

Academic Program Progress Report

Academic Program:	General Education Core Curriculum
Person Responsible:	Jessica Hutchings
Date Submitted:	July 2015
Reporting Period:	AY 2014-2015

Program Mission:	<p>McNeese State University's general education curriculum consists of coursework from six, broad disciplinary areas: English, Mathematics, Natural Sciences, Humanities, Social and Behavioral Sciences, and Fine Arts. The mission of this core curriculum is to provide students with a foundation of knowledge, skills, and methods of inquiry that support study in their chosen degree program and constitute the characteristics of an informed, college-educated citizen.</p> <p>General Education Core Curriculum Competencies</p> <ol style="list-style-type: none"> 1. Communicate effectively in written English (Area A1-English); 2. Critically evaluate numerical data and use quantitative analytical skills to solve problems (Area A2-Mathematics); 3. Understand and apply the principles of the scientific method (Area B-Natural Sciences); 4. Demonstrate abstract reasoning and critical thinking (Area C-Humanities); 5. Develop the ability to recognize fine and performing arts as expressions of human experience and to make informed judgments about them (Area D-Fine Arts); 6. Learn independently by applying concepts from social and behavioral sciences to a variety of situations (Area E-Social/Behavioral Sciences).
Institutional Mission Reference:	The broad, skills-based curriculum supports the university's mission to offer an array of programs with foundations in these disciplinary areas that serve the students and community of the Southwest Louisiana region and beyond.

Assessment Methods Utilized	Data Repository Location
<input type="checkbox"/> Standardized Exam (nationally normed)	
<input type="checkbox"/> Internally-developed Examination	
<input checked="" type="checkbox"/> Student Satisfaction Inventory (SSI) (alternating years)	Office of Institutional Research & Effectiveness
<input checked="" type="checkbox"/> National Survey of Student Engagement (NSSE) (alternating years)	Office of Institutional Research & Effectiveness
<input type="checkbox"/> Employer Survey	
<input type="checkbox"/> Graduate Survey	
<input checked="" type="checkbox"/> Exit Survey/Interview/Exam	Office of Institutional Research & Effectiveness
<input type="checkbox"/> Program-specific Survey	
<input checked="" type="checkbox"/> Scoring of Essay	Office of Institutional Research & Effectiveness
<input type="checkbox"/> Portfolio Evaluation	
<input type="checkbox"/> Capstone Project	
<input type="checkbox"/> Presentation	

Academic Program Progress Report

<input type="checkbox"/> Research Paper	
<input type="checkbox"/> Research Project	
<input checked="" type="checkbox"/> Course Summary	Office of Institutional Research & Effectiveness
<input type="checkbox"/> Excel Spreadsheet	
<input type="checkbox"/> Access Database	
<input checked="" type="checkbox"/> Other - Please describe: Enrollments; pre-requisite checks	Office of Institutional Research & Effectiveness

Common Objective

Program Objective 1	Core curriculum will include a breadth of courses appropriate to a university education and focused enough to function programmatically.
----------------------------	--

<u>Assessment, Achievement Level, and Benchmark</u>	<u>Actual Data From Assessment</u>						<u>Analysis and Actions/Decisions based on Results</u>
	Course	Area/Outcome	F14 Sections	F14 Enrollment	Sp15 Sections	Sp15 Enrollment	
<p>Revised Core curriculum adopted for '13-'14 AY (40% fewer courses than in previous curriculum). Courses had to be offered regularly, show sufficient enrollment, with some exception be no higher than 200-level, and be required by at least one academic program where no other appropriate alternative was available.</p> <p>Courses will be tracked on a 3-year basis before being removed from core. New courses will be added only if they meet sufficient approval by curriculum committees and the GEAC and will be on a 2-year probationary schedule.</p>	FFND 101	A--General	34	1166	11	238	<p>* = courses tagged for assessment (though not all submitted assessment data).</p> <p>Continue to monitor courses that submit assessment data to ensure we are assessing a broad enough cross-section of students for each competency.</p>
	* MATH 113	A--MATH	44	1204	15	405	
	* MATH/STAT 231	A--MATH	27	501	48	663	
	* MATH 170	A--MATH	10	352	19	376	
	MATH 130	A--MATH	6	199	6	208	
	MATH 175	A--MATH	9	188	9	203	
	MATH 190	A--MATH	4	141	5	128	
	MATH 291	A--MATH	3	77	4	114	
	MATH 122	A--MATH	2	68	2	76	
	* ENGL 101	A--Writing	48	1066	10	220	
	* ENGL 102	A--Writing	17	377	44	804	
	* BIOL 101	B--SciMethod	12	577	9	312	
	* CHEM 101	B--SciMethod	11	386	4	205	
	BIOL 225	B--SciMethod	5	262	6	308	
	* ENSC 101	B--SciMethod	4	136	5	176	
	CHEM 102	B--SciMethod	6	142	5	206	
	CHEM 135	B--SciMethod	2	77	2	84	
	PHSC 101	B--SciMethod	5	207	4	149	
	* BIOL 106	B--SciMethod	3	80	4	126	
	BIOL 105	B--SciMethod	4	171	4	192	
	BIOL 201	B--SciMethod	3	129	3	85	
	BIOL 226	B--SciMethod	5	210	7	173	
	CHEM 120	B--SciMethod	4	108	2	79	
	CHEM 136	B--SciMethod	4	101	2	57	
	* PHYS 211	B--SciMethod	2	82	2	72	
	BIOL 102	B--SciMethod	2	69	2	129	

