

AC 2025-2026 Assessment

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

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Approved by:

Date:

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

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

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

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

Methodology: The assessment process includes:

(1) Data from assessment tools (direct & indirect and quantitative & qualitative) are collected and returned to the executive director at the end of each term indicated (see Student Learning Outcomes section, below, for details).

(2) The executive director will analyze the data to determine whether the applicable outcomes are met.

(3) Results from the assessment will be discussed with the appropriate staff members.

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(4) The executive director, in consultation with the staff and senior leadership, will determine proposed changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes.

Student Learning Outcomes (SLO): The following SLOs apply to Humanities courses.

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

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

Measures: Combines the assessment of a methodology and a target. NOTE: All disciplines employed 70% as the common target score except for Philosophy, which used a 75% target score in Measure 2.2.

Competency	Course Name	Methodology	SLO / Measure	Target %	Term	# Assessed
Humanities	COMM 1010	Presentation	1 / 1.5	70%	2025 - 2026	1030
	COMM 2500	Project / Paper	1 / 1.6	70%	2025 - 2026	368
	ENGL 2070	Writing Assignment	1 / 1.1, 1.2, 1.3, 1.4	70%	2025 - 2026	823
	ENGL 2110	Writing Assignment	1 / 1.1, 1.2, 1.3, 1.4	70%	2025 - 2026	
	HIST 1010	Post-Class Survey	2 / 2.1	70%	Fall 2025	218
	HIST 1020	Post-Class Survey	2 / 2.1	70%	Fall 202	57
	HIST 2010	Post-Class Survey	2 / 2.1	70%	Spring 2026	98
	HIST 2020	Post-Class Survey	2 / 2.1	70%	Spring 2026	117
	PHIL 1010	Writing Assignment	2 / 2.2	75%	Fall 2025	71

Humanities Assessment Finding (2025-2026). Target met. A total of 2782 students were assessed; 593 were dual enrollment.

Summary: 2025-2026 Humanities Assessment Results.

Students met the Humanities Competency Target Score. The remainder of this report provides the results for SLO 1 and 2 and their associated measures. At the end of the report, based on the results of the 2024-25 Humanities Assessment, the section “Plan of Action Moving Forward” is presented.

SLO 1. Number assessed: 2221 students (365 dual enrollment). Students will communicate an understanding of the diversity of human experience, including issues such as nationality, ethnicity, race, language, gender, sexuality, exceptionalities, religion, and culture.

Measure 1.1. (Direct – Knowledge)

One written assignment of at least 500 words from all ENGL 2110 and 2070 students will be evaluated by a panel of faculty members, using the standardized assessment rubric for ENGL 2070/2110. The writing will be evaluated to determine if students can demonstrate a basic awareness and understanding of cultural differences (behaviors, expressions, etc.). At least 70% of students sampled will score a 3 (competency) or higher on the evaluation.

Finding. Target met. A total of 823 students were assessed; 80 were dual enrollment.

Analysis: In 2024-25, the assessment showed that overall, students in ENGL 2070 and ENGL 2110 increased their understanding of human diversity. Students in ENGL 2110 achieved an 87.5% rate of scores at 3 or above on the standardized rubric. Students in ENGL 2070 achieved an 86% rate of scores at 3 or above on the standardized rubric. Faculty reviewed the current assessment process for ENGL 2070 to assess overall effectiveness. Faculty developed additional methods for supporting dual enrollment instructors in an effort to increase assessment scores.

As a result of these changes, in 2025-26, the target was met. Students in ENGL 2110 achieved an 88% rate of scores at 3 or above on the standardized rubric. Students in ENGL 2070 achieved an 88% rate of scores at 3 or above on the standardized rubric.

While student performance exceeded the target, data collection was an issue, especially in the spring semester, due to the assessment coordinator leaving the program.

