



McNeese State University

2016-2017 General Education Assessment Report

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Council Charge

The General Education Assessment Council is responsible for ongoing review of the general education core curriculum and related outcomes assessment. The Council determines what courses should be certified for inclusion or removal from the core, establishes general education policies, and makes its recommendations to appropriate University curriculum committees and the Provost/Vice President for Academic Affairs and Enrollment Management. Additionally, the Council reviews outcomes attainment with respect to general education learning, recommends changes to assessment methods as needed, and tracks student attainment of general education competencies for continuous improvement. Reports to the Vice President for Academic Affairs and Enrollment Management.

Council Membership

Ms. Corliss Badeaux, Director, Write to Excellence Center – Chair

Dr. Rita Costello, Department of English and Foreign Languages – Competency 1 Writing Representative

Dr. Hong Du, Department of Mathematical Sciences – Competency 2 Math/Analytical Reasoning Representative

Dr. Justin Hoffman, Department of Biology – Competency 3 Natural Sciences Representative

Dr. Bobby Keeling, Department of History – Competency 4 Humanities Representative

Ms. Meghan Fleming, Department of Visual Arts – Competency 5 Fine Arts Representative

Dr. Tracy Lepper, Department of Psychology – Competency 6 Social Sciences Representative

Mr. Marshal Guidry, General and Basic Studies Representative

Dr. Becky Riley, College of Nursing and Health Professions Representative

Dr. William Galose, College of Business Representative

Dr. Wendy Whelan-Stewart, Faculty Senate Representative

Ms. Jessica Hutchings, Institutional Research and Effectiveness – ex-officio

Mr. Wesley LeJeune, Institutional Research and Effectiveness – ex-officio

Meetings and Actions

October 20, 2016 Council Meeting

Evaluated the following courses for continued inclusion in the fine arts section of the core curriculum:

- ART 217 – Drawing I. Keep.
- ART 228 – Introduction to Photography. Keep.
- ART 245 – Introduction to Clay. Keep.
- ENGL 271 – Creative Writing Workshop: Fiction. Keep, pending revision of syllabus.

GEOG 231 and MATH 105 were approved for inclusion in the General Education Core Curriculum.

Assessment Sessions for Competency 4: Critical Thinking

Friday, January 13, 2017

Monday, May 15, 2017

September 25, 2017

Annual Highlights

- Many courses are administering new assessments and collecting new data, and more courses are participating in general education assessment.
- Departments teaching general education competencies need to work on course-wide assessments that are delivered to all students in each section of those courses.
- Class attendance is a campus-wide problem.

Assessment Collection

IRE aims to increase the number of general education courses that are required to participate in general education assessment and strives to collect 100% of required course assessments each semester.

SEMESTER	# REQUIRED	# MISSING	PERCENTAGE PARTICIPATION
Fall 2014	27	8	70.4%
Spring 2015	27	7	74.1%
Fall 2015	28	6	78.6%
Spring 2016	28	4	85.7%
Fall 2016	32	2	93.7%
Spring 2017	32	1	96.8%

A – Writing Analysis and Actions

- Students in English 101 always show improvement from Essay 1 to Essay 5; however Essay 5 did not meet benchmarks this year. At the end of Spring 2017, 34% of enrolled students did not submit the final assignment. For Fall 2017, the first major graded assignment will be due earlier, and a new text and 3 curriculum changes are designed to improve retention. A stronger University attendance policy would benefit students in English courses.
- In English 102, the achievement gap between Essay 2 and Essay 4 has narrowed during the past 3 semesters because more students are earning at least 70% on Essay 2. To improve the course, the first essay will change to emphasize a longer research project. Students will create an annotated bibliography prior to starting their projects.

B – Mathematics/Analytical Reasoning Analysis and Actions

- Math 113 instructors reinstated a review session for the final exam at the end of the semester, which has proven to be beneficial based on this year's assessment results.
- Scores for Math 170 are falling below the benchmark. The Math 170 committee revised the assessment items to be spread more evenly through the semester, and the impact of the change will be monitored in upcoming cycles.
- Math 231 scores have fallen since the 2014-15 academic year, however students are still meeting the benchmark.
- Philosophy 102 began reporting the test scores for Chapters 3 and 5, which cover truth functional logic and natural deduction.

C – Natural Science Analysis and Actions

The chart below shows that 8 courses offered 2 or fewer sections during 2016-17, and 4 courses enrolled fewer than 50 students annually. These courses need to be evaluated for further inclusion in the General Education Core Curriculum.

Course	2 \geq sections offered annually	50 \geq students annually
CHEM 135 – Applications of Chemistry to Modern Lifestyles	X	
CHEM 136 – Chemical Issues in the Environment	X	
GEOL 102 – Historical Geology	X	X
GEOL 103 – Introduction to Oceanography	X	X
PHYS 151 – Introduction to Physics Concepts and Application	X	X
PHYS 201 – General Physics I	X	
PHYS 202 – General Physics II	X	
PHYS 212 – University Physics II	X	X

- The benchmarks for Biology 102 and Biology 106 changed in 2016-17 from students correctly answering 4 of 6 embedded questions to correctly answering 6 of the 10 embedded questions. The assessment scores dropped this year as a result, but the new assessments will stay in place.
- Chemistry 101 implemented new exam questions in 2016-17 and lowered the benchmark from 70% of students passing the exam to 50% of students passing the exam. The recommendation from the chemistry program coordinator is for the general chemistry instructors to come together as a group to decide which topics and questions should be used for the comprehensive final exam.

D – Humanities Analysis and Actions

The chart below shows that 13 courses offered 2 or fewer sections during 2016-17, and 11 courses enrolled fewer than 50 students annually. These courses need to be evaluated for further inclusion in the General Education Core Curriculum.

Course	2≥ sections offered annually	50≥ students annually
PHIL 253 – Philosophy in Film	X	X
FREN 201 – Intermediate French I	X	X
FREN 202 – Intermediate French II	X	X
HIST 121 – World Civilization to 1500	X	X
HUMN 105H – Honors Humanities: Ancient, Medieval, and Modern	X	X
INNV 280 – Innovation Communication	X	X
LATN 201 – Intermediate Latin I	X	X
LATN 202 – Intermediate Latin II	X	X
PHIL 252 – Ethics in the Sciences	X	
RELS 201 – Study of Religion	X	
RELS 211 – World Religions	X	X
SPAN 201 – Intermediate Spanish I	X	X
SPAN 202 – Intermediate Spanish II	X	X

- A group of faculty assessed artifacts from 2016-17 general education courses in area D and capstone artifacts from 2016-17 for critical thinking competency. The critical thinking rubric used by the committee is presented in Appendix C along with other data about the year's artifact assessment results. Students in Area D courses demonstrate the most difficulty with clearly stating issues, problems, and arguments.

General education and capstone students demonstrated the greatest difficulty with presenting and evaluating evidence in support of their arguments. This aligns with last year's writing assessment conclusion that students struggle with the use of sources and evidence in writing. This area received the lowest scores from the 2016-17 assessment teams.

- English 201 students consistently struggle with this course, possibly due to the challenging nature of the literature from this time period or to the rigor of the critical thinking rubric.
- English 202 instructors should increase the critical thinking goal and discuss the best ways to assess diverse students.

- English 203 and English 204 instructors need to meet and discuss the critical thinking and writing assignments used in these courses. Also, the benchmark needs to be increased from a 50% or higher score to a 70% or higher score.
- History courses revised their assessments in 2015-16 and are still collecting data before making changes. Each semester, the department is able to collect more data from instructors.
- Philosophy courses began submitting course summary information in 2016-17 and will monitor results before implementing any changes.

E – Fine Arts Analysis and Actions

The chart below shows that 3 courses offered 2 or fewer sections during 2016-17, and 2 courses enrolled fewer than 50 students annually. These courses need to be evaluated for further inclusion in the General Education Core Curriculum.

Course	2 \geq sections offered annually	50 \geq students annually
ART 261 – Art History: Ancient through Medieval	X	
ENGL 271 – Creative Writing Workshop (Poetry)	X	X
ENGL 272 – Creative Writing Workshop (Fiction)	X	X

- The benchmarks for the essays administered in Art 102 increased in 2015-16. Spring 2017 notes indicate that students’ ability to connect meaning with image content was strong, but the writing needs improvement.
- Several art courses began participation in general education assessment during the past 2 years, and they will continue to collect data for another year before setting new benchmarks. These courses include Art 101 Basic Design, Art 217 Beginning Drawing, Art 228 Introduction to Photography, and Art 245 Introduction to Ceramics.
- Music 215 changed its assessment in Spring 2016, and Music 218 and Music 253 began reporting assessment data on Fall 2016. The department will collect at least one more year’s worth of data before adjusting the benchmarks and/or assignments.
- In Theater 161, 55% of students answered #8 on the post-test correctly, which is the lowest this score has ever been recorded. Next year, the expected achievement for #8 will be that 70% of students answer it correctly.