Academic Program Progress Report

GEOL 101	B--SciMethod	2	66	2	76
PHSC 102	B--SciMethod	3	97	3	112
PHSC 235	B--SciMethod	2	65	1	26
ENSC 102	B--SciMethod	1	19	1	22
GEOL 102	B--SciMethod	2	44	2	53
PHYS 151	B--SciMethod	0	0	1	7
PHYS 212	B--SciMethod	1	11	1	13
HIST 121	C--Hum/CritThink	1	24	0	0
FREN 201	C--Hum/CritThink	1	9	0	0
HUMN 105H	C--Hum/CritThink	1	25	0	0
LATN 201	C--Hum/CritThink	1	6	0	0
RELS 201	C--Hum/CritThink	1	36	0	0
FREN 202	C--Hum/CritThink	0	0	1	10
LATN 202	C--Hum/CritThink	0	0	1	4
INOV 280	C--Hum/CritThink	1	6	1	1
SPAN 201	C--Hum/CritThink	2	18	1	15
PHIL 252	C--Hum/CritThink	1	29	1	13
SPAN 202	C--Hum/CritThink	1	7	2	17
RELS 211	C--Hum/CritThink	0	0	1	28
* WMST 201	C--Hum/CritThink	2	37	2	34
* ENGL 201	C--Hum/CritThink	4	99	3	71
* ENGL 202	C--Hum/CritThink	3	68	4	51
PHIL 201	C--Hum/CritThink	4	67	1	27
* PHIL 102	C--Hum/CritThink	3	85	3	86
* HIST 101	C--Hum/CritThink	4	128	3	78
* HIST 102	C--Hum/CritThink	3	74	4	70
ENGL 204	C--Hum/CritThink	5	136	7	156
ENGL 221	C--Hum/CritThink	4	70	4	111
HIST 122	C--Hum/CritThink	2	71	5	92
COMM 205	C--Hum/CritThink	7	157	6	135
ENGL 203	C--Hum/CritThink	10	244	10	259
* PHIL 251	C--Hum/CritThink	8	150	8	138
* HIST 201	C--Hum/CritThink	12	434	12	281
COMM 201	C--Hum/CritThink	19	484	17	451
* HIST 202	C--Hum/CritThink	17	616	16	467
* MUSC 215	D--FineArts	4	143	5	147
* ART 101	D--FineArts	4	68	4	64
ART 217	D--FineArts	3	51	3	29
ART 262	D--FineArts	3	95	1	24
* ART 261	D--FineArts	2	49	1	52
* THEA 161	D--FineArts	2	65	2	70
ART 102	D--FineArts	2	31	2	32
ART 105	D--FineArts	2	47	2	44
ART 245	D--FineArts	2	32	2	36
ART 331	D--FineArts	2	53	2	40

