**2015-2016 General Education Assessment Report**

**Committee Membership**

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**Meetings and Actions**

**July 15, 2015** – Decision to add procedures, forms, competencies, Board of Regents, and SACSCOC requirements to the GEAC Assessment Plan

**November 20, 2015** – Course Additions: GEOL 103, PHIL 253, PHYS 201, PHYS 202; Course Deletion: GEOG 221

**January 26. 2016** – Assessment session; Course Addition: GEOL 210; Course Deletions: ART 331, MATH 122, PHSC 235, ART 363, ART 365, MUSC 318, MUSC 353; Decision to add committee members from the College of Nursing and Health Professions, the College of Business, and the College of Engineering and Computer Science.

**April 21, 2016** – Course Deletions: PSYC 211, CJUS 101; Decision to move PHIL 102 Critical Thinking from Competency 4 (Humanities/Critical Thinking) to Competency 2 (Math/Analytical Reasoning) because it covers symbolic logic.

**Program Objective 1 –** Core Curriculum will include a breadth of courses appropriate to a university education. Courses will show sufficient enrollment and be no higher than 200-level.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | Competency | F15 Sections | F15 Enrollment | Sp16 Sections | Sp16 Enrollment |
| ENGL 101 | A--Writing | 47 | 1,129 | 10 | 222 |
| ENGL 102 | A--Writing | 17 | 393 | 48 | 941 |
| MATH 113 | A--MATH | 44 | 1255 | 15 | 385 |
| MATH 170 | A--MATH | 10 | 345 | 15 | 353 |
| MATH 231 | A--MATH | 12 | 293 | 25 | 448 |
| MATH 130 | A--MATH | 6 | 224 | 6 | 191 |
| MATH 175 | A--MATH | 7 | 204 | 7 | 180 |
| MATH 190 | A--MATH | 4 | 146 | 5 | 140 |
| MATH 291 | A--MATH | 3 | 94 | 4 | 106 |
| STAT 231 | A--MATH | 12 | 119 | 23 | 185 |
| BIOL 101 | B—Natural Science | 12 | 673 | 7 | 309 |
| BIOL 106 | B—Natural Science | 3 | 131 | 4 | 166 |
| CHEM 101 | B—Natural Science | 9 | 420 | 8 | 255 |
| ENSC 101 | B—Natural Science | 6 | 203 | 4 | 145 |
| PHYS 211 | B—Natural Science | 2 | 90 | 2 | 143 |
| BIOL 102 | B—Natural Science | 4 | 673 | 2 | 157 |
| BIOL 105 | B—Natural Science | 2 | 172 | 3 | 168 |
| BIOL 201 | B—Natural Science | 6 | 131 | 2 | 59 |
| BIOL 225 | B—Natural Science | 6 | 229 | 4 | 245 |
| BIOL 226 | B—Natural Science | 3 | 152 | 4 | 148 |
| CHEM 102 | B—Natural Science | 5 | 144 | 6 | 263 |
| CHEM 120 | B—Natural Science | 3 | 76 | 2 | 81 |
| CHEM 135 | B—Natural Science | 1 | 40 | 1 | 63 |
| CHEM 136 | B—Natural Science | 2 | 65 | 2 | 32 |
| ENSC 102 | B—Natural Science | 2 | 45 | 3 | 70 |
| GEOL 101 | B—Natural Science | 2 | 84 | 2 | 64 |
| GEOL 102 | B—Natural Science | 1 | 32 | 1 | 32 |
| GEOL 103 | B—Natural Science | 0 | 0 | 0 | 0 |
| GEOL 210 | B—Natural Science | 1 | 21 | 2 | 43 |
| PHSC 101 | B—Natural Science | 3 | 145 | 4 | 152 |
| PHSC 102 | B—Natural Science | 3 | 109 | 3 | 102 |
| PHYS 151 | B—Natural Science | 1 | 13 | 0 | 0 |
| PHYS 201 | B—Natural Science | 1 | 35 | 1 | 38 |
