East Carolina University General Education Assessment
Action Plan Progress Report

GENERAL EDUCATION COMPETENCY AREA: HUMANITIES

ASSESSMENT CYCLE: 2019-20 to 2022-23

INSTRUCTIONS: The completed Progress Report (to be completed in the last academic year of the assessment cycle) should be sent to the Dean of the college and copied to Kristen Dreyfus (springerk@ecu.edu) and Ram Khatiwada (khatiwadar18@ecu.edu) **by the end of Spring 2023**. For each action planned please mark the status (Complete, In Progress, Not Started, or Not Applicable) and update the Progress on the Unit Response, Responsible Party and Timeline.

English

a. Pedagogical / Curriculum

Planned Action # 1: Discuss how best to align course materials, activities and instructions to the SLOs to ensure students' mastery in learning
Faculty is returning to face-to-face instruction in most sections. We need to be aware of, and monitor, differences in student performance in different course delivery options. The Undergraduate Committee representing the faculty will discuss strategies for making the SLOs and their purpose/importance more apparent in the course planning, materials, and instruction with the faculty. Students should be able to articulate the connections among the course material, activities, and SLOs that we expect students to master. Faculty will consider how—specifically—the SLOs can be articulated and operationalized in GEN ED courses including presenting the SLOs in ways that reflect the diverse perspectives and interests of students. For example, what are "enduring human concerns and the human condition" referred to in all the SLOs that the study of literature and language address? What do students recognize as part of their experience as well as the concerns of other groups? How—specifically—do particular works/forms of literature contribute to our understanding of human concerns/conditions? The faculty will ensure that the range of literature presented in these courses is relevant to a diverse student body.

Action Implementation Status (Mark One)				**Responsible Party**	**Timeline**
Complete	In Progress	Not Started	N/A	Chair; faculty	Ongoing
☐	☑	☐	☐		

Progress on Planned Action # 1
Faculty are asked to include GEN ED SLOs in course syllabi at the start of each course. The syllabi are collected and are available to you upon request. Faculty will have to realign course materials, activities and instructions to the new GE:HU SLOs that are hopefully coming soon.

Planned Action # 2: Revise the means of assessment to better assess the students' learning					

Faculty will discuss revising assessment to include short essay responses that allow students to respond in ways that are meaningful to them, including choosing which literature presented in the course to discuss.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Faculty	ongoing
☑	☐	☐	☐		

Progress on Planned Action # 2

The faculty currently include opportunities for short essays and papers in Gen Ed courses. These can be collected for assessment.

b. Student Support Services

Planned Action # 3: Provide opportunities to student tutors to help build their skills in articulating the purposes of literature and the place of literature in the understanding of human endeavors					

Faculty will make opportunities available to student tutors to attend Gen Ed-designated courses to help build their skills in articulating the purposes of literature and the place of literature in the understanding of human endeavors. This should allow them to give feedback to students in GE:HU courses with more understanding of higher-order interpretation skills expected by faculty.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Faculty teaching Gen Ed courses	N/A
☐	☐	☐	☑		

Progress on Planned Action # 3

We have not been able to recruit students for this activity which does not make it worth pursuing. Instead, we'll focus on improving all our students' higher-order interpretation skills our latest BA program assessment has found lacking.

Planned Action # 4: Include information on Canvas Commons site about mental health resources on campus and online					

The Department will include information in Canvas Commons site about mental health resources on campus (virtual and in person) in addition to information about resources that can help students develop good study / time management skills. The instructors have determined that these are areas where online students often need help. The instructors already make use of Joyner Library resources related to the conduct of research such as how to evaluate sources critically and how to cite them, but those modules will be expanded with examples from successful student research projects.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Faculty	Ongoing
☑	☐	☐	☐		

Progress on Planned Action # 4
Materials are provided in Canvas as part of course information for students.

c. Faculty Development

Planned Action # 5: Conducting more discourse on learning outcomes and the means of assessments across courses
Hold discussions about learning outcomes, strategies for ensuring the outcomes are addressed in classes, and means of assessment to ensure that faculty are consistently addressing them across courses.