Decision or action to drive future improvement: In 2025-26, the Humanities Program met the learning objectives for Measure 1.1. Based on the analysis of the 2025-26 results, in 2026-27, the faculty will implement the following changes to drive continuous improvement:

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1. The new coordinator will implement a plan to ensure data is collected for all sections of ENGL 2070 and ENGL 2110. Ensuring good data collection will allow for better decision-making moving forward.
2. With an eye on improvement, the English faculty will raise their goal for student success to 89% of students earning a 3 or higher on the assessment.

Measure 1.2. (Direct – Knowledge)

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

Finding: Target met. A total of 823 students were assessed; 80 were dual enrollment.

Analysis: In 2024-25, the assessment showed that overall, students in ENGL 2110 increased their understanding of human diversity. Students in ENGL 2110 were evaluated for this assessment. Assessment analysis shows that 85% of students scored a 3 or higher on the standardized rubric for this measure. Faculty reviewed current assessment process to assess overall effectiveness, and faculty developed additional methods for supporting dual enrollment instructors in an effort to increase assessment scores.

As a result of these changes, in 2025-2026, the target was met. Students in ENGL 2110 and ENGL 2070 were evaluated for this assessment. Assessment analysis shows that 88% of students scored a 3 or higher on the standardized rubric for this measure.

Students demonstrated understanding by exceeding the target, but challenges in data collection due to staffing changes affected the number of sections, especially in the fall semester, that were assessed. The spring semester saw a significantly higher rate of data collection (89% of sections compared to 52% in the fall) due to the new coordinator's efforts.

Decision or action to drive future improvement. In 2025-26, the Humanities Program met the learning objectives for Measure 1.2. Based on the analysis of the 2025- 2026 results, in 2026-2027, the faculty will implement the following changes to drive continuous improvement:

1. The new coordinator will implement a plan to ensure data is collected for all sections of ENGL 2070 and ENGL 2110. Ensuring good data collection will allow for better decision making moving forward.
2. With an eye on improvement, the English faculty will raise their goal for student success to 89% of students earning a 3 or higher on the assessment.

Measure 1.3. (Direct – Knowledge/skill)

One written assignment of at least 500 words from all ENGL 2110 and 2070 students taught will be evaluated by a panel of faculty members, using the standardized Assessment Rubric for ENGL 2070/2110. The writing will be evaluated to determine students' ability to analyze literary material and show understanding of diversity through that literary analysis. At least 70% of students sampled will score a 3 (competency) or higher on the evaluation.

Finding. Target met. A total of 823 students were assessed; 80 were dual enrollment.

Analysis: In 2024-2025, the analysis of the writing assessment showed that the target was met. Assessment analysis shows that 80.5% of ENGL 2110 students and 81% of ENGL 2070 scored a 3 or above on the standardized rubric used to evaluate this measure. In ENGL 2070, 88% of non-dual enrollment students and 74% of our dual-enrollment students scored a 3 or higher on the assessment assignment. In ENGL 2110, 87% of non-dual enrollment students and 74% of dual-enrollment students scored a 3 or higher on the assessment. Faculty reviewed the current assessment process to assess overall effectiveness. Additionally, faculty developed additional methods for supporting dual enrollment instructors in an effort to increase assessment scores.

As a result of these changes, in 2026-2026, the target was met. Assessment analysis shows that 88% of ENGL 2110 and ENGL 2070 students scored a 3 or better on their assessment assignment. Data collection rates were lower in the fall due to staffing transitions, but students demonstrated understanding of key concepts as indicated by exceeding the target.

Decision or action to drive future improvement. In 2025-26, the Humanities Program met the learning objectives for Measure 1.3. Based on the analysis of the 2025- 2026 results, in 2026-2027, the faculty will implement the following changes to drive continuous improvement:

1. The new coordinator will implement a plan to ensure data is collected for all sections of ENGL 2070 and ENGL 2110. Ensuring good data collection will allow for better decision-making moving forward.
2. With an eye on improvement, the English faculty will raise their goal for student success to 89% of students earning a 3 or higher on the assessment.