F – Social/Behavioral Sciences Analysis and Actions

The chart below shows that 4 courses offered 2 or fewer sections during 2016-17, and 3 courses enrolled fewer than 50 students annually. These courses need to be evaluated for further inclusion in the General Education Core Curriculum.

Course	2 \geq sections offered annually	50 \geq students annually
ANTH 201 – Cultural Anthropology	X	X
ANTH 203 – Prehistory: Development of Culture and Origins of Society	X	X
ECON 201 – Economic Principles	X	X
FIN 201 – Personal Finance	X	

- Geography 111 recently changed its assessment from an essay to a final exam and will collect several semesters of information before making major changes. However, the assignment's directions concerning ethnic distribution of the population needs to be refined.
- Students in Political Science 201 consistently improve their scores between the pre-test and the post-test, which was redesigned in Fall 2016. The department requests that McNeese return two tenure-track positions in political science.
- Students in Psychology 101 do well on their assessments, however the challenge lies with instructors submitting their data and encouraging students to complete the assessment by increase its value as a percentage of the course.

Appendix A – Enrollment

Course	Competency	F15 Sections	F15 Enrollment	Sp16 Sections	Sp16 Enrollment	F16 Sections	F16 Enrollment	Sp17 Sections	Sp17 Enrollment
ENGL 101	A – Writing	47	1,203	10	262	42	969	14	246
ENGL 102	A – Writing	17	474	48	1046	18	540	45	911
MATH 113	B – Math/Analytical	44	1,437	13	437	37	1087	10	318
MATH 170	B – Math/Analytical	10	415	15	392	14	466	13	318
MATH 231	B – Math/Analytical	12	351	25	519	12	392	26	473
MATH 130	B – Math/Analytical	6	258	6	231	6	240	6	214
MATH 175	B – Math/Analytical	7	244	7	224	7	251	10	233
MATH 190	B – Math/Analytical	4	178	5	152	4	150	5	137
MATH 291	B – Math/Analytical	3	112	4	114	3	112	3	107
PHIL 102	B – Math/Analytical	3	91	2	72	3	83	3	87
STAT 231	B – Math/Analytical	12	123	23	201	12	128	25	228
BIOL 101	C – Natural Science	12	748	7	341	12	760	16	592
BIOL 106	C – Natural Science	3	140	4	177	4	143	4	155
CHEM 101	C – Natural Science	9	462	7	279	8	399	6	251
ENSC 101	C – Natural Science	6	213	4	156	7	237	6	226
PHYS 211	C – Natural Science	2	105	2	99	2	128	3	109
BIOL 102	C – Natural Science	2	87	2	172	2	84	3	168
BIOL 105	C – Natural Science	4	184	3	178	5	188	5	162
BIOL 201	C – Natural Science	2	99	2	64	2	90	5	79
BIOL 225	C – Natural Science	6	256	4	296	5	233	4	293
BIOL 226	C – Natural Science	3	164	4	158	2	167	5	132
CHEM 102	C – Natural Science	5	158	7	309	5	152	4	199
CHEM 120	C – Natural Science	3	91	2	100	2	106	2	79
CHEM 135	C – Natural Science	1	45	1	65	1	55	1	49
CHEM 136	C – Natural Science	2	68	2	42	1	35	1	36
ENSC 102	C – Natural Science	2	63	3	86	1	34	3	93
GEOL 101	C – Natural Science	2	86	2	68	2	79	2	83
GEOL 102	C – Natural Science	1	35	1	37	0	0	0	0
GEOL 103	C – Natural Science	0	0	0	0	1	34	1	15

GEOL 210	C – Natural Science	1	19	2	31	1	27	2	71
PHSC 101	C – Natural Science	3	157	4	168	3	134	3	130
PHSC 102	C – Natural Science	3	115	3	113	3	123	3	114
PHYS 151	C – Natural Science	1	13	0	0	0	0	0	0
PHYS 201	C – Natural Science	1	51	1	45	1	50	1	41
PHYS 202	C – Natural Science	1	24	1	31	1	44	1	39
PHYS 212	C – Natural Science	1	18	1	14	1	20	1	16
ENGL 201	D – Humanities	4	116	2	60	4	99	3	59
ENGL 202	D – Humanities	3	63	4	65	2	43	3	67
HIST 101	D – Humanities	5	188	3	100	6	177	3	99
HIST 102	D – Humanities	3	93	5	116	3	77	6	81
HIST 201	D – Humanities	16	610	14	385	19	628	14	310
HIST 202	D – Humanities	14	636	20	579	15	582	22	509
PHIL 251	D – Humanities	7	120	6	172	7	141	7	191
PHIL 253	D – Humanities	0	0	0	0	1	6	0	0
WMST 201	D – Humanities	1	32	1	24	2	32	1	29
COMM 201	D – Humanities	22	631	21	547	19	472	18	441
COMM 205	D – Humanities	5	153	5	142	7	175	7	150
ENGL 203	D – Humanities	6	172	7	184	10	271	6	167
ENGL 204	D – Humanities	8	237	7	172	7	175	8	215
ENGL 221	D – Humanities	4	129	5	138	3	94	3	84
FREN 201	D – Humanities	1	13	0	0	1	11	0	0
FREN 202	D – Humanities	0	0	1	11	0	0	1	10
HIST 121	D – Humanities	2	46	1	16	2	30	0	0
HIST 122	D – Humanities	3	64	2	80	2	51	3	84
HUMN 105H	D – Humanities	1	26	0	0	1	25	0	0
INOV 280	D – Humanities	0	0	0	0	0	0	1	11
LATN 201	D – Humanities	1	7	0	0	1	6	0	0
LATN 202	D – Humanities	0	0	1	5	0	0	1	4
PHIL 201	D – Humanities	2	42	4	77	3	50	2	23
PHIL 252	D – Humanities	1	31	1	25	1	28	1	35
RELS 201	D – Humanities	1	27	0	0	1	31	1	29
RELS 211	D – Humanities	0	0	1	43	0	0	1	30

SPAN 201	D – Humanities	2	15	1	16	1	16	1	12
SPAN 202	D – Humanities	1	13	1	9	1	11	1	9
ART 101	E – Fine Arts	3	54	3	54	3	51	3	51
ART 261	E – Fine Arts	2	66	1	41	1	25	1	40
MUSC 215	E – Fine Arts	3	158	5	220	3	155	5	202
MUSC 218	E – Fine Arts	0	0	0	0	3	136	4	139
THEA 161	E – Fine Arts	2	88	2	95	3	179	2	120
ART 102	E – Fine Arts	2	38	2	35	3	50	2	36
ART 105	E – Fine Arts	4	70	4	78	3	53	2	34
ART 217	E – Fine Arts	4	69	3	32	4	54	3	34
ART 228	E – Fine Arts	2	27	2	34	2	16	2	35
ART 245	E – Fine Arts	3	50	2	37	2	34	2	36
ART 251	E – Fine Arts	0	0	0	0	2	35	2	37
ART 262	E – Fine Arts	1	36	2	58	2	66	3	56
ENGL 271	E – Fine Arts	0	0	1	19	0	0	1	26
ENGL 272	E – Fine Arts	1	18	0	0	1	23	0	0
GEOG 111	F – Social & Behav	3	130	3	144	3	128	3	150
POLS 201	F – Social & Behav	5	176	6	119	5	147	6	108
PSYC 101	F – Social & Behav	16	1,003	16	656	14	836	18	541
SOCL 201	F – Social & Behav	7	317	7	286	8	311	7	298
ANTH 201	F – Social & Behav	1	44	0	0	0	0	0	0
ANTH 203	F – Social & Behav	0	0	0	0	1	41	0	0
ECON 201	F – Social & Behav	1	12	1	20	1	18	1	8
FIN 201	F – Social & Behav	1	36	1	28	1	22	1	36
INOV 180	F – Social & Behav	3	75	4	97	4	106	4	102
PSYC 233	F – Social & Behav	4	152	6	298	4	186	6	248
PSYC 260	F – Social & Behav	3	123	3	120	3	107	2	100
PSYC 261	F – Social & Behav	3	104	3	122	3	59	2	97
SOCL 211	F – Social & Behav	3	115	3	110	3	98	3	83

***Enrollments based on students with a grade of A, B, C, D, F, U, or S

Appendix B – Course Summary Form Data

1 - Writing

ENGL 101 Rubric Scored Essay #1			
Benchmark: 70% of students will score 70% or higher on this assignment			
SEMESTER	% students earning 70% or higher	BENCHMARK MET	Number Assessed
FALL 2014	59%	NO	729
SPRING 2015	64%	NO	NA
FALL 2015	73%	YES	NA
SPRING 2016	65%	NO	NA
FALL 2016	65%	NO	810
SPRING 2017	52%	NO	158
NOTES: None			
ENGL 101 Rubric Scored Essay #5			
Benchmark: 70% of students will score 70% or higher on this assignment			
SEMESTER	% students earning 70% or higher	BENCHMARK MET	Number Assessed
FALL 2014	71%	YES	625
SPRING 2015	70%	YES	NA
FALL 2015	76%	YES	NA
SPRING 2016	73%	YES	NA
FALL 2016	68%	NO	810
SPRING 2017	67%	NO	158
NOTES: Scores on Essay 5 improved from last year. To improve, instructors will incorporate new readings, and reconsider essay assignments, perhaps cutting one essay and developing others.			