Action Implementation Status (Mark One)				**Responsible Party**	**Timeline**
Complete	In Progress	Not Started	N/A	Chair; undergraduate committee	Spring 2024, Fall 2024
☐	☐	☑	☐		

Progress on Planned Action # 5
Meetings to discuss outcomes will be scheduled at the conclusion of the department's current work on the APR when time permits. Scheduling an all-faculty discussion as part of a faculty meeting is the most practical approach.

Planned Action #6 : Involve more faculty in the assessment process
Involve more faculty in the assessment process to increase understanding of the results. Engage faculty in analysis of assessment results in time to make meaningful changes and adjustments to approaches.

Action Implementation Status (Mark One)				**Responsible Party**	**Timeline**
Complete	In Progress	Not Started	N/A	Faculty program coordinators; faculty teaching courses	
☑	☐	☐	☐		

Progress on Planned Action # 6
The results of the assessment have been shared with the faculty. Program assessment coordinators shared the results of assessment with English faculty. Specific results by undergraduate/graduate programs were examined by the undergraduate and graduate committees.

d. Other Areas

NA

Foreign Languages and Literatures

a. Pedagogical / Curriculum

Planned Action # 1: Remove WI designation					
Faculty will return the CLAS 2220/2230 sequence to face to face instruction and remove the writing intensive designation. While the course will still feature a good bit of writing, the removal of WI will allow more class time to focus on developing higher order interpretive skills.					

Action Implementation Status (Mark One)				**Responsible Party**	**Timeline**
Complete	In Progress	Not Started	N/A	Dr. John Stevens	AY 2022
☑	☐	☐	☐		

Progress on Planned Action # 1
CLAS 2220/2230 is no longer WI which has allowed more emphasis on content for the benefit of majors and minors.

Planned Action # 2: Use Research Project as means of assessment					
The instructor of FORL 2680 is revising the course to include undergraduate research projects, a move which will allow him to diversify the types of questions and answers he collects/analyzes as means of assessment. This diversification of means of assessment will help ensure the legitimacy of the data collected and analyzed and help the instructor more clearly determine developing areas of learning that need to be addressed.					

Action Implementation Status (Mark One)				**Responsible Party**	**Timeline**
Complete	In Progress	Not Started	N/A	Dr. David Smith	Summer, AY 2022
☑	☐	☐	☐		

Progress on Planned Action # 2
Undergraduate research projects have been incorporated into the course.

b. Student Support Services

Planned Action # 3: Provide opportunity for student tutors to learn more advanced courses

In CLAS 2000/2230, Faculty will make opportunities available to student tutors to attend upper division language courses to help build their skills in working with ancient literature. This should allow them to give feedback to students in GE:HU courses with more understanding of higher order interpretation skills expected by faculty.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Dr. John Stevens	AY 2022
☑	☐	☐	☐		

Progress on Planned Action # 3

Our Classics tutor was allowed to attend CLAS 2000 and 2230, which improved the Classics tutoring of students.

Planned Action # 4: Include mental health related resources in Canvas site

The instructors of FORL 2680 and FORL 1662 will include information in their Canvas site related to mental health resources on campus (virtual and in person) in addition to information about resources that can help students develop good study / time management skills. The instructors have determined that these are areas where online students often need help.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Dr. Juan Escourido Dr. David Smith	AY 2022
☑	☐	☐	☐		

Progress on Planned Action # 4

This action has been completed/implemented.