| PHYS 202 | B—Natural Science | 1 | 22 | 1 | 29 |
| PHYS 212 | B—Natural Science | 1 | 18 | 1 | 13 |
| ENGL 201 | C--Hum/Crit Think | 4 | 107 | 2 | 50 |
| ENGL 202 | C--Hum/Crit Think | 3 | 59 | 4 | 57 |
| HIST 101 | C--Hum/Crit Think | 5 | 158 | 3 | 87 |
| HIST 102 | C--Hum/Crit Think | 3 | 70 | 5 | 110 |
| HIST 201 | C--Hum/Crit Think | 16 | 529 | 14 | 340 |
| HIST 202 | C--Hum/Crit Think | 14 | 558 | 20 | 507 |
| PHIL 102 | C--Hum/Crit Think | 3 | 85 | 2 | 69 |
| PHIL 251 | C--Hum/Crit Think | 7 | 96 | 6 | 143 |
| WMST 201 | C--Hum/Crit Think | 1 | 31 | 1 | 24 |
| COMM 201 | C--Hum/Crit Think | 23 | 579 | 22 | 490 |
| COMM 205 | C--Hum/Crit Think | 5 | 147 | 5 | 128 |
| ENGL 203 | C--Hum/Crit Think | 6 | 162 | 7 | 169 |
| ENGL 204 | C--Hum/Crit Think | 7 | 185 | 7 | 160 |
| ENGL 221 | C--Hum/Crit Think | 4 | 121 | 5 | 130 |
| FREN 201 | C--Hum/Crit Think | 1 | 13 | 0 | 0 |
| FREN 202 | C--Hum/Crit Think | 0 | 0 | 1 | 11 |
| HIST 121 | C--Hum/Crit Think | 2 | 45 | 1 | 16 |
| HIST 122 | C--Hum/Crit Think | 3 | 64 | 2 | 75 |
| HUMN 105H | C--Hum/Crit Think | 1 | 26 | 0 | 0 |
| INOV 280 | C--Hum/Crit Think | 0 | 0 | 0 | 0 |
| LATN 201 | C--Hum/Crit Think | 1 | 7 | 0 | 0 |
| LATN 202 | C--Hum/Crit Think | 0 | 0 | 1 | 5 |
| PHIL 201 | C--Hum/Crit Think | 1 | 34 | 4 | 69 |
| PHIL 252 | C--Hum/Crit Think | 1 | 22 | 1 | 20 |
| RELS 201 | C--Hum/Crit Think | 1 | 22 | 0 | 0 |
| RELS 211 | C--Hum/Crit Think | 0 | 0 | 1 | 31 |
| SPAN 201 | C--Hum/Crit Think | 2 | 12 | 1 | 13 |
| SPAN 202 | C--Hum/Crit Think | 1 | 12 | 1 | 9 |
| ART 101 | D—Fine Arts | 3 | 51 | 3 | 48 |
| ART 261 | D—Fine Arts | 2 | 67 | 1 | 40 |
| MUSC 215 | D—Fine Arts | 3 | 149 | 6 | 185 |
| THEA 161 | D—Fine Arts | 2 | 81 | 2 | 83 |
| ART 102 | D—Fine Arts | 2 | 35 | 2 | 34 |
| ART 105 | D—Fine Arts | 4 | 67 | 4 | 74 |
| ART 217 | D—Fine Arts | 4 | 63 | 3 | 26 |
| ART 228 | D—Fine Arts | 2 | 25 | 2 | 32 |
| ART 245 | D—Fine Arts | 3 | 46 | 2 | 35 |
| ART 251 | D—Fine Arts | 0 | 0 | 0 | 0 |
| ART 262 | D—Fine Arts | 1 | 35 | 2 | 56 |
| ENGL 271 | D—Fine Arts | 0 | 0 | 1 | 18 |
| ENGL 272 | D—Fine Arts | 1 | 17 | 0 | 0 |
| GEOG 111 | E—Social & Behav | 3 | 115 | 3 | 124 |
| POLS 201 | E—Social & Behav | 5 | 149 | 6 | 119 |
| PSYC 101 | E—Social & Behav | 16 | 963 | 16 | 603 |
| SOCL 201 | E—Social & Behav | 7 | 294 | 7 | 270 |
| ANTH 201 | E—Social & Behav | 1 | 41 | 0 | 0 |
| ANTH 203 | E—Social & Behav | 0 | 0 | 0 | 0 |
| ECON 201 | E—Social & Behav | 1 | 10 | 1 | 19 |
| FIN 201 | E—Social & Behav | 1 | 35 | 1 | 25 |
| INOV 180 | E—Social & Behav | 2 | 47 | 4 | 92 |
| PSYC 233 | E—Social & Behav | 4 | 156 | 6 | 279 |
| PSYC 260 | E—Social & Behav | 3 | 119 | 3 | 111 |
| PSYC 261 | E—Social & Behav | 3 | 98 | 3 | 114 |
| SOCL 211 | E—Social & Behav | 3 | 108 | 3 | 108 |
|  |  |  |  |  |  |
| \*\*\*Enrollments based on students with a grade of A, B, C, D, F, U, or S |  |  |