1 - Writing

ENGL 101 Grammar- Pre Test & Post Test			
Benchmark: 70% of students will score 70% or higher on this assignment			
SEMESTER	% students earning 70% or higher	BENCHMARK MET	Number Assessed
Fall 2014 Pretest	23%	NO	788
Fall 2014 Posttest	46%	NO	640
Spring 2015 Pretest	30%	NO	NA
Spring 2015 Posttest	56%	NO	NA
Fall 2015 Pretest	20%	NO	NA
Fall 2015 Posttest	48%	NO	NA
Spring 2016 Pretest	26%	NO	NA
Spring 2016 Posttest	52%	NO	NA
Fall 2016 Pretest	18%	NO	801
Fall 2016 Posttest	49%	NO	801
Spring 2017 Pretest	20%	NO	158
Spring 2017 Posttest	45%	NO	158

ENGL 101 Analysis and Recommendations

From the Banner roster, to the second day of class (when the GMSA pre-test is administered, with makeups allowed thereafter without penalty), there is a 9% loss (meaning, 9% of students registered for the class have never attended or stopped attending within the first week). By the time of the first major assignment (Essay 1), there was a 31% loss (meaning 31% of students registered for the class did not turn in the first graded assignment for the course). This number is far higher this semester than is typical, though spring 101 does usually have a higher rate than fall. Instructors noted trouble getting international students to turn in assignments as well as some student disappearances after the Spring Break holiday. At the end of the semester, 34% of students enrolled in the course did not turn in the last (and most heavily weighted) graded assignment for the course. Across all reported sections, only 25 students (total) who turned in the first essay did not also turn in the last essay of the semester.

Over the past few years, it seems apparent that student improvement is steady on the GMSA from the start of 101 to the end of 102. The objective questions on this test cover grammar, mechanics, format, and citation.

Additional Notes: ENGL 101: a stronger university attendance policy would benefit not only composition but all gen ed courses. Students who attend class regularly are more likely to turn in assignments and less likely to be overwhelmed by college in general. Students who miss one or twice seem to recover fine, but many students feel the pressure of falling behind and then miss more classes thus falling farther behind and suffering more stress as a result. We will look at and consider multimodal possibilities as well as potential changes to our current texts and our essay progression.

We are trying some curriculum changes in Fall. One goal is to get the first major graded assignment turned in earlier in the semester. We have adopted a new, more affordable handbook for fall and will try 3 curriculum changes that we hope will help student retention and help students to see the practical application of the skills taught in the course.

ENGL 102 Rubric Scored Essay #2

Benchmark: 70% of students will score 70% or higher on this assignment

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014	72%	YES	208
SPRING 2015	62%	NO	NA
FALL 2015	71%	YES	NA
SPRING 2016	81%	YES	NA
FALL 2016	83%	YES	426
SPRING 2017	82%	YES	807

1 - Writing

NOTES: In terms of retention, it is notable that nearly every students that turns in Essay 2 (around midterm) also turns in Essay 4(around last week of class). Only 13 students across all sections who turned in essay 2 did not turn in essay 4 (and at least 1 of those 13 was a student taking an incomplete with the intention of turning the essay in to resolve the incomplete at a later date). With this in mind, it seems like retention efforts need to be focused on the first half of the semester. Some teachers have requested we look into new topics and/or textbooks for the course in the near future. This will be investigated with an eye both to pedagogy and cost consciousness.

ENGL 102 Rubric Scored Essay #4			
Benchmark: 70% of students will score 70% or higher on this assignment			
SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014	78%	YES	198
SPRING 2015	77%	YES	NA
FALL 2015	82%	YES	NA
SPRING 2016	83%	YES	NA
FALL 2016	86%	YES	426
SPRING 2017	85%	YES	710

NOTES: Scores on Essay 5 improved from last year. To improve, instructors will incorporate new readings, and reconsider essay assignments, perhaps cutting on essay and developing others.

ENGL 102 Grammar- Pre Test & Post Test			
Benchmark: 70% of students will score 70% or higher on this assignment			
SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014 Pretest	45%	NO	277
FALL 2014 Posttest	66%	NO	190
SPRING 2015 Pretest	47%	NO	NA
SPRING 2015 Posttest	66%	NO	NA
FALL 2015 Pretest	39%	NO	NA
FALL 2015 Posttest	67%	NO	NA
SPRING 2016 Pretest	45%	NO	NA
SPRING 2016 Posttest	71%	YES	NA
FALL 2016 Pretest	38%	NO	426
FALL 2016 Posttest	68%	YES	426
SPRING 2017 Pretest	44%	NO	807
SPRING 2017 Posttest	72%	YES	710

ENGL 102 Analysis and Recommendations

NOTES: Scores on Grammar Post Test improved from last year. To improve, instructors will incorporate new readings, and Attendance is by far the best predictor of success; instructors consistently report that students who attend class and turn in the major assignments almost always pass the course and students who do not attend regularly fall behind and work and usually do not pass or do not do well in the course. This semester the most common additional issue noted was trouble identifying reliable sources and with effectively incorporating sources. It was also noted that students who took the first assignment seriously (the prospectus) did better on all subsequent assignments.

From the Banner roster, to the second day of class (when the GMSA pre-test is administered, with makeups allowed thereafter without penalty), there is a 5% loss (meaning, 5% of students registered for the class have never attended or stopped attending within the first week). By the time of the second major assignment (Essay 2), there is a 17% loss (meaning 17% of students registered for the class do not turn in the graded assignments just before midterm.) Across all reported sections, only 4% (27 students) who turned in essay 2 did not also turn in the last essay in the course.

We are switching to new (more affordable) textbooks in the Spring. We are trying a change to the first essay in the course; the change will emphasize proposing a longer research project and researching an annotated bibliography prior to starting their projects.

MATH 113 FE Embedded Questions

60% of the students assessed will earn 60% of the credit assigned to the embedded questions on the final.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014	60%	YES	490
SPRING 2015	50%	NO	223
FALL 2015	65%	YES	502
SPRING 2016	47%	NO	251
FALL 2016	65%	YES	337
SPRING 2017	58%	NO	146

NOTES: Fall 2015: There is a concern among faculty over the growing challenge of motivating students to complete homework assignments and attend class regularly. We will continue to monitor the data and discuss strategies for addressing this problem. Additionally we are still finding the new calendar with one week of class meetings converted to an addition of 5 minutes to each remaining class meeting a challenge with respect to covering all the material in the curriculum. However, Math 113 did meet the Fall 2015 Benchmark.

Spring 2016 Notes: The developmental program was phased out this year. So a large % of spring students were repeaters with historically lower pass rates. Additionally in the past there has been a review session at the end of the semester (outside class schedule) to help students prepare for the final exam, which was not held this semester. This review session has proven beneficial in the past, and we plan to provide such again in the future. We are still finding the "new" calendar with one week of class meeting converted to an additional 5 minutes a challenge.

Notes Fall 2016: Math 113 met benchmark this semester with a significant improvement over last spring. Our department reinstated a review session for the final exam at the end of the semester, and we believe that it proved beneficial to our students based on the assessment results this semester. We plan to continue to provide this review session in future semesters. No further changes are being made at this time.

Notes Spring 2017: Math 113 fell just short of benchmark, but showed significant improvement over last spring. Our department continued providing a review session for the final exam at the end of the semester, which we believe proved beneficial to our students. In addition, weekly review sessions were conducted in our department throughout the semester for students who wanted additional help. We plan to continue offering these review sessions in the future. No further changes are being made at this time.

MATH 170 FE Embedded Questions

60% of the students assessed will earn 60% of the credit assigned to the embedded questions on the final.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014	63%	YES	289
SPRING 2015	65%	YES	213
FALL 2015	57%	NO	286
SPRING 2016	56%	NO	203
FALL 2016	58%	NO	228
SPRING 2017	52%	NO	128

NOTES: Fall 2015: There is a concern among faculty over the growing challenge of motivating students to complete homework assignments and attend class regularly in Math 170 as well as Math 113. This difficulty is evident in drop in achievement in last two questions in the item analysis data which are taught at the end of the course. Math 170 missed benchmark by only 3% this semester.

Spring 2016: Three of the five current assessment items occur at the end of the semester in the curriculum. Material at this point is often "rushed" especially if we unexpectedly lose a day of instruction administratively. The committee responsible for Math 170 will meet in the upcoming semester to discuss the possibilities of selecting assessment items that are spread more evenly throughout the semester. Additionally, we will investigate the possibility of providing a review session (similar to Math 113) to assist the students in preparing for the final exam. We are still finding the "new" calendar to be a challenge with respect to covering all material in curriculum.

