

# Dalton State College

## Detailed Assessment Report 2015-2016 HUMN 1300 (Online)

*As of: 5/16/2016 03:55 PM EDT*

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**.)

### Course Description

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Traces the historical and literary development and trend of Christian fiction, specifically the Christian novel, from its inception to the present day. It will examine the popularity of this genre, the many subgenres and their characteristics, and the ways in which the characterizations, themes, and moral issues of the novels reflect their own time and society. Prerequisites: [READ 0098](#) unless exempt.

### Program Outcomes

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**PO 1: Graduates will read critically.**

Graduates of associate's degree programs will read critically.

**PO 2: Graduates will think critically.**

Graduates of associate's degree programs will think critically.

**PO 3: Graduates will write competently.**

Graduates of associate's degree programs will write competently.

**PO 4: Graduates will be competent in oral communication.**

Graduates of associate's degree programs will demonstrate competence in oral communication.

### Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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**Outc. 1: Expression in writing or orally of a broad understanding of culture, creative expression, or human experience**

Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.

**Relevant Associations:**

**General Education Goals Associations**

- 1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.
- 3.1 Students will exhibit expertise necessary to research, organize, and present an oral report or speech.

**Institutional Mission Associations**

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

**Strategic Plan Associations**

**Dalton State College**

- 3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.
- 4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

**Related Measures**

**M 1: Measurement by a rubric evaluating the analysis component of an essay (SP 2016/Kelley Mahoney)**

Students' understanding will be measured by a rubric evaluating the analysis component of an essay which illustrates the human experience as relating to a character in a Christian novel. (Spring 2016/Kelley Mahoney)

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

Seventy percent of students will score 70% or better on the analysis component of an essay relating to the human experience of a character in a Christian novel. (Spring 2016/Mahoney)

**Finding (2015-2016) - Target: Met**

In HUMN 1300-010, an online class taught online at Dalton State College during the Spring Semester 2016, 93% of the students who completed the course (27 out of 29) earned a 70% or better on the analysis component of an essay relating to the human experience of a character in a Christian novel. The class average was 88%. Students were required to choose a Christian novel which fit into one of the six sub-genres (historical, fantasy, spiritual warfare, apocalyptic, mystery, romance) and analyze a character concentrating on how that character solved his or her problem in a Christian manner. These students were successful because they followed exactly the guidelines I gave for writing the paper. I posted the assignment sheet online with four specific areas which should be covered in the paper and gave the students a word count of 550-650. Two students out of 29 or 7% did not achieve a 70% grade because they did not write enough information to constitute a complete analysis. These two students wrote only 200-300 words, and both papers were one hour to one day late, so I conclude that they did not start the assignment with enough time to write a complete

analysis. I will continue to stress to the students what all constitutes a complete analysis. (Spring 2016/Mahoney)

## **Outc. 2: Demonstration of understanding of the historical & literary development of the Christian novel**

Students will demonstrate understanding of the historical and literary development of the Christian novel from its seventeenth-century beginnings to the present day.

### Relevant Associations:

#### **Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

#### **Strategic Plan Associations**

##### **Dalton State College**

- 3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.
- 4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

### Related Measures

#### **M 2: Measurement by the scores on the final exam (SP 2016/Mahoney)**

Students' understanding will be measured by their scores on the final exam that demonstrates understanding of the history and development of the Christian novel. (Spring 2016/Mahoney)

Source of Evidence: Standardized test of subject matter knowledge

#### **Target:**

Seventy percent of students will score 70% or better on the final examination. (Spring 2016/Mahoney)

#### **Finding (2015-2016) - Target: Met**

In HUMN 1300-010, an online class taught online at Dalton State College Spring Semester 2016, 93 % of the students who completed the course (27 out of 29) scored 70% or better on the final examination. The class average was 86%. The students who did well followed the study guide I posted online in which I detailed the exact areas to study for the test. Two out of 29 or 7% of students did not achieve 70% or better on the test. Of these two students, one did not take the test. I required the students to take the test on campus in the Testing Center. He failed to go to the Testing Center and take the test during the one-week window I gave to take the test. He emailed me a full 24 hours after the last testing time, but it was too late to take the test because my grades had already been submitted. In the future, I will create an online final exam for the students so that I do not run into this problem again. Since it is an online class, I need to also put the final exam online. (Spring 2016/Mahoney)

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **Create online final exam (Sp 2016/Mahoney)**

*Established in Cycle:* 2015-2016

In HUMN 1300-010, an online class taught online at Dalton State College Spring Semester 2016, 93 % of the students who completed...

## **Outc. 3: Demonstration of understanding of the characteristics of Christian fiction**

Students will demonstrate understanding of the characteristics of the major subgenres of Christian fiction.

### Relevant Associations:

#### **General Education Goals Associations**

- 1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.
- 3.1 Students will exhibit expertise necessary to research, organize, and present an oral report or speech.

#### **Institutional Mission Associations**

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.
- 4 Dalton State selects, supports, and develops a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment.