Measure 1.4. (Direct – Knowledge)

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

Finding: Target met. A total of 823 students were assessed; 80 were dual enrollment.

Analysis: In 2024-2025, the analysis of the writing assessment showed that the target was met. Assessment analysis shows that 86% of students scored at least 3 or higher on the standardized rubric used to evaluate this measure. Students in ENGL 2110 were evaluated. In ENGL 2110, 91% of non-dual enrollment students and 81% of dual enrollment students scored a 3 or higher on this assessment. Faculty reviewed the current assessment process for ENGL 2070 to assess overall effectiveness and developed additional methods for supporting dual enrollment instructors in an effort to increase assessment scores.

As a result of these changes, in 2025-2026, the target was met. Assessment analysis shows that 88% of students scored at least 3 or higher on the standardized rubric used to evaluate this measure. Students demonstrated understanding as indicated by exceeding the target. While faculty encountered data collection challenges in the fall, the spring semester data collection rate was strong, resulting in representation across both ENGL 2110 and ENGL 2070 as well as for both traditional and dual-enrollment students.

Decision or action to drive future improvement. In 2025-26, the Humanities Program met the learning objectives for Measure 1.4. Based on the analysis of the 2025-2026 results, in 2026-2027, the faculty will implement the following changes to drive continuous improvement:

1. The new coordinator will implement a plan to ensure data is collected for all sections of ENGL 2070 and ENGL 2110. Ensuring good data collection will allow for better decision-making moving forward.
2. With an eye on improvement, the English faculty will raise their goal for student success to 89% of students earning a 3 or higher on the assessment.

Measure 1.5. (Direct – Knowledge)

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

Finding: Target met. A total of 1030 students were assessed; 285 were dual enrollment.

Analysis. In 2024-25, the target was met. Students scored an average of 91.3% on the persuasive speech assessment. Students presented strong work overall, but faculty is navigating student use of platforms like ChatGPT and other artificial intelligence when crafting speech presentations. We want our students to be adept at using cutting-edge technology upon entering the workforce, but not as a replacement for their own experiential learning. This is relatively new territory for all of higher education, so we will

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update our course to include guidance for ethical and effective AI usage. Certain faculty members still struggle to use McGraw Hill software to report their speech scores, but this is a minority percentage of overall instructors and sections. Faculty included resources and assignments that addressed the appropriate use of artificial intelligence platforms, and provided specific procedures for fact-checking information in an effort to assist students in determining which online sources are authentic and trustworthy.

As a result of these changes, in 2025-26, the target was met. Students scored an average of 88.5% on the persuasive speech assessment. Faculty saw advanced incorporation of technological tools (presentation aid software, streamlining when integrating visual aids into video presentations for online students, etc.) compared to years past. While there was some struggle with unauthorized use of artificial intelligence resources, the overall consensus was that students are developing a better understanding of when and where to use AI appropriately. Instructors added specific sections to syllabus documents/Moodle sections to clearly set boundaries for AI use, which seems to have positively impacted students.

Decision or action to drive future improvement. In 2025-26, the Humanities Program met the learning objectives for Measure 1.5. Based on the analysis of the results, in 2026-2027, the faculty will implement the following changes to drive continuous improvement:

1. Faculty will incorporate additional and upgraded technology options to diversify student awareness and understanding of available tools beyond those that have been presented in the past to ensure they are developing high-level skills that will set them apart in a competitive job market.
2. Faculty will emphasize the importance of each student's unique voice, the power of authentic communication, and the value of effective public speaking skills in a world where many organizations/content channels feature an increasing amount of AI-written content.

Measure 1.6. (Direct – Knowledge)

Students in COMM 2500 will recognize and analyze how verbal and nonverbal communication styles vary across cultures and affect the way people communicate by completing a Culture Project and Presentation and scoring an average minimum of 70% on each of the two assessment rubrics.