Fall 2016 notes: The committee responsible for Math 170 met this semester and revised the assessment items to be spread more evenly throughout the semester and align with the learning objectives. In addition, the department conducted review sessions at the end of the semester to assist the students in preparing for the final exam. While Math 170 did miss benchmark by two percentage points this semester, improvement did occur over Spring 2016. We will continue to provide the review sessions for the final exam again in the upcoming semester.

Spring 2017 notes: Math 170 fell short of benchmark, which is often the case in the spring. Our department continued providing a review session for the final exam at the end of the semester, which we believe proved beneficial to our students. In addition, weekly review sessions were conducted in our department throughout the semester for students who wanted additional help. The students who attend these sessions are often the higher performing students, so we plan to encourage the weaker students to attend these review sessions in the future. We have only had one year of the updated assessment items (spreading assessed concepts more evenly over the semester), so no further changes are being made at this time.

MATH 231 FE Embedded Questions

60% of the students assessed will earn 65% of the credit assigned to the embedded questions on the final.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014	82%	YES	460
SPRING 2015	84%	YES	474
FALL 2015	76%	YES	354
SPRING 2016	80%	YES	436
FALL 2016	71%	YES	337
SPRING 2017	73%	YES	408

NOTES: Fall 2015: Math/Stat 231 has met benchmarks ever semester since Fall 2007. No recommendation for changes at this time.

PHIL 102 Post Test

70% of students taking the post-test will score at least 70% on the post-test.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2015	82%	YES	78
SPRING 2016	75%	YES	63
FALL 2016	81%	YES	69
SPRING 2017			

BIOL 101 FE Embedded Questions

80% of students taking the final exam will correctly answer 6 of the 10 embedded questions

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014	81.7	YES	535
SPRING 2015	73%	NO	271
FALL 2015	78%	NO	628
SPRING 2016	77%	NO	277
FALL 2016	70%	NO	542
SPRING 2017	67.60%	NO	278

NOTES: Benchmark changed in AY 2016-17 from students correctly answering 4 of the 6 embedded questions to 6 of the 10 embedded questions.

Insufficient data exists on which to base any recommendation due to insufficient sample size over time. The available sample size is only 1 because this was the first semester in which a set of 10 committee-determined standardized questions specific to the content of BIOL 101 were used in all sections of BIOL 101 to assess this general education competency. In prior semesters, each section instructor had composed and embedded 6 of his/her own questions to assess a different generic, department-wide competency (“understanding the scientific method”).

BIOL 106 FE Embedded Questions

80% of students taking the final exam will correctly answer 4 of the 6 embedded questions

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014	89.20%	YES	65
SPRING 2015	74%	NO	89
FALL 2015	NA	NA	NA
SPRING 2016	80%	YES	124
FALL 2016	77.40%	NO	106
SPRING 2017	71.20%	NO	118

NOTES: Benchmark changed in AY 2016-17 from students correctly answering 4 of the 6 embedded questions to 6 of the 10 embedded questions.

Insufficient data exists on which to base any recommendation due to insufficient sample size over time. The available sample size is only 1 because this was the first semester in which a set of 10 committee-determined standardized questions specific to the content of BIOL 106 were used in all sections of BIOL 106 to assess this general education competency. In prior semesters, each section instructor had composed and embedded 6 of his/her own questions to assess a different generic, department-wide competency ("understanding the scientific method").

CHEM 101 FE Embedded Questions

50% of students taking the final exam will correctly answer at least 70% of the final exam questions.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2015	46.40%	NO	422
SPRING 2016	NA	NA	NA
FALL 2016	59%	YES	351
SPRING 2017	55%	YES	220

2015-16 NOTES: CHEM 101 substituted for Bio 106. First semester to participate in GEAC. We recommend choosing fewer, as many as 10, embedded questions as part of the departmental final exam for chemistry 101. These questions should each represent a different topic of skill that is foundational to General Chemistry I. Furthermore, we intend to look to our Chemical Society, for national proficiency and benchmark values for Gen. Chemistry I.

2016-17 NOTES: The strength of this assessment is that the final exam questions represent the breadth of material covered throughout the semester. The data include all sections of Chem 101 offered in the Spring of 2017. An additional strength is that the questions were derived from a different source than the normal semester exams, reducing the amount of previous exposure to an assessment question. However, only one faculty member was responsible for generating the exam questions. The benchmark in AY 2016-17 was changed from 70% of students reaching the achievement level to 50% of students reaching the achievement level

RECOMMENDATIONS: Come together as a committee of General Chemistry instructors to decide what topics and questions are chosen for the comprehensive final exam and the general education assessment.

ENSC 101 Embedded Questions

70% of students taking the final exam will correctly answer at least 3 out of the 5 questions embedded on the final exam.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
SPRING 2016	46.40%	NO	112
FALL 2016	71%	YES	31
SPRING 2017	65%	NO	23

NOTES: ONLINE ISNT AS EFFECTIVE AS FACE TO FACE LECTURES.

RECOMMENDATIONS: UNSURE, TEACHING CLASS FOR HELEN WARE. NO RECOMMENDATIONS FOR IMPROVEMENT.

PHYS 211 FE Embedded Questions

60% of students taking the posttest will correctly answer at least 5 out of the 10 embedded questions.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
SPRING 2016	42%	NO	64
FALL 2016	53.30%	NO	111

NOTES: Recommendations: Further analysis is under way to identify specific concepts that students struggle with across multiple sections/instructors. Individual instructors can also identify concepts their students struggle with that other sections don't struggle with.

ENGL 201 FE Embedded Questions

85% of students will correctly answer 3 out of the 5 embedded questions on the final exam

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014	80%	NO	94
SPRING 2015	82%	NO	67

NOTES: Assessment changed from embedded questions to a critical thinking rubric in Academic Year 2015-16

ENGL 201 CRITICAL THINKING RUBRIC

75% of students will score 50% or better on the writing assignment based on a critical thinking rubric.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2015	83%	YES	49
SPRING 2016	100%	YES	27
FALL 2016	68%	NO	79
SPRING 2017	50%	NO	49

NOTES

2016-17: We were below our goal of 75%. Consistently students have the most trouble with 201. We are below our benchmark. This may be due to the challenging nature of the literature from this time period or the critical thinking rubric we are using which has standards that seem beyond our sophomore class, with many students writing about literature for the first time.

RECOMMENDATIONS: Keep working with students and faculty to determine if it is the actual writing about literature that is the challenge or if it is more in the literature itself, which is often considered more difficult because of the differences in modern English in this course in particular; or, of course, a combination of the content and how to write about it with critical thinking skills in mind.

ENGL 202 FE Embedded Questions

85% of students will correctly answer 3 out of the 5 embedded questions on the final exam

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014	93%	YES	61
SPRING 2015	98%	YES	43

NOTES: Assessment changed from embedded questions to a critical thinking rubric in Academic Year 2015-16

ENGL 202 SURVEY CRITICAL THINKING RUBRIC

75% of students will score 50% or better on the writing assignment based on a critical thinking rubric.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2015	68.00%	NO	53
SPRING 2016	80%	YES	54
FALL 2016	74%	NO	38
SPRING 2017	86.50%	YES	52

NOTES: Instructor comments: Although I had 6 [students who speak English as a second language] in this course, almost all of the students in this course exhibited an ability to think critically (even in a different language). Because I wanted to judge them more objectively, I used a multiple choice quiz to gauge their critical thinking. Interestingly, one of my least accomplished speakers (a Saudi student) consistently scored either the highest or next highest grade on each quiz I gave them. This was a bit shocking but true. All of the students also got better and better at responding to these rather challenging quizzes each week. So, I guess the upshot is that in using quizzes at least, the more practice students get at distinguishing small distinctions in responses, the better they get at it. Even my least successful student made much better scores on the last few quizzes. Overall: We far exceeding our goals

RECOMMENDATIONS: Because we are consistently exceeding our expectations, we should consider increasing our critical thinking goal. We should also consider meeting to discuss the best ways to assess critical thinking and if writing is the best way to assess our diverse students.

ENGL 203 SURVEY CRITICAL THINKING RUBRIC

75% of students will score 50% or better on the writing assignment based on a critical thinking rubric.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2016	83%	YES	157
SPRING 2017	83.50%	YES	164

NOTES: Instructor comments: I use a critical response essay (essentially a researched essay about a short story), taking the students through every step. However, despite this, I find that many students are generally ill prepared regarding research, proper paraphrasing, citation, documentation in general, etc.

RECOMMENDATIONS: 1) Optional but try to do it (it makes us look better but also can be helpful if we all ever sit down and analyze this stuff). I think that at some point we probably need to agree just what it is we are assessing in this class.

2) Essays on the text showed that students were able to understand the themes and motifs of the book, and they could begin to find their own stances on the material—especially as it applied to their own lives. For future, the work that will best improve their writing will be in the categories “Influence” and “Evidence of Context and Assumptions.” That is: situating themselves in the dialogue with greater skill and evidence for assertions.