1. Analysis – Eleven courses had less than 20 students enrolled during the 2015-16 academic year. These courses will be examined by the GEAC in Fall 2016 for possibility of deletion from the core curriculum.

**Student Learning Competency 1** – Communicate effectively in written English.

1. Course Summary Form data

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fall 2015 |  |  |  |  |
| Course/Component | **Assessment** | **Benchmark** | **Results** | **Number Assessed** | **Notes** |
| ENGL 101 | Rubric Scored Essay #1 | 70.0% | 73% | not reported | 1. 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% | 76% | not reported |
|  | Grammar-PreTest | 70.0% | 20% | not reported |
|  | Grammar-PostTest | 70.0% | 48% | not reported |
| ENGL 102 | Rubric Scored Essay #2 | 70.0% | 71% | not reported | 1b. In terms of retention, it is notable that nearly every student that turns in Essay 2 (around midterm) also turns in Essay 4 (around the last week of class). Only 13 students across all sections who turned in essay 2 did not turn in an 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. |
|  | Rubric Scored Essay #4 | 70.0% | 82% | not reported |
|  | Grammar-PreTest | 70.0% | 39% | not reported |
|  | Grammar-PostTest | 70.0% | 67% | not reported |

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| --- | --- | --- | --- | --- | --- |
| Spring 2016-Course-level |  |  |  |  |  |
| Course/Component | **Assessment** | **Benchmark** | **Results** | **Number Assessed** | **Notes** |
| ENGL 101 | Rubric Scored Essay 1 | 70.0% | 65% | not reported | 1a. 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 once 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. |
|  | Rubric Scored Essay 5 | 70.0% | 73% | not reported |
|  | Grammar-PreTest | 70.0% | 26% | not reported |
|  | Grammar-PostTest | 70.0% | 52% | not reported |
| ENGL 102 | Rubric Scored Essay 2 | 70.0% | 81% | Not reported | 1b. 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 once 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. In terms of retention, it is notable that nearly every student that turns in essay 2 (around midterm) also turns in essay 4 (around the last week of class). Across all sections only 3% of students who turned in essay 2 did not turn in an essay 4. With this in mind, it seems like retention efforts need to be focused on the first half of the semester rather than midterm or later. Some teachers have requested we look into new topics and/or textbooks for the course in the near future. We will have one instructor piloting a textbook next semester and we will continue to try out new ideas related to topics, paper progression, and research methodology. Beginning of semester meetings for fall 2016 will address grade inflation issues in the dual enrollment courses. |
|  | Rubric Scored Essay 4 | 70.0% | 83% | not reported |
|  | Grammar-PreTest | 70.0% | 45% | not reported |
|  | Grammar-PostTest | 70.0% | 71% | not reported |