Finding: Target met. A total of 368 students were assessed for this measure; none were dual enrollment.

Analysis: In 2024-25, the target was met. Students scored an average of 79.96% on the project. The assignment was scored as one assignment this year, combining cultural research elements with oral presentation of discovered information. Students demonstrated enthusiasm and curiosity in terms of improving communication skills in interpersonal relationships. Faculty incorporated personal interviews into the research

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gathering phase of this project, which resulted in students reporting an increased level of empathy and understanding for others. However, students still struggled with conducting and applying scholarly research as well as orally citing sources referenced in the presentation aspect of the assignment. Faculty adjusted the interview component of the assignment to ensure students have enough information to conduct effective interviews along with alternatives for students who require assistance in identifying interview candidates. Faculty also incorporated additional assignments to address locating and citing high quality sources accurately and appropriately.

As a result of these changes, in 2025-26, the target was met. Students scored an average of 96% on the project. The assignment was again scored as one assignment, combining cultural research elements with oral presentation of discovered information. Faculty reports that students who were interested in doing well were engaged, responsive, and collaborative during the course. Faculty incorporated a higher number of in-class assignments that required writing and drawing, which seemed to encourage more student engagement. Faculty also observed that students are struggling with reading and quizzes outside of class, despite attending class consistently. Unauthorized use of AI has continued to be a challenge as well.

Decision or action to drive future improvement. In 2025-26, the Humanities Program met the learning objectives for Measure 1.6. Based on the analysis of the results, in 2026-2027, the faculty will implement the following changes to drive continuous improvement:

1. Faculty will explore the option of switching to an open-source text to reduce access challenges some students encounter with an online reading & testing platform.

SLO 1: Results Summary.

The Target was met for Measures 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6. Data collection and analysis procedures generally worked as anticipated, and student awareness and understanding of culture and cultural differences was found to be well above the expected target of 70%.

SLO 2. Number assessed: 561 students (228 dual enrollment). Students will demonstrate an understanding of how various political, economic, social, and cultural movements emerge, evolve, and influence human thought and experience over time.

Measure 2.1. (Indirect – Knowledge)

Students will demonstrate their understanding of political, economic, social, and cultural movements. Comprehension of how human thought and historical concepts emerge over time will be evaluated in a post-class survey, in each of the four core classes (HIST 1010, 1020, 2010, and 2020). Benchmarks of 70% of students scoring 70% on the quiz will be the goal in the first assessment cycle.

Finding: Target met for HIST 1010, 1020, 2010, and 2020. A total of 490 students were assessed; 198 were dual enrollment.

Analysis: In 2024-25, the target was met in all assessed courses. In HIST 1010, the 194 assessed students earned a 93% achievement of target. In HIST 1020, the 73 assessed students earned an 89% achievement of target. In HIST 2010, the 122 assessed students earned a 94% achievement of target. In HIST 2020, the 78 assessed students earned an 88% achievement of target. Assessment demonstrated that HIST 1010/1020 and HIST 2010/2020 achieved the targets established in this process. Compliance with assessment for dual enrollment courses continues to improve. Faculty focused on improving course development, design, and delivery. To drive improvement in World History courses, history faculty have participated in a Board of Regents eLearning grant project that focused on developing Open Educational Resources (OER) course materials for World History. One additional faculty member has adopted the new OER materials. As such, two faculty members have now fully implemented the new OER materials in all their sections of HIST 1010. The OER textbook experiment continues to expand and to drive improvement in sections of HIST 1010, resulting in reduced DFW rates in this core class. HIST 1010, HIST 1020, and HIST 2010 achieved their targets at higher rates than in 2023-24; HIST 2020 matched its 2023-24 rate. Gathering data from dual enrollment classes taught at off-campus instructional sites is still a challenge. Faculty reviewed existing assessment and data collection processes to determine sufficiency and updated the components of their assessment instruments to address changes in course design and the adoption of new course materials. One faculty member participated in OER professional development and grant opportunities to begin the process of converting another core course for the use of OER, and the History coordinator provided program faculty with guidance and support to implement the assessment process in their courses successfully.