Planned Action # 5: Make research projects more robust

The instructor already makes use of Joyner Library resources related to the conduct of research such as how to evaluate sources critically and how to cite them but those modules will be expanded with examples from successful student research projects.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Dr. David Smith	AY 2022
☑	☐	☐	☐		

Progress on Planned Action # 5

This action has been completed/implemented.

c. Faculty Development

Planned Action # 6: Opportunity for faculty to learn more about effective course delivery

The instructor of FORL 2680 will participate in the Quality Matters review process to ensure that the format of the course taught asynchronously is as accessible to students as possible.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Chair; undergraduate committee	Spring 2024, Fall 2024
☐	☑	☐	☐		

Progress on Planned Action # 6

In progress. The timeline for completion is AY 24. The instructor did attend a Quality Matters workshop in AY21 to learn about QM and its expectations, but he has not yet had the opportunity to submit the course for review. The mode of delivery for the course was changed to in person for fall 2023 and then the course had to be cancelled because the instructor took on an administrate role in the department. He plans to teach the course again in AY24. (Side note: The course prefix changed and it is now GLST 2680.)

d. Other Areas

NA

Philosophy and Religious Studies

a. Pedagogical / Curriculum

Planned Action # 1: Improve in means of assessment

In order to increase the student opportunities to expose their knowledge of the discipline of Business Ethics, the instructor in PHIL 2274 is increasing the number of exams from three to five. The instructor will continue to use multiple-choice exams, but with more exams, the number of questions will be increased from 150 to 250. With more questions, the instructor can include blocks of related questions on specific topics that might be a better predictor of whether the student could describe or evaluate the material, outcomes cited in SLO 1 and SLO 2.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Ken Ferguson	Continuing
☐	☑	☐	☐		

Progress on Planned Action # 1

Because of the time required to enter multiple-choice quizzes into Canvas (3-4 hours per quiz per section), the number of quizzes per section in PHIL 2274 (Business Ethics) has been scaled back to four per semester (originally only three). Another factor that led to the reduction in the number of quizzes in PHIL 2274 is that students tend to perform worse as the semester comes to a close (academic fatigue?), although their performance rises for quizzes during the Final Exam period, presumably because classes have ended, allowing them to concentrate solely on preparing for quizzes and they have more time for completion (150 minutes, versus 50 minutes). All quizzes in Business Ethics are revised each semester to adapt to changes in the field.

Planned Action # 2: Additional materials in Canvas and more preparation for students before taking PHIL 2274

Although most sections of PHIL 2274 have now moved back to face-to-face (F2F) delivery, the instructor will make the written versions of lectures posted on Canvas for the internet/DE sections available to students in F2F courses so that they can compare their notes on the oral lectures to the instructor's written narrative of the same lecture. Additional office hours will also be added if indicated by student demand. More emphasis in lecture will be placed on helping students understand that questions about moral theories are not asking them to express their own opinion but to derive a conclusion from a normative theory. In this regard, an improvement in the presentation of PHIL 1500 (Introduction to Logic) which adds a Logic Lab with a formal proof program may provide crossover for any students who take the logic course before taking PHIL 2274. Students in PHIL 2274 will be encouraged to take PHIL 1500 or to request access to the Logic Lab, if this is feasible.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Ken Ferguson, Richard Miller	Continuing
☐	☑	☐	☐		

Progress on Planned Action # 2

The unit continues to lower the DWF rate (rate of withdrawals and low grades) in PHIL 1500 by assigning the course to new instructors, adding paid logic tutors (students) who assist the instructor in the classroom in coaching students who do poorly on their daily assignments. The unit is also recommending that students take PHIL 1180 (Critical Thinking) before they enroll in PHIL 1500 (Introduction to Logic), so that students will be better prepared to apply formal inference rules such as modus ponens. For the time being, however, PHIL 1180 is not an official prerequisite for PHIL 1500. The unit continues use of the Logic Lab.

b. Student Support Services

Planned Action # 3: Manage a tutor for the students

The Department of Disability Services (DDS) provides students with a registered disability with accommodations in testing, including extended time. The instructor in PHIL 2274 has adjusted the time frames for exams on Canvas to permit qualified, disabled students to have extended time on exams. The instructor completes the Athlete Progress Report to inform the athletic office of the academic progress of athletes enrolled in PHIL 2274. The athletic office has acquired a highly-qualified graduate student as tutor for athletes in PHIL 2274. The Unit will attempt to make a tutor

available for non-athletes in the course, keeping in mind that the field of Business Ethics is a specialized topic with a scarcity of qualified tutors.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Ken Ferguson	Continuing
☐	☑	☐	☐		