Overall: It does seem like we should have a meeting of 203 and 204 instructors to discuss critical thinking and the writing assignments we use. We should also discuss whether 50% is too low of a goal—which is partially dependent on the critical thinking rubric we are using.

ENGL 204 CRITICAL THINKING RUBRIC

75% of students will score 50% or higher on the writing assignment based on a critical thinking rubric.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2016	68.00%	NO	118
SPRING 2017	77%	YES	105

NOTES: Students did well interpreting poetry by learning how to identify poetic devices as well as learning how to determine themes and subjects of poems, though many of them started the course thinking they didn't like poetry because their previous experiences with it was like trying to figure out a puzzle. The students in this online course must write so much each week that they are used to challenging each other's ideas about works of literature, so they have to develop analytical and critical thinking skills. Their problems are usually more mechanical or grammatical in nature than critical thinking. Overall: we've met our goal. Some teachers have met the goal at 90% while others are more at 60%

RECOMMENDATIONS: 1) Right now, I give one comprehensive Midterm exam that consists of 50 varying types of questions regarding poetry. I'm thinking about maybe dividing this 50 question exam into two 25 question exams, so that the information is a little less overwhelming for some students.

2) The more chances students are given to interpret their own ideas about the literature, ideas which must be founded on evidence in the texts, the better they get at thinking critically, examining different angles, and marshalling evidence in support of their ideas. Overall, though we are meeting our goals, we should consider meeting to discuss what types of papers we are writing and perhaps the different results from these. We could perhaps even have a norming session with several papers to be sure we are consistent in our assessment.

HIST 101 Pre & Post Tests

The average scores will improve by 10% on the critical thinking pre and post tests.

SEMESTER	PRE-TEST	POST TEST	BENCHMARK MET
FALL 2014	83%	85.30%	NO
SPRING 2015	84%	86%	NO

NOTES: Benchmark changed for Academic Year 2015-16: The average class score on the critical thinking test will be 70% or better.

HIST 101 Critical Thinking Test

The average score will be 70% or better.

SEMESTER	AVERAGE SCORE	BENCHMARK MET	Number Assessed
FALL 2015	84.60%	YES	105
SPRING 2016	81.55%	YES	67
FALL 2016	84.94%	YES	93
SPRING 2017	84%	YES	79

NOTES: Score were met in all 3 sections of the course

2017: (101A-29 STUDENTS, 81.4 AVERAGE, 101B-25 STUDENTS, 83 AVERAGE, and 101W-25 STUDENTS, 85 GRADE AVERAGE).

2016: (101A: 28 STUDENTS WITH 85 AVERAGE, 101B: 41 STUDENTS WITH 84 AVERAGE, 101W: 24 STUDENTS WITH 86.5 AVERAGE GRADE)

HIST 102 PRE AND POST TEST

The average scores will improve by 10% on the critical thinking pre and post tests.

SEMESTER	PRE-TEST	POST TEST	BENCHMARK MET
FALL 2014	71%	76%	NO
SPRING 2015	71%	76%	NO

NOTES: Benchmark changed for Academic Year 2015-16: The average class score on the critical thinking test will be 70% or better.

4 - Humanities

HIST 102 EUROPEAN SINCE 1648 CRITICAL THINKING TEST

The average score will be 70% or better.

SEMESTER	RESULTS (%) Section A	RESULTS (%) Section B	BENCHMARK MET	Number Assessed
FALL 2015	72.80%	72.40%	YES	37
SPRING 2016	82.33%	80.65%	YES	49
FALL 2016	70.14%	78.40%	YES	34
SPRING 2017	90.50%	82.60%	YES	14

NOTES: This is a new assessment in the piloting phase. Continue to accumulate data.

HIST 201 AMERICAN HIST CRITICAL THINKING PRE AND POST TEST

The average scores will improve by 10% on the critical thinking pre and post tests.

SEMESTER	PRE-TEST	POST TEST	BENCHMARK MET
FALL 2014	87	86	NO
SPRING 2015	66.7	71.9	NO

NOTES: Benchmark changed for Academic Year 2015-16: The average class score on the critical thinking test will be 70% or better.

HIST 201 AMERICAN HIST CRITICAL THINKING FINAL EXAM

The average class score on the critical thinking test will be 70% or better.

SEMESTER	COURSE	RESULTS (%)	BENCHMARK MET	Number Assessed:
FALL 2015				
	201W	86.68	YES	47
	201W1	84.23	YES	48
	201A	66.4	NO	17
	201C	72.2	YES	28
	201E	73.8	YES	23
SPRING 2016				
	201F	86.5	YES	25
	201W	88.9	YES	35
	201A	73	YES	13
	201B	67	NO	14
	201D	68	YES	5
	201-I	97.9	YES	24
	201-J	98.45	YES	14
	201W1	96.4	YES	34
	201C	79.8	YES	18
	201E	82.1	YES	21
	201G	90	YES	4
	201-H	76.26	YES	30

4 - Humanities

FALL 2016				313
	201W2	82	YES	41
	202W2	94	YES	31
	201-I	79	YES	38
	201-J	80.19	YES	32
	201W	81.9	YES	44
	201W1	81.7	YES	44
	201B	78.72	YES	22
	201E	79.4	YES	27
	201G	46.36	YES	33
	201H	76.28	YES	28
	201F	NA	NA	NA
	201 C&D	NA	NA	NA
SPRING 2017				286
	201W	89.80%	YES	35
	201A	75.50%	YES	9
	201C	77%	YES	7
	201D	80%	YES	6
	201-W2	92.35%	YES	28
	201-7XB	95.70%	YES	21
	201B	77.00%	YES	20
	201E	78.00%	YES	5
	201F	74.80%	YES	8
	201-J	85.13%	YES	23
	201-G	81.42%	YES	NA
	201-H	76.66%	YES	NA
	201-I	64.44%	NO	NA

NOTES: 2017: Out of 13 sections, 12 met the benchmark. The result is in line with previous semesters, where discrepancies in grading style from one professor to another, as well as the quality of the students in individual sections, may result in statistical variances.

RECOMMENDATIONS: This is a new assessment in piloting phase, will continue to accumulate data.

HIST 202 Pre & Post Tests

The average scores will improve by 10% on the critical thinking pre and post tests.

SEMESTER	PRE-TEST	POST TEST	BENCHMARK MET
FALL 2014	75.00%	80%	NO
SPRING 2015	73.50%	79.70%	NO

NOTES: Benchmark changed for Academic Year 2015-16: The average class score on the critical thinking test will be 70% or better.

4 - Humanities

HIST 202 AMERICAN HIST CRITICAL THINKING FINAL EXAM

The average class score on the critical thinking test will be 70% or better.

SEMESTER	COURSE	RESULTS (%)	BENCHMARK MET	Number Assessed:
FALL 2015	202W1	85.08	YES	49
	202E	74.42	YES	40
	202C	82.75	YES	41
	202D	82.8	YES	39
	202I	85.18	YES	44
	202K	81.27	YES	34
	202V	79.04	YES	24
SPRING 2016	202B	83.79	YES	36
	202C	83.36	YES	36
	202J	81.16	YES	31
	202K	84.6	YES	35
	202V	82.8	YES	34
	202RC	79.84	YES	28
	202W	96.25	YES	29
	202W1	78.38	YES	13
	202W2	78.94	YES	16
	202E	75.6	YES	10
	202D	76.92	YES	26
	202H	82.8	YES	10
	202I	77.71	YES	14
	202A, F, G	NA	NO	NA
FALL 2016	202D	82.28	YES	39
	202F	85.53	YES	44
	202V	78.24	YES	29
	202E	82.3	YES	35
	202W1	65	NO	22
	202W	78	YES	25
	2027XA	95	YES	26
	202A, G, J	NA	NO	NA
	202B, I, K	NA	NO	NA
	202H	NA	NO	NA
SPRING 2017	202A,F,G	NA	NO	NA
	202-B	82.28%	YES	32
	202-D	87.39%	YES	31
	202-E	84.89%	YES	35
	202-V	84.44%	YES	25
	202-W2	94.65%	YES	33
	202J	66.80%	NO	13
	202W1	71.60%	YES	18
	202W	63.70%	NO	18

4 - Humanities

	202C	82.30%	YES	18
	202H	83.10%	YES	20
	202I	81.80%	YES	21
	202W1	83.10%	YES	34

NOTES: Out of 14 sections, 12 met the benchmark, A SCORE CONSISTENT WITH PREVIOUS SEMESTER. One professor did not send the data.

RECOMMENDATIONS: This is a new assessment in piloting phase, will continue to accumulate data, especially as it pertains to discrepancies between professors grading curves.

PHIL 251 Final Papers

75% of students will earn 70% or higher on the final paper.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
SPRING 2016	80.24%	YES	87
FALL 2016	79%	YES	24
SPRING 2017	68.40%	NO	38

NOTES: The final paper assignment would benefit from more students completing the course (some students abandoned the course without formally withdrawing but after submitting thesis pages and other benchmark assignments as part of the semester project) as well as more emphasis on academic integrity.