1. Biannual artifact assessment

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| --- | --- | --- | --- | --- | --- | --- |
| Course | Number Collected | Number Scored | Overall Average | Median | Highest Score | Lowest Score |
| Gen Ed Area AFall 2015 | 299 | 30 | 2.66/4 | 2.64 | 3.83 | 1.93 |
| Gen Ed Area ASpring 2016 | 304 | 30 | 1.91/4 | 1.87 | 2.88 | 1.42 |
| Capstone 2014-15 | 352 | 35 | 1.51/4 | 1.49 | 3.52 | 0.17 |
| Capstone 2015-16 | 580 | 58 | 1.58/4 | 1.37 | 3.71 | 0.10 |

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| --- | --- | --- | --- | --- | --- |
| Course | Context and Purpose | Content Development | Genre and Conventions | Sources and Evidence | Syntax and Mechanics |
| Gen Ed Area AFall 2015 | 2.16 | 2.05 | 2.11 | 2.03 | 2.11 |
| Gen Ed Area ASpring 2016 | 1.13 | 1.13 | 1.11 | 1.17 | 1.44 |
| Capstone 2014-15 | 1.67 | 1.81 | 1.37 | 0.91 | 1.74 |
| Capstone 2015-16 | 1.76 | 1.79 | 1.52 | 0.95 | 1.91 |

1. Exit Interview Questions

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| --- | --- | --- | --- | --- | --- |
| Course/Component | Assessment | Benchmark | Results | Number Assessed | Notes |
| GradFest, Fall 2015 | Opinion Survey | 3.85/5.00 | 4.13 | 360 | Improved ability to write effectively |
| GradFest, Spring 2016 | Opinion Survey | 3.85/5.00 | 4.09 | 483 | Improved ability to write effectively |

1. Other measures as available

**National Survey for Student Engagement (NSSE)**

\* Average pages of assigned writing increased for freshmen since the 2014 NSSE from 31.3 to 50.1 pages in an academic year. Average pages decreased for seniors since the 2014 NSSE from 57.6 to 50.1. Though freshmen are above the state average of 31.5, McNeese seniors are far below the Louisiana average of 74.2.

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| --- | --- | --- |
| NSSE – Average pages of assigned writing in an academic year | MSU | Louisiana Average |
| 2014 Freshmen | 31.3 | 33.6 |
| 2016 Freshmen | 50.1 | 31.5 |
| 2014 Seniors | 57.6 | 60.4 |
| 2016 Seniors | 50.1 | 74.2 |

\* 71% of first time McNeese freshmen and 70% of McNeese seniors reported that their experience at McNeese contributed to their ability to write clearly and effectively “Very much” or “Quite a bit.”

1. Analysis

Course summary forms reflect that students are not achieving the benchmark for the grammar pre- and post-tests. Instructors also report that poor attendance early in the semester contributes to poor essay scores later.

The GEAC held the first artifact assessment sessions this year. Fall scores vary widely from spring scores, which could result from different people assessing in the fall and the spring, or it could result from the evolution of the rubric used for writing assessment. The category for “Sources and Evidence” is the weakest.

NSSE reports that our seniors are not writing as many pages per year as previous McNeese seniors or as other students in the state.

1. Actions

Consider having English instructors provide grammar quizzes early in the semester to improve attendance and grammar scores.

Consider having the library reach out more to capstone classes regarding finding and using sources in academic writing.

**Student Learning Competency 2** – Critically evaluate numerical data and use quantitative analytical skills to solve problems.