Academic Program Progress Report

ART 363	D--FineArts	2	52	2	55
MUSC 318	D--FineArts	2	83	3	123
MUSC 353	D--FineArts	1	40	1	38
ART 228	D--FineArts	1	13	1	18
ENGL 272	D--FineArts	1	26	0	0
ART 251	D--FineArts	0	0	0	0
ART 365	D--FineArts	0	0	0	0
ENGL 271	D--FineArts	0	0	1	11
* PSYC 101	E--SB/Indep	14	817	18	649
* SOCL 201	E--SB/Indep	7	253	7	240
* POLS 201	E--SB/Indep	5	125	5	115
PSYC 233	E--SB/Indep	4	203	4	241
PSYC 311	E--SB/Indep	6	172	4	191
SOCL 211	E--SB/Indep	4	98	3	91
* GEOG 111	E--SB/Indep	3	95	4	144
PSYC 310	E--SB/Indep	5	171	3	150
* CJUS 111	E--SB/Indep	2	65	3	80
INOV 180	E--SB/Indep	3	62	2	44
ANTH 201	E--SB/Indep	0	0	0	0
ECON 201	E--SB/Indep	1	25	1	16
FIN 201	E--SB/Indep	1	34	2	19
GEOG 221	E--SB/Indep	1	34	0	0
PSYC 211	E--SB/Indep	1	47	1	26
ANTH 203	E--SB/Indep	1	32	0	0
**Sp13 based on 14th day.					
*Tagged for Assessment					

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

Academic Program Progress Report

Common Objective

Program Objective 2 Ensure students complete basic skills courses before advancing to upper-level coursework.

<u>Assessment, Achievement Level, and Benchmark</u>	<u>Actual Data From Assessment</u>	<u>Analysis and Actions/Decisions based on Results</u>
<p>Developed General Education Progression Policy, eff '13-14.</p> <p>Benchmark—fewer than 10% will advance without completing basic skills courses.</p> <p><i>Baccalaureate-seeking students must complete 3CH hours Math, 3 CH Science, 6CH English before enrolling in 300-level or higher courses. Calculated by determining the number of students who have earned 46 or more hours without having completed all required GE pre-reqs.</i></p>	<p>Fall 2012 (baseline): 12.8% (571/4459) Spring 2013: 11.6% (508/4389) Fall 2013: 11.5% (503/4363) Spring 2014: 10.0% (435/4360)</p>	<p>Because we reached our benchmark on this objective last year, because this is a difficult number to calculate, and because there was a major reorganization of the Office of Institutional Research and Effectiveness, we will no longer track this objective.</p>

Common Objective

Program Objective 3 Collect student artifacts for assessment of general education competencies.

<u>Assessment, Achievement Level, and Benchmark</u>	<u>Actual Data From Assessment</u>	<u>Analysis and Actions/Decisions based on Results</u>
<p>New General Education Assessment Plan implemented in Fall 2015 and requires selected general education courses to submit student artifacts for biannual assessment.</p> <p>Goal – The General Education Assessment Committee will collect student artifacts from 80% of the general education course sections tagged for assessment each year.</p>	<p>Benchmark year...</p>	

Academic Program Progress Report

Term	Fall 2014-Course-level						
Location	Main Campus						
Competency	Course/Component	Assessment	Benchmark	Results	Number Assessed	Notes	
1	ENGL 101	Rubric Scored Essay #1	70.0%	59%	729	Scores on Essay #5 and the Grammar Post-Test improved from last year. To improve, instructors will incorporate new readings, and reconsider essay assignments, perhaps cutting one essay and developing the others.	
		Rubric Scored Essay #5	70.0%	71%	625		
		Grammar-PreTest	70.0%	23%	788		
		Grammar-PostTest	70.0%	46%	640		
1	ENGL 102	Rubric Scored Essay #2	70.0%	72%	208	Not all sections submitted data. Faculty suggest that offering extra credit for visits to the Writing Center and for completing multiple drafts yields better writing samples from students.	
		Rubric Scored Essay #4	70.0%	78%	198		
		Grammar-PreTest	70.0%	45%	277		
		Grammar-PostTest	70.0%	66%	190		
			60% of students will earn 60% or better on embedded questions	60% of students reached benchmark		The new calendar that eliminates a week of class and replaces that week with 5 extra minutes during each class period creates challenges when covering all of the material.	
2	MATH 113	FE Embedded Questions	60% of students will earn 60% or better on embedded questions	63% of students reached benchmark	490		
			60% of students will earn 65% or better on embedded questions	82% of students reached benchmark			
2	MATH 170	FE Embedded Questions	60% of students will earn 65% or better on embedded questions	82% of students reached benchmark	289		
2	MATH 231	FE Embedded Questions	FE Embedded Questions	80.0%	81.7%	460	
3	BIOL 101	FE Embedded Questions	FE Embedded Questions	80.0%	81.7%	535	
3	BIOL 106	FE Embedded Questions	FE Embedded Questions	80.0%	89.2%	65	
						Suggestion that in-class timed writing assignments based on close reading may improve scores in this area.	
4	ENGL 201	FE Embedded Questions	85.0%	80%	94		
4	ENGL 202	FE Embedded Questions	85.0%	93%	61	Improvement in this area attributed to	