PHIL 251 PRE & POST TEST (TOM BARIL)

Average score of 80% on post-test

SEMESTER	RESULTS (%) POST TEST	Number Assessed	BENCHMARK MET
FALL 2016	90.00%	NA	YES
SPRING 2017	88.50%	115	YES

NOTES: The pre-/post-test method greatly exceeded benchmarks.

RECOMMENDATIONS: A pre-/post-test could be implemented in all sections of PHIL-251 to standardize assessment across sections, provided it demonstrates internal validity for critical thinking instead of memorization.

PHIL 253 Final Papers

50% of students will score $\geq 85\%$ on the final paper.

SEMESTER	RESULTS	BENCHMARK MET	Number Assessed
SPRING 2017	85.70%	YES	7

SPAN 201 Embedded Questions

80% of students taking the final exam will correctly answer 4 of 5 embedded questions.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014	NA	NO	NA
SPRING 2015	87%	YES	15
FALL 2015	NA	NA	NA
SPRING 2016	NA	NA	NA
FALL 2016	78.00%	NO	15
SPRING 2017	100.00%	YES	10

NOTES: The Textbook used for this class was no En contacto, as we planned.

SPAN 202 Embedded Questions

80% of students taking the final exam will correctly answer 4 of 5 embedded questions.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014	100%	YES	10
SPRING 2015	100%	YES	18
FALL 2015	NA	NA	NA
SPRING 2016	89%	YES	9
FALL 2016	80%	YES	10
SPRING 2017	100.00%	YES	6

NOTES: The Textbook used for this class was no En contacto, as we planned.

WMST 201 Essay

80% of students will earn an 80% or above on the final paper.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2015	100%	YES	31
SPRING 2016	100%	YES	18
FALL 2016	100%	YES	31

NOTES: Speak with MSU write site for additional writing strategies and assistance for online students.

ART 101 BASIC DESIGN GOAL A & B

70% of students will score a 4 on the ability to recognize (Goal A) and make informed judgments about the fine and performing arts (goal B).

SEMESTER	RESULTS (%)	RESULTS (%)	BENCHMARK MET	Number Assessed
	Goal A	Goal B		
SPRING 2016	80.00%	70.00%	YES	
FALL 2016	100%	80%	YES	
SPRING 2017	100%	100%	YES	46

NOTES: Comments from teaching faculty: Student responses indicated thoughtful engagement in personal research and informed judgment making. Students appeared interested in the subject matter. Students performed at an unusually high rate and I attribute this anomaly to class composition

ART 102 Rubric Scored Essay A (Goal A)

70% of students will score a 3 or better on the ability to recognize (Goal A) and make informed judgments about the fine and performing arts (Goal B).

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014*	80%	YES	NA
SPRING 2015*	100%	YES	NA
FALL 2015	70%	YES	NA
SPRING 2016	NA	NA	NA
Fall 2016	NA	NA	NA
SPRING 2017	85.00%	YES	36

* Benchmark was raised beginning Fall 2015 from a score of ≥ 3 to a score of ≥ 4 .

ART 102 Rubric Scored Essay B (Goal B)

70% of students will score a 4 or better on the ability to recognize (Goal A) and make informed judgments about the fine and performing arts (Goal B).

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014*	80%	YES	NA
SPRING 2015*	100%	YES	NA
FALL 2015	50%	NO	NA
SPRING 2016	NA	NA	NA
FALL 2016	NA	NA	NA
SPRING 2017	85.00%	YES	36

* Benchmark was raised beginning Fall 2015 from a score of ≥ 3 to a score of ≥ 4 .

FALL 17: Goal B results show improvement from previous terms. The ability of the students to connect meaning with image content was strong, while the writing still needs improvement. Part of the equation may have been the subject matter itself as well as that I had them work as a group to study and select a subject. All students wrote about a work from a solo exhibit of photographs, and having other works to study in relationship to their piece may have informed the writing.

ART 105 EMBEDDED QUESTIONS FINAL EXAM

20% of students will answer 4 embedded questions using the "art speak" that they used throughout the semester.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
SPRING 2017	NA	NA	16

NOTES: Spring 2017 is the first semester to collect data for this course. We will monitor for several semesters before determining a course of action.

ART 217 BEGINNING DRAWING (GOAL A & B)

70% of students will score a 4 or better on the ability to recognize (Goal A) and make informed judgments about the fine and performing arts (Goal B).

SEMESTER	RESULTS GOAL A	BENCHMARK MET	RESULTS GOAL B	BENCHMARK MET	Number Assessed
FALL 2016	70%	YES	50%	NO	52
SPRING 2017	50.00%	NO	25.00%	NO	32

NOTES: 2016-17 is the first academic year to collect data for this course.

Comments from teaching faculty: Student responses indicated thoughtful engagement in personal research and informed judgment making. Students appeared interested in the subject matter. Students performed at an unusually high rate and I attribute this anomaly to class composition

ART 228 INTRO PHOTO

70% of students will score ≥ 4 out of 5 points on the ability to recognize (Goal A) and make informed judgments about the fine and performing arts (Goal B).

SEMESTER	RESULTS GOAL A	RESULTS GOAL B	BENCHMARK MET	Number Assessed
SPRING 2017	90.00%	80.00%	YES	30

NOTES: Spring 2017 is the first semester to collect data for this course.

ART 245 INTRO CERAMICS GOAL A & B

70% of students will score ≥ 4 out of 5 points on the ability to recognize (Goal A) and make informed judgments about the fine and performing arts (Goal B).

SEMESTER	RESULTS GOAL A	RESULTS GOAL B	BENCHMARK MET	Number Assessed
FALL 2016	80%	80%	YES	31
SPRING 2017	90.00%	80.00%	YES	35

NOTES: 2016-17 is the first year to collect data for this course.

ART 261 Rubric Scored Essay A (GOAL A)

70% of students will score ≥ 4 on the ability to recognize (Goal A) and make informed judgments about the fine and performing arts (Goal B).

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014*	80%	YES	NA
SPRING 2015*	100%	YES	NA
FALL 2015	40%	NO	NA
SPRING 2016	60%	NO	NA
Fall 2016	Not taught	NA	NA
SPRING 2017	85.00%	YES	38

* Benchmark was raised beginning Fall 2015 from a score of ≥ 3 to a score of ≥ 4 .

NOTES: Continue to collect data to monitor results. Change method of assessment to the Fine and Performing Arts rubric that uses a more comprehensive scale.

Spring 16: The benchmark which was previously "7-% of students will score a 3 or better on both Goal A and Goal B" was raised in 2015 because both goals were being met. Data will continue to be collected and monitored before further action is taken.

2017: These results reflect the importance for responding to visual forms of communication.

ART 261 Rubric Scored Essay B (GOAL B)

70% of students will score ≥ 4 on the ability to recognize (Goal A) and make informed judgments about the fine and performing arts (Goal B).

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014*	80%	YES	NA
SPRING 2015*	90%	YES	NA
FALL 2015	30%	NO	NA
SPRING 2016	40%	NO	NA
Fall 2016	Not taught	NA	NA
SPRING 2017	80.00%	YES	38

* Benchmark was raised beginning Fall 2015 from a score of ≥ 3 to a score of ≥ 4 .

NOTES: Continue to collect data to monitor results. Change method of assessment to the Fine and Performing Arts rubric that uses a more comprehensive scale. S16: see Essay A notes.

MUSC 215 Extra Credit Test

80% of students taking the extra credit test will answer 80% or more of the questions correctly.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014	26%	NO	NA
SPRING 2015	32%	NO	NA
FALL 2015	89%	YES	NA

NOTES: This assessment was changed to embedded questions beginning in Spring 2016.

MUSC 215 Embedded Questions

80% of students will correctly answer 5 of the 7 embedded questions.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
SPRING 2016	82%	YES	NA
FALL 2016	83%	YES	NA
SPRING 2017			

NOTES: Results are in line with expectations, I think we should not make any changes.

MUSC 253 - History of Rock and Roll

80% of students taking the final exam will correctly answer 3 out of 4 embedded questions.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2016	92.60%	YES	40
SPRING 2017	93.40%	YES	43

Notes: Course exceeded the minimum expected outcomes regarding post test. 2016-17 is the first year to collect data for this course.

THEA 161 Post Test - 6 of 8 correct on Post Test

80% of students will correctly answer 6 of the 8 questions on the post test

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014*	80%	YES	NA
SPRING 2015*	80%	YES	NA
FALL 2015	NA	NA	NA
SPRING 2016**	72%	NO	NA
FALL 2016	79.00%	YES	NA
SPRING 2017	86.50%	YES	NA

* Benchmark lowered from 80% of students to 78% of students in Spring 2016.