Progress on Planned Action # 3

The tutor for the athletes who covered philosophy courses, including PHIL 2274 (Business Ethics) is no longer working as a tutor for the Athletic Department. However, a highly-qualified tutor for PHIL 2274 has been added, who is available to all the students in the course, including student athletes. The new tutor was permitted to introduce herself in class, where she invited them to take advantage of her services. The instructor in PHIL 2274 is also available to discuss course material during regular office hours and via email. Students are also supplied with written copies of all oral lectures in PHIL 2274, in modules posted on Canvas. The textbook for the course is an eBook written by the instructor (and another author, a corporate lawyer. Any royalties from the text go to the Department.

Planned Action # 4: Utilize early-warning grade alert system and address different issues related to student learning

Student Health Services notifies instructors when students are unable to attend class because of an exposure to Covid and also provides for Covid testing of students and contact tracing. The instructor is more flexible in requiring attendance because of the need for Covid isolation or quarantine, and copies of written lectures and make-up exams are sent through Canvas or email exchange to limit contact with students who must be absent because of Covid-related issues. Because more freshmen are now enrolling in PHIL 2274, the instructor will use the early-warning grade alert system to inform students whose work in the course does not meet the expected course standards. Students who miss exams will also be informed promptly and encouraged to request a make-up exam, if they have a valid excuse for missing a scheduled exam.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Ken Ferguson	Continuing
☐	☑	☐	☐		

Progress on Planned Action # 4

All quizzes for PHIL 2274 (Business Ethics) are given on Canvas and students have immediate access to their quiz results, including a column showing their current average in the course that can be viewed by students at any time. The grading scale for the course is posted on the Course Syllabus. Many instructors in the unit use the early-warning system to inform student who need to improve their performance.

c. Faculty Development

Planned Action # 5: Opportunity to learn more on LMS					
Because more sections of PHIL 2274 (Business Ethics) are now delivered as internet/DE, including all summer courses, the instructor has completed Cornerstone training to improve their understanding of Canvas, the learning management system used by the University. Training completed by the instructor of PHIL 2274 includes Best Practices in Information Security (3/11/2021), Mastering the Canvas Gradebook (4/7/2021), and Canvas's Next Generation Quizzing Platform (9/28/2021). The instructor has also completed tutorials offered as instructional support by Canvas as well as tutorials available on YouTube and other internet sites that explain special features of Canvas delivery.					

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Ken Ferguson	Continuing
☐	☑	☐	☐		

Progress on Planned Action # 5

The instructor in PHIL 2274 (Business Ethics) completes at least one on-time training course each academic year, as required by school policy. The instructor in PHIL 2274 (Business Ethics) is one of the first instructors in NC to teach DE courses (originally on CCTV, known previously as the Internet Highway) and spoke at a state convention re distance education sponsored by the Governor of North Carolina in the 1990s. Every instructor in the unit completes at least one DE training in the unit.

d. Other Areas

Planned Action # 6: Include more courses and means of assessment in future					
In future, the Unit Assessment Committee may use a greater range of courses as the basis for general education assessment, providing a broader context for determining whether the unit is satisfying the three SLOs, based on the unit's Criterion for Success. Comparison of results from distinct courses may also provide better insight into why some courses and not others are more successful at meeting the Criterion for Success selected by the unit. By using more than one general education course, the unit should also be able to obtain embedded exams in other formats that could complement the multiple-choice exams in providing a more direct assessment of the ability of students to "describe" and "evaluate," skills that are not directly tested by multiple-choice exams but which appear in the SLOs.					

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Ken Ferguson	Continuing
☐	☑	☐	☐		

Progress on Planned Action # 6

The Assessment Committee has added PHIL 1175 (Introduction to Ethics) to the database for filing assessment reports. Exams in this course use open-ended questions, short-answer responses and essay construction. The essays are used as the assessment instrument. Raw data as well as assessment results using a rubric uploaded to the Nuventive Improve site. Student essays often reveal more about the students' progress in mastering Learning Outcomes than using multiple-choice exams alone.