Academic Program Progress Report

4	HIST 101	Pre & Post Tests	70% (10% ^)	83% and 85.3%	NA	streamlined embedded questions. Students met the benchmark, but did not show the desired 10% improvement.
4	HIST 102	Pre & Post Tests	70% (10% ^)	71% and 76%	NA	Students met the benchmark, but did not show the desired 10% improvement.
4	HIST 201	Pre & Post Tests	70% (10% ^)	87% and 86%	NA	Students met the benchmark, but showed a lower score than the pre-test. This needs further examination.
4	HIST 202	Pre & Post Tests	70% (10% ^)	75% and 80%	NA	Students met the benchmark, but did not show the desired 10% improvement.
5	ART 102	Rubric Scored Essay A	70.0%	80.0%	NA	"Recognize" – Benchmark met
		Rubric Scored Essay B	70.0%	80.0%	NA	"Informed Judgments" – Benchmark met
5	ART 261	Rubric Scored Essay A	70.0%	80.0%	NA	"Recognize" – Benchmark met
		Rubric Scored Essay B	70.0%	80.0%	NA	"Informed Judgments" – Benchmark met
			80% of students will achieve a score of 80%	Class average was 55%. 26% scored 80% or higher.		Perhaps moving this course online created a decline in achievement of this benchmark. Considering a pre-test to determine base-line data, and use these results as a guiding force during the semester.
5	MUSC 215	Extra Credit Test			NA	
5	MUSC 318	Extra Credit Test	80.0%	47.6%	NA	
			80% of students will correctly answer 6 of 8 questions			
5	THEA 161	Post-Test	75% of students will correctly answer question #3	80%	NA	Benchmark met.
		Post-Test	60% of students will answer 4 of 6 questions correctly	62%	NA	Instructors will pay closer attention to question #3 during the semester.
6	CJUS 111	Embedded Questions		85%	68	

Academic Program Progress Report

Term **Fall 2014-Indirect Data (Surveys)**

Location **Main Campus**

Competency	Course/Component	Assessment	Benchmark	Results	Number Assessed	Notes
1 (Writ)	GradFest	Opinion Survey	3.85/5.00	4.14	416	to write effectively
2 (MATH)	GradFest	Opinion Survey	3.85/5.00	4.03	415	to eval numerical data and use mathematics to solve problems
3 (Sci)	GradFest	Opinion Survey	3.85/5.00	4.15	416	knowledge of scientific concepts and methods
4 (CT)	GradFest	Opinion Survey	3.85/5.00	4.32	415	to reason and use critical thinking
5 (FA)	GradFest	Opinion Survey	3.85/5.00	4.04	416	to appreciate and interpret artistic, literary, and related expressions of human creativity
6 (Ind)	GradFest	Opinion Survey	3.85/5.00	4.31	414	to apply concepts and skills I've learned to new situations in and out of school
Diversity/Tolerance	GradFest	Opinion Survey	4.25/5.00	4.28	413	my knowledge of diversity in human behaviors, points of view, and cultures.

Academic Program Progress Report

Term	Spring 15-Course-level					
Location	Main Campus					
Competency	Course/Component	Assessment	Benchmark	Results	Number Assessed	Notes
1	ENGL 101	Rubric Scored Essay 1	70.0%	64%		Class attendance was cited as the reason for low achievement in this area, as well as too many essay assignments. Considering cutting one essay to allow more time for final essay.
		Rubric Scored Essay 5	70.0%	70%		
		Grammar-PreTest	70.0%	30%		
		Grammar-PostTest	70.0%	56%		
1	ENGL 102	Rubric Scored Essay 2	70.0%	62%		Like English 101, class attendance was cited as the reason for low achievement.
		Rubric Scored Essay 4	70.0%	77%		
		Grammar-PreTest	70.0%	47%		
		Grammar-PostTest	70.0%	66%		
2	MATH 113	FE Embedded Questions	60% of students will earn 60% or better on embedded questions	50% of students reached benchmark	223	Difficult to motivate students to turn in homework assignments.
			65% of students reached the benchmark			
2	MATH 170	FE Embedded Questions	60% of students will earn 65% or better on embedded questions	84% of students reached the benchmark	213	
2	MATH 231	FE Embedded Questions	questions	benchmark	474	
3	BIOL 101	FE Embedded Questions	80.0%	73%	271	
3	BIOL 106	FE Embedded Questions	80.0%	74%	89	
4	ENGL 201	FE Embedded Questions	85.0%	82%	67	Need for embedded questions to more directly address critical thinking.
4	ENGL 202	FE Embedded Questions	85.0%	98%	43	Need for embedded questions to more directly