** Benchmark lowered from 78% of students to 75% of students in Fall 2016.

NOTES: 5E. & 5F. Program facilitator transferred; replacement unaware of

THEA 161 Post Test #3 answered correctly

75% of students will correctly answer #3 on the post test.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2014*	62%	NO	NA
SPRING 2015*	60%	NO	NA
FALL 2015	NA	NA	NA
SPRING 2016**	58%	NO	NA
FALL 2016	64.00%	NO	NA
SPRING 2017	84%	YES	NA

* Benchmark lowered from 75% of students to 72% of students in Spring 2016.

** Benchmark lowered from 72% of students to 70% of students in Fall 2016.

NOTES: 2016-17 - 55% of students answered #8 on the post test correctly, which is the lowest this score has ever been recorded. Next year, the expected achievement for #8 will be that 70% of students answer it correctly.

RECOMMENDATIONS: devote more class time to developing students understanding of theatre as a human art.

GEOG 111 Essay

80% of the students who complete the written assignment will obtain at least 75% average on the paper based on an average assessment of the following items:

- 1 - ability to write a grammatically correct short report of 1.5 to 2 pages,
- 2 - ability to use proper essay format,
- 3 - ability to recognize one of the four primary areas of study in geography,
- 4 - ability to use an educational website to select three articles that represent that rubric,
- 5 - ability to describe at least three things that s/he learned from each of the articles that apply to the selected area of study, and
- 6 - ability to assess the website in terms of ease of use and value as an educational tool for geography teachers.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
SPRING 2016	67%	NO	57

NOTES: These are one professor's results only. On the item on which the average was lowest, item 6 (review of the website for content, ease of use, and educational value for geography pedagogy), students averaged 67%. Students averaged about 5% on all assignment instructions and rubric as a whole are sound, apart from the 6th item.

GEOG 111 W FINAL

80% of students who take the final exam will adequately complete the assignment of diagramming city plan and providing a written description and justification of it.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
SPRING 2017	85.00%	YES	42

NOTES: This is the first time this project was required. The directions concerning ethnic distribution of the population needs to be refined.

POLS 201 POST TEST IMPROVEMENT

Students will take a pre-test and post-test, and average scores will show at least a 5% improvement on the post-test.

SEMESTER	PRE TEST	POST TEST	INCREASE	BENCHMARK MET	Number Assessed
FALL 2015	44.00%	54.00%	10.00%	YES	138
SPRING 2016	49%	54.00%	5.00%	YES	NA
FALL 2016	57.33%	65.53%	8.20%	YES	135
SPRING 2017	62.30%	72%	9.70%	YES	95

NOTES: FALL 2015: Those who administer pre-tests will continue to strictly monitor the exclusive use of number two pencils to encourage to write down the course section and the date of administration on each form.

SPRING 2016: Return to McNeese State Univ. To having four tenure-track positions in political science. McNeese currently has two tenure track positions in political science. Retain the master plan assignments which was introduced during the Spring Semester of 2016. J. Markstrom and H. Sirgo and Rathnam Indurthy will work together to redesign the Pre/Post Test interview schedule. It will be used in the POLS 201 course for future semesters beginning no later than Fall 2016

PSYC 101 Movie Essay

70% of students will receive an overall score of 70% or higher on the Social Psychology Movie Essay.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2015	90.30%	YES	695
SPRING 2016	93%	yes	360
FALL 2016			
SPRING 2017			

NOTES: Based on these data it appears we far exceeded our benchmark (70%), with 90.3% of assessed essay obtaining that criterion. When including those students who earned grades of "0" (due to failure to submit), we still met the benchmark criteria (73.6% obtained grades of 70% or higher.)

SOCL 201 Pre and Post Tests

60% of the students taking the post test will correctly answer 3 out of 5 questions

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2015	NA	NA	NA
SPRING 2016	52%	NO	187
FALL 2016	52.20%	NA	161
SPRING 2017	67.00%	YES	213

NOTES: None

RECOMMENDATIONS: Continue to provide students with examples of how to apply theoretical constructs to real life situations. Continue to ask questions on major examinations concerning to the application of theoretical constructs to real life situations.

Appendix C – Biannual Artifact Assessment

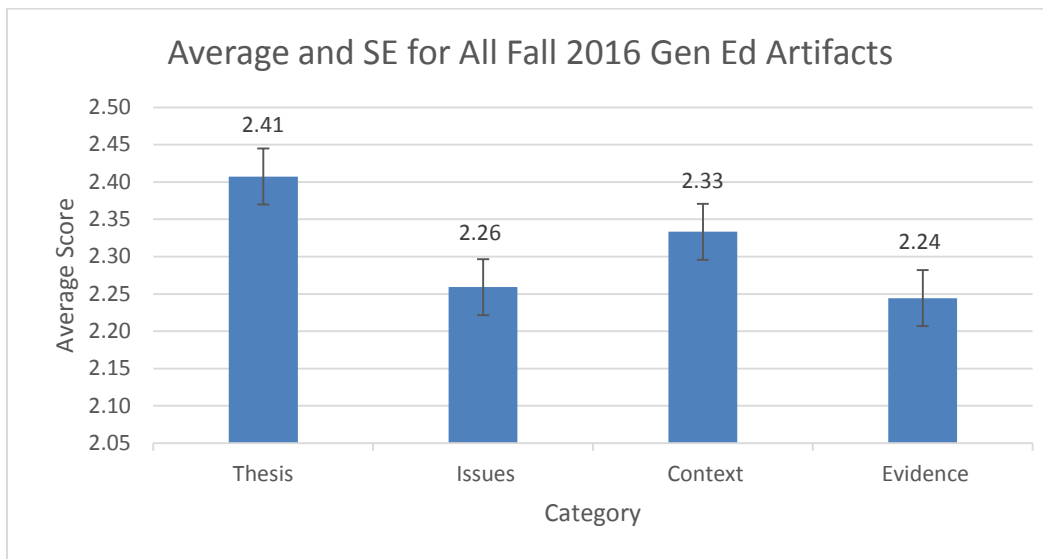
GEAC Critical Thinking Rubric

Rubric	Exemplary, 4	Meets Expectations, 3	Below Expectations, 2	Barely There, 1	Unacceptable, 0
Thesis, 25%	Thesis is original, logical, and takes into account the complexities of an issue. Thesis is based on relevant evidence from assigned sources. Student displays open-mindedness; others' points of view are recognized and fairly articulated.	Student takes a position that is somewhat logical but may be oversimplified. Fairly and accurately acknowledges some other points of view but misses some major ones.	Thesis is inconsistent or illogical based upon the evidence. Student fails to identify or hastily dismisses relevant counter-arguments; ignores alternative points of view.	No evident thesis or point of view; student fails to identify relevant counter-arguments and ignores alternative points of view.	Regardless of the evidence, student maintains or defends views based on self-interest or preconceptions; exhibits close-mindedness or hostility to reason.
Issues, 25%	Issues, problems and arguments are clearly stated and described thoroughly, delivering all relevant information necessary for full understanding.	Issues, problems and arguments are stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issues, problems or arguments are stated but description leaves some issues unexplored and backgrounds unknown.	Issues, problems and arguments are stated without clarification or description.	Issues, problems, or arguments are not stated or are ambiguously stated.
Context, 25%	Thoroughly evaluates relevance of context and point of view of stakeholders. Different perspectives are fairly recognized and explained.	Explains context but with some mistakes; identifies but imprecisely explains point of view of stakeholders. Recognizes some but not all different perspectives.	Does not accurately identify or explain point of view of stakeholders or context. Attempts to explain different perspectives but with minimal success.	Does not accurately identify or accurately explain point of view of stakeholders. Does not explain context. Does not attempt to explain different perspectives.	Makes little attempt to identify context and point of view of stakeholders. Does not recognize or attempt to explain alternative points of view or different perspectives.
Evidence, 25%	Accurately evaluates, presents, and explains (or articulates) relevant evidence from required sources; accurately assesses reliability and point of view of sources. Picks up on unstated assumptions. Appropriately prioritizes information.	Presents evidence but articulation of evidence is unclear. Some relevant or important information is missing or not properly prioritized. Misses some unstated assumptions.	Evaluation or explanation of evidence is inaccurate. Presents assumptions as fact and does not accurately assess the reliability of sources. Misidentifies or does not identify relevant evidence. Misses some unstated assumptions.	Offers biased evaluation of evidence, or failed to understand relevance of evidence. Presents assumptions as fact and did not accurately assess the reliability of sources. Does not present or accurately explain unstated assumptions.	Does not present or evaluate evidence.