As a result of these changes, in 2025-26, the target was met in all assessed courses. In HIST 1010, the 218 assessed students earned a 93% achievement of target. In HIST 1020, the 57 assessed students earned a 96% achievement of target. In HIST 2010, the 98 assessed students earned a 96% achievement of target. In HIST 2020, the 117 assessed students earned a 92% achievement of target. Assessment demonstrated that HIST 1010/1020 and HIST 2010/2020 achieved the targets established in this process. Faculty focused on improving course development, design, and delivery. To drive improvement in World History courses, history faculty collaborated with LOUIS/Board of Regents to revise course OER materials in preparation for new accessibility standards. One additional adjunct faculty member adopted the new OER materials. As such, three faculty members have now fully implemented OER materials in their sections of HIST 1010. The OER textbook experiment continues to expand and drive improvement in sections of HIST 1010, resulting in reduced DFW rates in this core class. HIST 1010, HIST 1020, HIST 2010, and HIST 2020 achieved their targets at consistently high rates – more consistent than in previous cycles. Gathering data from dual enrollment classes taught at off-campus instructional sites continues to be challenging.

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Decision or action to drive future improvement. In 2025-26, the Humanities Program met the learning objectives for Measure 2.1. Based on the analysis of the 2025-2026 results, in 2026-2027 we will make the following changes to drive improvement:

1. Two faculty members will apply for grants to facilitate the revision of an additional HIST course from the core curriculum; if funded, the course redesign may improve DFW rates by over 5% for some student populations.
2. History faculty will improve course design and accessibility to meet new federal and institutional accessibility standards in 2026-27.

Measure 2.2. (Direct – Knowledge)

The specific assessment will be chosen by the instructor for each section of PHIL 1010. It will consist of a written assignment of at least 400 words integrated into some part of the course. The writing can be obtained in several ways: as a Discussion Forum posting, as an essay question on an exam, as a journal entry, or something similar.

Therefore, the assessment will contribute to the final course grade and satisfy the SACS assessment requirement.

Finding. Target not met. A total of 71 students were assessed; 30 were dual enrollment.

Analysis. In 2024-25, the target was not met. Of the 34 students assessed, only 22 met the target, resulting in a 65% target achievement rate. Dr. Keele's sections did increase from 64% to 75% target achievement rate, but Dr. Dromm reported that half of his class cheated on the assessment assignment, resulting in failure. ChatGPT is forcing faculty to rethink their approach to assessment as many students have attempted to submit work that they created using ChatGPT or other artificial intelligence platforms. Faculty strategized regarding academic integrity issues and adjusted assessment administration practices to ensure assessment assignments are completed correctly and ethically by students.

Despite these efforts and changes, in 2025-2026 the target was still not met. Only 70% of the students met the target; while this is an improvement from last year, it still falls short of the 75% target. As with last year, many students plagiarized their written assignments with AI. Low enrollments in the face-to-face sessions in the fall semester may have skewed the data.

Decision or action to drive future improvement. In 2025-26, the Humanities Program did not meet the learning objectives for Measure 2.2. Based on the analysis of the academic year 2025-26 results, we will make the following changes for the academic year 2026-27 to drive improvement:

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1. Faculty will implement remedies to address the rampant use of AI, including but not limited to enhanced proctoring, creating assignments that are difficult to complete using AI, and reminding students of the importance of academic and ethical integrity.
2. Faculty will explore submission options that circumvent misuse of AI resources, including teaching face-to-face and assessing video essays.

SLO 2: Results Summary.

