we get the chance to discuss the lessons we use to remedy the issues with objectives 1 and 2.
 - More support for the writing center
 - Include library's anti-plagiarism module on BB.
 - More lab time requests during scheduling (one day a week in the lab if possible)



What changes would you make to the Assessment Process?

- Limit Task Stream assessment to one objective per course unless necessary for GER or program assessment. This will keep faculty fresh and up to date with the process, but avoid overburdening them. The focus will also give faculty a chance to reflect on the qualitative aspects of assessment rather than the quantitative, which for our department is very important.



What changes would you make to the Assessment Process?

- Add more variables to future assessment
 - Map a new objective to ethical Standards ISLO and report plagiarism there on a course-by-course basis.
 - Request MTS reports on failure or dismissal for GER 10.
 - Include Course Mode (online, F2F, Distance Learning)