#### **Strategic Plan Associations**

##### **Dalton State College**

- 3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.
- 4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

### Related Measures

#### **M 3: Measurement by holistic scores on reader-response journals. (SP 2016/Mahoney)**

Students' understanding will be measured by holistic scores on reader-response journals written on selected portions of Christian novels and which illustrate their understanding of the characteristics of Christian themes and the sub-genre represented. (Spring 2016/Mahoney)

Source of Evidence: Presentation, either individual or group

#### **Target:**

Seventy percent of students will score 70% or better on reader-response journals illustrating their understanding of

characteristics and sub-genres of Christian fiction. (Spring 2016/Mahoney)

**Finding (2015-2016) - Target: Met**

In HUMN 1300-010, an online course taught online at Dalton State College Spring Semester 2016, 100% of students who completed the course (29 out of 29) scored 70% or better on reader-response journals illustrating their understanding of characteristics and sub-genres of Christian fiction. The class average was 98%. The assignment was to read the selected chapter or chapters from the online novel and write a six-sentence paragraph answering specific questions about the selection. Every student did well on this assignment because I provided an online posting providing the exact five questions I wanted answered in the paragraph. In addition, I followed up after the first assignment and provided a written response for those students who had not done the assignment correctly. Thereafter, the students did well. I will continue using this assignment. (Spring 2016/Mahoney)

**Outc. 4: Organization & communication of knowledge & ideas in a logical & purposeful way**

Students will read critically and organize and communicate knowledge and ideas in a logical and purposeful way.

**Relevant Associations:**

**General Education Goals Associations**

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.

**Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

**Strategic Plan Associations**

**Dalton State College**

3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.

4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

**Related Measures**

**M 4: Measurement by a rubric evaluating the close reading component of an essay (Sp 2016/Mahoney)**

Students' proficiency will be measured by a rubric evaluating the close reading component of an essay on a given topic relating to a specific Christian novel based on their reading which requires them to communicate knowledge in a logical and purposeful way. (Spring 2016/Mahoney)

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

Seventy percent of students will score 70% or better on an essay on the close reading component of an essay on a given topic relating to a specific Christian novel based on their reading which requires them to communicate knowledge in a logical and purposeful way. (Spring 2016/Mahoney)

**Finding (2015-2016) - Target: Met**

In HUMN 1300-010, an online class taught online at Dalton State College Spring Semester 2016, 93% of the students who completed the course (27 out of 29) scored 70% or better on the close reading component of an essay on a given topic relating to a specific Christian novel based on their reading which requires them to communicate knowledge in a logical and purposeful way. The class average was 88%. Students were required to choose a Christian novel which fit into one of the seven sub-genres and illustrate a close reading of the novel. These students were successful because they followed exactly the guidelines I gave for writing the paper. I put the assignment sheet online with four specific areas which should be covered in the paper and gave the students a word count of 550-650. Two students out of 29 or 7% did not achieve a 70% grade because they did not write enough information to constitute a complete analysis. These two students wrote only 200-300 words, and both papers were one hour to one day late, so I conclude that they did not start the assignment with enough time to write a complete analysis. I will continue to stress to the students what constitutes a complete analysis. (Spring 2016/Mahoney)

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Create online final exam (Sp 2016/Mahoney)**

In HUMN 1300-010, an online class taught online at Dalton State College Spring Semester 2016, 93% of the students who completed the course (27 out of 29) scored 70% or better on the final examination. The class average was 86%. The students who did well followed the study guide I posted in which I detailed the exact areas to study for the test. Two out of 29 or 7% of students did not achieve 70% or better on the test. Of these two students, one did not take the test. He failed to go to the Testing Center and take the test during the one-week window I gave to take the test. He emailed me a full 24 hours after the last testing time, but it was too late because my grades had already been submitted. In the future, I will create an online final exam for the students so that I do not run into this problem again. Because this semester is the first one I have taught completely online, I was still uncomfortable with giving an online exam. I do, however, now see the need to do so, and I will create an online final exam for the next time I teach the class. (Sp 2016/Mahoney)

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Measurement by the scores on the final exam (SP 2016/Mahoney) | **Student Learning**

**Outcome:** Demonstration of understanding of the historical & literary development of the Christian novel

**Implementation Description:** Create an online final exam for HUMN 1300-010.

**Projected Completion Date:** 12/2016

**Responsible Person/Group:** Kelley Mahoney

**Additional Resources:** None

## Analysis Questions and Analysis Answers

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**What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.**

This semester, Spring 2016, I taught HUMN 1300 online for the first time. I have taught the class as a hybrid twice, but this semester I taught completely online, and I learned what to do and what not to do in an online class. First, in a positive light, I learned to go into detail with my assignments since I would not be offering further explanation face-to-face. Doing this helped me to clarify exactly what I would be grading for in each assignment. Therefore, as my assessments show, the grades on both the papers and the reader-response journals improved. I also posted news items on the home page of the course in GaView to better communicate with students. I employed the discussion board feature of GaView for the first time, and I felt the discussions were of a high caliber, and I really enjoyed reading them.

On the negative side, I realized as I was grading all of the assignments that perhaps I included too many assignments for a 1 hour class. I will revisit this issue the next time I teach the course. I required the students to come into the Testing Center on campus to take the final exam, and this decision did not work out as well as I had hoped. As noted in my assessment results, one student did not come to take the test, and it affected his grade. I need to create an online test so that everything in the class is truly online. (Spring 2016/Mahoney)