Fall 2016 – General Education Courses

Participants: Dr. Janet Allured, Dr. Sabina Amanbyeva, Ms. Corliss Badeaux, Dr. Hanno Bulhof, Dr. Matthew Butkus, Mr. Michael Horner, Dr. Kevin Kritsch, Mr. Andrew Maust, Dr. Michael T. Smith

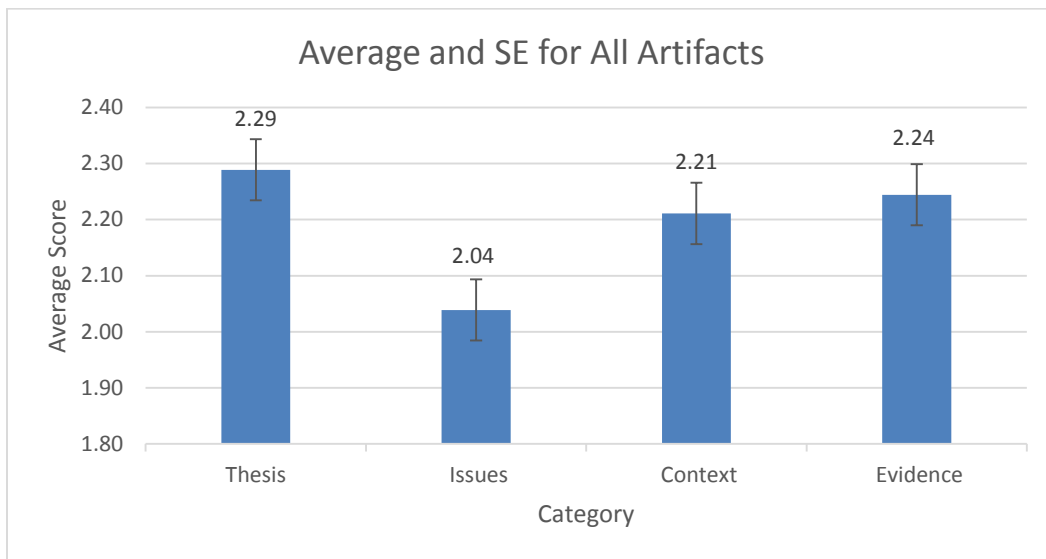
45 Artifacts Sampled	Group 1	Group 2	Group 3	Average of Group Averages
Average Thesis Score	2.51	2.33	2.38	2.41
Average Issues Score	2.27	2.20	2.31	2.26
Average Context Score	2.67	2.16	2.18	2.33
Average Evidence Score	2.44	2.11	2.18	2.24



Spring 2017 – General Education Courses

Participants: Dr. Janet Allured, Dr. Sabina Amanbayeva, Ms. Corliss Badeaux, Dr. Liz Bryant, Dr. Matthew Butkus, Dr. Rita Costello, Dr. Todd Furman, Mr. Michael Horner, Dr. John Keeling, Mr. Andrew Maust, Ms. Michelle Romero

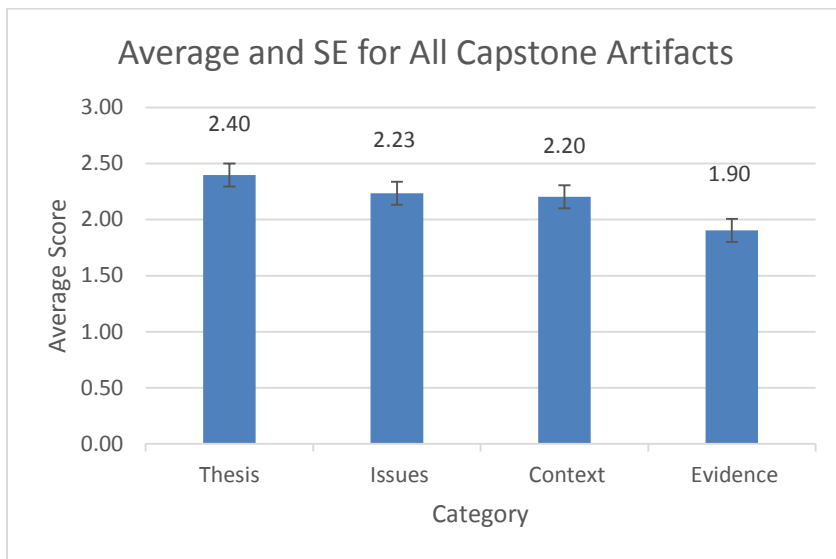
45 Artifacts Sampled	Group 1	Group 2	Group 3	Average of Group Averages
Average Thesis Score	2.33	2.45	2.08	2.29
Average Issues Score	1.97	2.22	1.93	2.04
Average Context Score	2.08	2.40	2.15	2.21
Average Evidence Score	2.23	2.48	2.02	2.24



2016-17 – Capstone Courses

Participants: Ms. Corliss Badeaux, Ms. Jennifer Barrow, Ms. Andrea Burton, Dr. Matthew Butkus, Dr. Rita Costello, Mr. Marshal Guidry, Ms. Hannah Maust, Dr. Michael T. Smith, Ms. Candace Thomas

32 Artifacts Sampled	Group 1	Group 2	Average of Group Averages
Average Thesis Score	2.55	2.24	2.40
Average Issues Score	2.51	1.96	2.23
Average Context Score	2.40	2.01	2.20
Average Evidence Score	2.18	1.63	1.90



Appendix D – Grad Fest Questions

Students rate their agreement with the following phrases on a scale of 1 to 5. 5 indicates strong agreement, and 1 indicates strong disagreement.

My coursework at McNeese State University...

1. Improved my ability to write effectively.							
Semester	N	1	2	3	4	5	Average
Fall 2014	303	2.0%	6.3%	10.6%	36.3%	44.9%	4.16
Spring 2015	430	3.5%	8.4%	14.7%	32.3%	41.2%	3.99
Fall 2015	255	2.7%	5.5%	16.5%	30.2%	45.1%	4.09
Spring 2016	391	2.6%	6.4%	14.3%	30.4%	46.3%	4.12
Fall 2016	258	2.3%	6.2%	20.2%	32.2%	39.1%	4.00
Spring 2017	440	4.5%	3.9%	20.2%	29.5%	41.8%	4.00

2. Improved my ability to evaluate numerical data and use mathematics to solve problems.							
Semester	N	1	2	3	4	5	Average
Fall 2014	301	2.7%	6.3%	15.9%	35.9%	39.2%	4.03
Spring 2015	431	3.7%	6.5%	14.2%	27.8%	47.8%	4.10
Fall 2015	254	3.1%	3.9%	18.5%	30.7%	43.7%	4.08
Spring 2016	393	2.8%	6.9%	11.5%	28.2%	50.6%	4.17
Fall 2016	258	3.5%	5.0%	22.9%	31.8%	36.8%	3.93
Spring 2017	440	4.1%	5.0%	19.1%	31.4%	40.5%	3.99

3. Improved my knowledge of scientific concepts and methods.							
Semester	N	1	2	3	4	5	Average
Fall 2014	303	2.6%	4.0%	17.2%	32.3%	43.9%	4.11
Spring 2015	432	2.8%	6.3%	16.4%	24.3%	50.2%	4.13
Fall 2015	255	3.9%	3.5%	20.0%	29.8%	42.7%	4.04
Spring 2016	392	3.6%	3.3%	12.2%	28.1%	52.8%	4.23
Fall 2016	256	2.7%	4.7%	20.3%	31.3%	41.0%	4.03
Spring 2017	438	4.3%	4.8%	17.1%	26.7%	47.0%	4.07

4. Improved my ability to appreciate and interpret artistic, literary, and related expressions of human creativity.

Semester	N	1	2	3	4	5	Average
Fall 2014	302	3.6%	4.0%	19.5%	27.2%	45.7%	4.07
Spring 2015	431	3.5%	9.5%	21.3%	23.0%	42.7%	3.92
Fall 2015	255	3.9%	7.5%	23.5%	21.6%	43.5%	3.93
Spring 2016	391	2.6%	7.4%	18.2%	23.3%	48.6%	4.08
Fall 2016	256	3.1%	9.0%	28.5%	25.0%	34.4%	3.79
Spring 2017	440	3.9%	8.0%	26.6%	24.8%	36.8%	3.83

5. Improved my ability to reason and use critical thinking.

Semester	N	1	2	3	4	5	Average
Fall 2014	302	4.0%	3.3%	7.9%	28.8%	56.0%	4.29
Spring 2015	432	3.5%	5.3%	6.9%	29.6%	54.6%	4.27
Fall 2015	255	3.9%	2.0%	11.0%	27.1%	56.1%	4.29
Spring 2016	393	3.3%	2.3%	5.6%	24.9%	63.9%	4.44
Fall 2016	257	2.7%	4.7%	10.9%	31.5%	50.2%	4.22
Spring 2017	440	4.5%	2.7%	10.2%	30.7%	51.8%	4.23

6. Improved my ability to apply concepts and skills I've learned to new situations in and out of school.

Semester	N	1	2	3	4	5	Average
Fall 2014	300	3.0%	4.7%	7.7%	29.3%	55.3%	4.29
Spring 2015	431	3.7%	4.6%	9.7%	28.1%	53.8%	4.24
Fall 2015	253	3.2%	2.0%	9.9%	28.9%	56.1%	4.33
Spring 2016	394	3.3%	2.3%	6.3%	22.1%	66.0%	4.45
Fall 2016	256	3.1%	2.0%	14.1%	30.5%	50.4%	4.23
Spring 2017	439	4.3%	2.7%	10.5%	29.6%	52.8%	4.24