1. Course Summary Form data

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fall 2015-Course-level |  |  |  |  |  |
| Course/Component | **Assessment** | **Benchmark** | **Results** | **Number Assessed** | **Notes** |
| MATH 113 | FE Embedded Questions | 60% of students will earn 60% or better on embedded questions | 65% of students reached benchmark | 502 | 2. There is still 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 of the material in the curriculum. However, Math 113 did meet benchmark this semester. |
| MATH 170 | FE Embedded Questions | 60% of students will earn 60% or better on embedded questions | 57% of students reached benchmark | 286 | 2b. There is concern among faculty over the growing challenge of motivating students to complete homework assignments and attend class regularly in Math 170 as well. 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 of the material in the curriculum. 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 percentage points this semester. |
| MATH 231 | FE Embedded Questions | 60% of students will earn 65% or better on embedded questions | 76% of students reached benchmark | 354 | 2c. Math/Stat 231 has met benchmarks every semester since Fall 2007. Norecommendations for changes at this time. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Spring 2016-Course-level |  |  |  |  |  |
| Course/Component | **Assessment** | **Benchmark** | **Results** | **Number Assessed** | **Notes** |
| MATH 113 | FE Embedded Questions | 60% of students will earn 60% or better on embedded questions | 47% of students reached benchmark | 251 | 2a. The developmental program was phased out this year, so a large percentage 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 of normally scheduled classes) to help the 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 meetings converted to an additional 5 minutes in each remaining class meeting a challenge with respect to covering all of the material in the curriculum. |
| MATH 170 | FE Embedded Questions | 60% of students will earn 60% or better on embedded questions | 56% of students reached the benchmark | 203 | 2b. 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 coming semester to discuss the possibility of selecting assessment items that are spread more evenly throughout the semester. Additionally, we will investigate the possibility of providing a review session (as has been historically conducted for Math 113 outside of normally scheduled classes) to assist the students in preparing for the final exam. We are still finding the “new” calendar with one week of class meetings converted to an additional 5 minutes in each remaining class meeting a challenge with respect to covering all of the material in the curriculum. |
| MATH 231 | FE Embedded Questions | 60% of students will earn 65% or better on embedded questions | 80% of students reached the benchmark | 436 | 2c. Math/Stat 231 has met benchmarks every semester since Fall 2007. No recommendations for changes at this time. |

1. Exit Interview Question

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| --- | --- | --- | --- | --- | --- |
| Course/Component | Assessment | Benchmark | Results | Number Assessed | Notes |
| GradFest, Fall 2015 | Opinion Survey | 3.85/5.00 | 4.10 | 359 | Improved ability to evaluate numerical data and use mathematics to solve problems |
| GradFest, Spring 2016 | Opinion Survey | 3.85/5.00 | 4.13 | 486 | Improved ability to evaluate numerical data and use mathematics to solve problems |

1. Other measures as available

**National Survey for Student Engagement (NSSE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Percentage of students who reported that their experience at McNeese contributed “Very much” or “Quite a bit.” | McNeese | Louisiana | Carnegie Class | NSSE 2015 & 2016 |
| “Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.).” | Freshmen | 54 | 52 | 51 | 53 |
| Seniors | 54 | 56 | 55 | 56 |
| “Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.).” | Freshmen | 32 | 36 | 39 | 39 |
| Seniors | 40 | 44 | 46 | 46 |
| “Evaluated what others have concluded from numerical information.” | Freshmen | 34 | 34 | 38 | 39 |
| Seniors | 34 | 36 | 37 | 39 |

1. Analysis

McNeese students fell below the Carnegie Class and the NSSE averages in each category in the table above, except for freshmen students reporting that their experience at McNeese contributed to their ability to reach conclusions based on analysis of numerical information. The largest disparity between McNeese and its peers is that fewer McNeese freshmen and seniors report that they have used numerical information to examine a real-world problem or issue.

General education math courses are either meeting their benchmarks or missing them by only a few points. The reason cited is that five minutes added to each class meeting does not compensate for losing a week of the semester.

1. Actions

Next year, the math department will offer review sessions that were not offered this academic year.

**Student Learning Competency 3** – Demonstrate knowledge of scientific concepts.

1. Course Summary Form data

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fall 2015-Course-level |  |  |  |  |  |
| Course/Component | **Assessment** | **Benchmark** | **Results** | **Number Assessed** | **Notes** |
| BIOL 101 | FE Embedded Questions | 80.0% | 78% | 628 | 3. No changes needed based on historical data. |
| CHEM 101 | FE Embedded Questions | 70.0% | 46.4% | 422 | 3b. 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 or skill that is foundational to General Chemistry I. Furthermore, we intend to look to our accrediting agency, American Chemical Society, for national proficiency and benchmark values for General Chemistry I.  |