The target was met for Measure 2.1 and not met for Measure 2.2. Student awareness and understanding of how various political, economic, social, and cultural movements emerge, evolve, and influence human thought and experience over time was over 90% for Measure 2.1 in HIST 1010, HIST 1020, HIST 2010, and HIST 2020; assessed students in PHIL 1010 failed to meet the target of 75% in the specific assessment used for Measure 2.2.

Comprehensive Summary of Key Evidence based on an analysis of the 2024-25 results and implemented in 2025 – 2026):

- *Measures 1.1-1.4:* For 2025-26, the changes instituted included the following: Faculty reviewed the current assessment process for ENGL 2070 to assess overall effectiveness. Faculty also developed additional methods for supporting dual enrollment instructors in an effort to increase assessment scores. As a result of these changes, both ENGL 2110 and ENGL 2070 were assessed for all measures and exceeded the target of 70%.
- *Measures 1.5-1.6:* For 2025-26, the changes instituted included the following: Faculty included resources and assignments that addresses the appropriate use of artificial intelligence platforms and provided specific procedures for fact-checking information in an effort to assist students in determining which online sources are authentic and trustworthy. Faculty adjusted the interview component of the COMM 2500 assessment assignment to ensure students have enough information to conduct effective interviews along with alternatives for students who require assistance in identifying interview candidates. Faculty also incorporated additional assignments to address locating and citing high quality sources accurately and appropriately. As a result of these changes, students in COMM 1010 and COMM 2500 exceeded the target of 70%.
- *Measure 2.1:* For 2025-26, the changes instituted included the following: Faculty reviewed existing assessment and data collection processes to determine sufficiency and updated the components of their assessment instruments to address changes in course design and the adoption of new coursed materials. One faculty member participated in OER professional development and grant opportunities to begin the process of converting

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another core course for the use of OER, and the History coordinator provided program faculty with guidance and support to implement the assessment process in their courses successfully. As a result of these changes, the target was exceeded in HIST 1010, 1020, 2010, and 2020.

- *Measure 2.2:* For 2025-26, the faculty implemented the following changes to drive continuous improvement: faculty replaced four major lectures and began collecting data again in the spring semester. Faculty replaced the remaining major video lectures to align them more closely with the assessed exam question.

Plan of Action Moving Forward:

To address the areas for improvement noted in the Comprehensive Summary, the Humanities Assessment Group identified the following changes, to be enacted in 2024-25:

1. English:

The faculty will institute the following changes:

1. The new coordinator will implement a plan to ensure data is collected for all sections of ENGL 2070 and ENGL 2110. Ensuring good data collection will allow for better decision making moving forward.
2. With an eye on improvement, the English faculty will raise their goal for student success to 89% of students earning a 3 or higher on the assessment.

2. Communication:

The faculty will institute the following changes:

1. Faculty will incorporate additional and upgraded technology options to diversify student awareness and understanding of available tools beyond those that have been presented in the past to ensure they are developing high-level skills that will set them apart in a competitive job market.
2. Faculty will emphasize the importance of each student's unique voice, the power of authentic communication, and the value of effective public speaking skills in a world where many organizations/content channels feature an increasing amount of AI-written content.
3. Faculty will explore the option of switching to an open-source text to reduce access challenges some students encounter with an online reading & testing platform.

3. History:

The faculty will institute the following changes:

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1. Two faculty members will apply for grants to facilitate the revision of an additional HIST course from the core curriculum; if funded, the course redesign may improve DFW rates by over 5% for some student populations.
2. History faculty will improve course design and accessibility to meet new federal and institutional accessibility standards in 2026-27.

4. Philosophy:

The faculty will institute the following changes:

1. Faculty will implement remedies to address the rampant use of AI, including but not limited to enhanced proctoring, creating assignments that are difficult to complete using AI, and reminding students of the importance of academic and ethical integrity.
2. Faculty will explore submission options that circumvent misuse of AI resources, including teaching face-to-face and assessing video essays.