Academic Program Progress Report

address critical thinking.

4	HIST 101	Pre & Post Tests	70% (10% ^)	83.8% and 86%	
4	HIST 102	Pre & Post Tests	70% (10% ^)	71% and 76%	
4	HIST 201	Pre & Post Tests	70% (10% ^)	66.7% and 71.9%	
4	HIST 202	Pre & Post Tests	70% (10% ^)	73.5% and 79.7%	
5	ART 102	Rubric Scored Essay A	70.0% will receive a 3 or better on the rubric	100%	
5	ART 261	Rubric Scored Essay B Rubric Scored Essay A Rubric Scored Essay B	70.0% 70.0%	100% 90%	
5	MUSC 215	Extra Credit Test	80% of students will achieve a score of 80% 60% of students will answer 4 of 6 questions correctly	Class average was 54%. 32% scored 80% or higher.	
6	CJUS 111	Embedded Questions		51%	86 110 pre-tests and 90 post-tests
6	POLS 201	Pre & Post Tests	25% ^	43% and 57%	

The benchmark will be raised to a score of 4 or better on the rubric.

The benchmark will be raised to a score of 4 or better on the rubric.

Will develop a pre-test to determine a baseline, will assess students 3 times per semester, and faculty will meet after each assessment to determine course of action based on results.

Academic Program Progress Report

Term Spring 14-Indirect Data (Surveys)

Location Main Campus

Competency	Course/Component	Assessment	Benchmark	Results	Number Assessed	Notes
1 (Writ)	GradFest	Opinion Survey	3.85/5.00	4.03	555	to write effectively
2 (MATH)	GradFest	Opinion Survey	3.85/5.00	4.05	554	to eval numerical data and use mathematics to solve problems
3 (Sci)	GradFest	Opinion Survey	3.85/5.00	4.1	553	knowledge of scientific concepts and methods
4 (CT)	GradFest	Opinion Survey	3.85/5.00	4.27	555	to reason and use critical thinking
5 (FA)	GradFest	Opinion Survey	3.85/5.00	3.94	554	to appreciate and interpret artistic, literary, and related expressions of human creativity
6 (Ind)	GradFest	Opinion Survey	3.85/5.00	4.24	556	to apply concepts and skills I've learned to new situations in and out of school
Diversity/Tolerance	GradFest	Opinion Survey	Tracking	4.19	554	my knowledge of diversity in human behaviors, points of view, and cultures.

Academic Program Progress Report

Master Plan Self-Assessment

Master plans are the evidence that a unit is performing assessment and an index to how that assessment is undertaken. Effective assessment plans establish clear goals, set high levels of achievement, and include meaningful measurements for gauging progress toward goals. As a progress report, these plans show that the unit evaluates its annual information and makes decisions based upon evidence. These changes are then followed up on (assessed) in subsequent plans.

In this section, please self-evaluate this process by indicating as follows:

- 1 – I need a lot of help in this area;
- 2 – I am making progress, but need help;
- 3 – I do not need help in this area

Area 1: Mission/Institutional Mission Reference (I am confident my unit's mission statement communicates clearly to a broad audience and shows its unique and obvious place within the institutional framework.)	
Area 2: Objectives/Outcomes (Mostly for Admin Units: I am satisfied that the objectives I have listed support the unit mission, are clear and measurable, and adequate in number.)	
Area 3: Assessments/Expectations (I am satisfied that my assessments accurately measure my objectives, that there are enough assessments to get a meaningful picture, and that my unit's expectations are rigorous but attainable.)	
Area 4: Data/Collection (I am satisfied with the amount and quality of data I receive.)	
Area 5: Data Analysis/Application (I am satisfied with the unit's process for analyzing data and making improvements.)	

Comments

1T