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| --- | --- | --- | --- | --- | --- |
| Spring 2016-Course-level |  |  |  |  |  |
| Course/Component | **Assessment** | **Benchmark** | **Results** | **Number Assessed** | **Notes** |
| BIOL 101 | FE Embedded Questions | 80.0% | 77% | 277 | 3a. BIO 101 -- None. |
| BIOL 106 | FE Embedded Questions | 80.0% | 80% | 124 | 4a. BIO 106 -- None. |
| PHYS211 | FE Embedded Questions | 60% | 42% | 64 | 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. |

1. Exit Interview Questions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course/Component | Assessment | Benchmark | Results | Number Assessed | Notes |
| GradFest, Fall 2015 | Opinion Survey | 3.85/5.00 | 4.08 | 360 | Improved knowledge of scientific concepts and methods |
| GradFest, Spring 2016 | Opinion Survey | 3.85/5.00 | 4.19 | 485 | Improved knowledge of scientific concepts and methods |

1. Other measures as available

None available.

1. Analysis

Only one course summary form submitted indicated that students were achieving the benchmark. More information is needed about the assessments in the other courses to determine why students are not performing well.

1. Actions

Next year, the Chemistry department will use 10 embedded questions based on examination of recommended materials from the American Chemical Society.

GEAC will reach out to Biology to determine which embedded questions students were missing.

**Student Learning Competency 4** – Demonstrate abstract reasoning and critical thinking.

1. Course Summary Form data

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fall 2015-Course-level |  |  |  |  |  |
| Course/Component | **Assessment** | **Benchmark** | **Results** | **Number Assessed** | **Notes** |
| ENGL 201 | FE Embedded Questions | 75.0% | 68% | 53 | 4. No changes needed. Scores well above benchmark. |
| ENGL 202 | FE Embedded Questions | 75.0% | 68% | 53 | 4b. There does seem to be some disparities with how faculty are assessing critical thinking with some faculty assessing almost all the students as meeting the critical thinking rubric and with other faculty assessing almost no students as meeting the critical thinking rubric. We should watch this to see if this is just an anomaly or we might consider some grade norming activities or consider a required assignment to standardize the assessment process? |
| HIST 101 | Pre & Post Tests | 70% | 85% | 105 | 4c. This is a new assessment in a piloting phase. Continue to accumulate data.  |
| HIST 102 | Pre & Post Tests | 70% | 73% | 37 | 4d. This is a new assessment in a piloting phase. Continue to accumulate data. |
| HIST 201 | Pre & Post Tests | 70% | 77% | 163 | 4e. This is a new assessment in a piloting phase. Continue to accumulate data.  |
| HIST 202 | Pre & Post Tests | 70% | 100% | 271 | 4f. This is a new assessment in a piloting phase. Continue to accumulate data. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Spring 2016-Course-level |  |  |  |  |  |
| Course/Component | **Assessment** | **Benchmark** | **Results** | **Number Assessed** | **Notes** |
| ENGL 201 | FE Embedded Questions | 75% | 100% | 27 | 4a. None. Note: Not all sections were reported.  |
| ENGL 202 | FE Embedded Questions | 75.0% | 80% | 54 | Need for embedded questions to more directly address critical thinking. 4b. Teacher comment: The more interactive I make my course, the more the students seem to step up to the challenge. If I step out of the way and let them freely range with their ideas, they amaze me all the time. They are also much better at discussion than they are at writing, though. |
| HIST 101 | Pre & Post Tests | 70% | 81% | 67 | 4c. This is a new assessment in a piloting phase. Continue to accumulate data. |
| HIST 102 | Pre & Post Tests | 70% | 81.5% | 49 | 4d. This is a new assessment in a piloting phase. Continue to accumulate data. |
| HIST 201 | Pre & Post Tests | 70% | 83.7% | 237 | 4e. This is a new assessment in a piloting phase. Continue to accumulate data. |
| HIST 202 | Pre & Post Tests | 70% | 81.7% | 318 | 4f. This is a new assessment in a piloting phase. Continue to accumulate data. NOTE: Missing 3 sections from Blakeley. |
| PHIL 201 | Post-test | 70% | 74.6% | 63 | No recommendations |
| PHIL 251 | Final Papers | 80% | 80% | 87 | Integration of critical thinking skills by this assessment has been developed and refined since 2009; it is believed that the critical conceptual feedback throughout the semester is successfully honing the students' abilities to think critically. |
| RELS 201 W | Essay | 70% | 90% | Not provided |  |
| SPAN 202 | Embedded Questions | 80% | 89% | 9 | The textbook used for this class was now En contacto, as was planned. |
| WMST 201 | Essay | 80% | 100% | 18 | Speak with MSU write site for additional writing strategies and assistance for online students. |

1. Biannual artifact assessment

Will occur in 2016-17.

1. Exit Interview Questions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course/Component | Assessment | Benchmark | Results | Number Assessed | Notes |
| GradFest, Fall 2015 | Opinion Survey | 3.85/5.00 | 4.30 | 358 | Improved ability to reason and use critical thinking |
| GradFest, Spring 2016 | Opinion Survey | 3.85/5.00 | 4.06 | 484 | Improved ability to appreciate and interpret artistic, literary, and related expressions of human creativity  |

1. Other measures as available

**National Survey for Student Engagement (NSSE)**

\* 77% of first time McNeese freshmen and 85% of McNeese seniors reported that their experience at McNeese contributed to think critically and analytically “Very much” or “Quite a bit.”

1. Analysis

It is unclear whether the English courses are using embedded questions or the critical thinking rubric to assess students’ critical thinking.

1. Actions

This year, GEAC will assess critical thinking. The committee needs to examine the assessments used for these courses and refine the critical thinking rubric.

**Student Learning Competency 5 –** Develop the ability to recognize fine and performing arts as expressions of human experience and to make informed judgements about them.

1. Course Summary Form data

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fall 2015-Course-level |  |  |  |  |  |
| Course/Component | **Assessment** | **Benchmark** | **Results** | **Number Assessed** | **Notes** |
| ART 102 | Rubric Scored Essay A | 70.0% | 70.0% | not reported | 5. Continue to collect data to monitor results. Change method of assessment to the Fine and Performing Arts rubric that uses a more comprehensive scale. |
|  | Rubric Scored Essay B | 70.0% | 50.0% | not reported |  |
| ART 261 | Rubric Scored Essay A | 70.0% | 40.0% | not reported | 5b. Continue to collect data to monitor results. Change method of assessment to the Fine and Performing Arts rubric that uses a more comprehensive scale. |
|  | Rubric Scored Essay B | 70.0% | 30.0% | not reported |  |
| MUSC 215 | Extra Credit Test | (MUSC) 80% of students will achieve a score of 80% | Class average was 55%. 26% scored 80% or higher. | not reported |  |
| MUSC 318 | Extra Credit Test | 80.0% | 47.6% | not reported |  |
| THEA 161 | Post-Test | 80% of students will correctly answer 6 of 8 questions | not reported | 84 | 5e. & 5f. Program facilitator transferred; replacement unaware of previous facilitator taking steps to follow through on Post Tests. |
|  | Post-Test | (THEA 161) 78% of students will correctly answer 6 of 8 questions on Post Test; | not reported | NA |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Spring 2016-Course-level |  |  |  |  |  |
| Course/Component | **Assessment** | **Benchmark** | **Results** | **Number Assessed** | **Notes** |
| ART 101 | Rubric Scored Essay A | 70.0% will receive a 4 or better on the rubric | 80% scored 4 on Goal A; 70% on Goal B | not reported | Data will continued to be collected and monitored before further action is taken. |
|  |  | 70.0% will receive a 3 or better on the rubric | 100% |  |
| ART 261 | Rubric Scored Essay A | 70.0% | 60% | not reported | 5c (Art 261). The benchmark which was previously “70% 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 continued to be collected and monitored before further action is taken. |
|  | Rubric Scored Essay B | 70.0% | 40% | not reported |
| MUSC 215 | Embedded Questions | 80% of students will achieve a score of 80% | 82% | not reported | 5d (MUSC 215). Results are in line with expectations, I think we should not make any changes. |

1. Biannual artifact assessment

Will occur in 2016-17.

1. Exit Interview Questions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course/Component | Assessment | Benchmark | Results | Number Assessed | Notes |
| GradFest, Fall 2015 | Opinion Survey | 3.85/5.00 | 3.94 | 359 | Improved ability to appreciate and interpret artistic, literary, and related expressions of human creativity  |
| GradFest, Spring 2016 | Opinion Survey | 3.85/5.00 | 4.38 | 487 | Improved ability to reason and use critical thinking |

1. Other measures as available

**National Survey for Student Engagement (NSSE)**

\* 21% of first time McNeese freshmen and 15% of McNeese seniors reported that they attended an art exhibit. play, or other arts performance “Very often” or “Often.”

1. Analysis

Although fine arts courses meet their benchmarks, the NSSE results are low.

1. Actions

GEAC and McNeese faculty need to consider how to increase how to increase involvement in cultural activities.

**Student Learning Competency 6** – Learn independently by applying concepts from social and behavioral sciences to a variety of situations.

1. Course Summary Form data

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fall 2015-Course-level |  |  |  |  |  |
| Course/Component | **Assessment** | **Benchmark** | **Results** | **Number Assessed** | **Notes** |
| POLS 201 | Embedded Questions | 72% of students will correctly answer #3 on Post Test. | 54% | 77 | 6. Those who administer pre-tests will continue to strictly monitor the exclusive use of number two pencils to ensure usable forms. Students will be encouraged to write down the course section and the date of administration on each form. |
| PSYC 101 | Movie Essay | 70% | 90.3% | 769 | Based on these data it appears we far exceeded our benchmark (70% obtaining 70%), with 90.3% of assessed essays obtaining that criterion. When including those students who earned grades of "0" (due to failure to submit their essays), we still met the benchmark criteria (73.6% obtained grades of 70% or higher). |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Spring 2016-Course-level |  |  |  |  |  |
| Course/Component | **Assessment** | **Benchmark** | **Results** | **Number Assessed** | **Notes** |
| THEA 161 | Post Test | 78% will correctly answer 6/8 questions; 72% will correctly answer #3 | 72%; 58% | not reported | 6a. Ensure that all instructors follow unified course syllabus. Devore more class time to Ch. 3, specifically on how to characterize today’s American Theatre and how theatre helps promote a personal value system. Lower benchmark to 75% answering 6/8 correctly, and 70% answering #3 correctly. |
| POLS 201 | Post Tests | Improvement rate of 0.05 level | 54% | not reported | 6b (POLS 201). Return McNeese State University to having four tenure-track positions in political science. McNeese currently only has two tenure-track positions in political science. Retain the master plan assignment which was introduced during the Spring Semester of 2016. Jessica Markstrom (M.A., J.D.) will work with Henry B. Sirgo and Rathnam Indurthy to redesign the Pre-Test/Post-Test Interview Schedule. It will be used in her POLS 201 course in future semesters beginning no later than the fall semester of 2016.  |
| ANTH 201  | Essay | 70% | 90% | Not reported | No changes necessary. |
| GEOG 111 | Essay | 80% | 74% | 34 | 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 above 75% on all other items, indicating that the written assignment instructions and rubric as a whole are sound, apart from the 6th item. |
| SOCL 201 | Pre and Post tests | 60% | 52% | 187 |  |

1. Biannual artifact assessment

Will occur in 2016-17

1. Exit Interview Questions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course/Component | Assessment | Benchmark | Results | Number Assessed | Notes |
| GradFest, Fall 2015 | Opinion Survey | 3.85/5.00 | 4.33 | 356 | Improved ability to apply concepts and skills I've learned to new situations in and out of school |
| GradFest, Spring 2016 | Opinion Survey | 3.85/5.00 | 4.40 | 488 | Improved ability to apply concepts and skills I've learned to new situations in and out of school |

1. Other measures as available

None available this year.

1. Analysis

This is a difficult student learning outcome to assess, and the committee does not currently have a good tool to use.

1. Actions

GEAC should examine assignments and assessments, and then consider reallocating these courses to other general education competencies.