McNeese State University

2017-2018 General Education Assessment Report

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Contents

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 which 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 and 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. The Council reports to the Provost and 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
Ms. Candace Thomas, Department of Mathematical Sciences – Competency 2 Mathematics/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/Behavioral Sciences Representative
Ms. Shandi Thibodeaux, Frazar Memorial Library Representative
Mr. Marshal Guidry, General and Basic Studies Representative
Dr. Mercy Palamuleno, College of Business Representative
Ms. Becky Riley, College of Nursing and Health Professions 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

March 1, 2018 Meeting

GEAC welcomed new member, Shandi Thibodeaux representing Frazar Memorial Library, to the committee. The group discussed the revisions to SACSCOC requirements regarding general education curricula. The group reviewed a set of courses eligible for deletion due to low enrollment and low availability; however, decisions on these courses were tabled until further information from department heads could be collected.

The group discussed upcoming general education redesign initiatives, and the meeting's agenda indicated the redesign would take 3-4 years. The agenda included the following rough plan:

- 1st year: Spend some time sharing literature, holding focus groups, getting feedback. Determine McNeese's student learning outcomes. Then look at courses and create curriculum maps. Trim excess courses from the core and create clear tracks.
- 39 hours for BAs and BSs. This is a Board of Regents rule, and we must adhere.
- Develop assignments, assessments.
- THEN consider new course proposals.
- Then work on course-level outcomes.
- Transfers: don't worry about these yet. Lay out the tracks first.

Artifact Assessment Sessions for Competency 5: Fine Arts

General Education Fine Arts Courses: Tuesday, December 12, 2017
Capstones: Monday, May 14, 2018

Artifact Assessment Sessions for Competency 6: Social Sciences

General Education Social Sciences Courses: Tuesday, December 12, 2017
Capstones: Monday, May 14, 2018

Annual Highlights

This report completes one three-year cycle of this assessment plan. Each of the general education core competencies has now been assessed.

The Department of Visual Arts is analyzing data and making improvements to assignments. Many additional art courses are now participating in assessment.

The Department of English and Foreign Languages repeatedly emphasizes its interest in a departmental meeting to discuss assessment.

Many departments continue to iterate the need for enactment/enforcement of attendance regulations.

The College of Science and Agriculture and the Department of Performing Arts need assistance with analyses of their general education course data and plans for student learning improvement.

The critical thinking rubric used in general education assessment is not helpful to many courses charged with this student learning outcome.

The student learning outcome for social sciences is inadequate, not assessable, and not easily integrated into in courses.

Capstone artifacts scored very low in both assessed competencies this year.

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.

As of the 2018-2019 academic year, ALL courses in the general education core curriculum are required to participate in assessment, including submitting course data and samples of student artifacts. Prior to 2018-2019, only certain tagged courses in the curriculum were required to participate.

During Fall 2017, 87.5% of *tagged* courses submitted course summary data, and during Spring 2018, 100% of *tagged* courses submitted course summary data. During Fall 2017, 46% of *all* courses submitted data and 37% submitted artifacts. During Spring 2018, 50% of *all* courses submitted data and 37% submitted artifacts.

SEMESTER	# REQUIRED	# MISSING	% 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	1	96.8%
Spring 2017	32	2	93.7%
Fall 2017	32	4	87.5%
Spring 2018	32	0	100%

SEMESTER	# REQUIRED COURSE	FORMS COMPLETED	% PARTICIPATION	# ARTIFACTS SUBMITTED	% PARTICIPATION
Fall 2017	78	36	46%	29	37%
Spring 2018	82	41	50%	30	37%

A – Writing
Analysis and Actions

The data and analyses provided for English 101 and 102 assessments indicate the need for enforced attendance policies, the need for basic computer skills among students, and attention to new methods of cheating on assignments.

English 101 analysis indicates that the first essay deadline was set earlier to give students feedback earlier, however most instructors pushed the deadline back.

English 102 analysis indicates changes based on assignment scheduling and utilizing resources available with the newly adopted handbook. Instructors are reporting new variations of student peer-review, having students turn in essays in stages prior to the final draft, and using different types of revisions.

B – Mathematics/Analytical Reasoning
Analysis and Actions

Spring 2018 analysis for Math 113 states that the final exam review session is ongoing, however there are no other indications of student learning improvement.

Students in Math 170 have greatly improved scores on their embedded questions, but there is no analysis to indicate why this happened. Each item on the report requires analysis and plans for improvement, even when benchmarks are being met.

The analysis for Math 231 indicates that this course has met the benchmark since Fall 2007, therefore no changes are recommended. This suggests that there have been no curricular changes since Fall 2007. Each year, some kind of improvement must be made in assessing student learning.

Philosophy 102 provided data only for the spring semester, but provided no analysis.

C – Natural Science
Analysis and Actions

The chart below shows that eight courses offered two or fewer sections during 2017-18, and five courses enrolled fewer than 50 students annually. These courses need to be evaluated for further inclusion in the General Education Core Curriculum.

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

Biology 101 and 106 began revised course assessments in Fall 2016 and would like to gather data for several semesters before reaching any conclusions about changes.

Chemistry 101 did not report data for Spring 2018, and the Fall 2017 analysis indicates that the assessment is weak because the embedded exam questions come from the same exam bank each year. Students may have access to the exam questions from prior semesters. The recommendation was for a committee of general chemistry instructors to convene and decide which topics and questions are chosen for the comprehensive final exam and the general education assessment.

Environmental Science 101 did not provide data for Fall 2017, however Spring 2018 data and analysis were helpful. The embedded question regarding correlation was the most frequently missed, and questions on control groups, data type, and general scientific information were most frequently correct. The analysis recommended using the same set of notes or the same assignments and reading material in the course sections.

Physics 211 did not meet its benchmark, however no information was provided about which embedded questions were missed or how to improve student learning of those respective concepts.

D – Humanities
Analysis and Actions

The chart below shows that 13 courses offered two or fewer sections during 2017-18, and 10 courses enrolled fewer than 50 students annually. These courses need to be evaluated for further inclusion in the General Education Core Curriculum.

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

The English 201 analysis recommended a norming session to establish consistency with grading among instructors. Also, it was noted that the critical thinking rubric is not reflecting a true measure of a proficient standard that the department would prefer.

The English 202 analysis indicated the necessity of increasing the benchmark to 62% or 68%. Instructors suggested that using multiple writing tasks throughout the semester to force students to practice their critical thinking skills and improved grades.

The English 203 analysis identified strengths and weaknesses with the critical thinking rubric and the assignment. The analysis suggested a meeting with all faculty across 200-level English courses to keep track of everything to assess. The analysis also suggested the benchmark be changed to 63%.

The English 204 rubric indicated criticisms of the critical thinking rubric, and suggested that more frequent, smaller writing assignments are effective.

The History 102 course exceeds its benchmark and should increase it. Also, further analysis should be included.

The History 201 analysis indicates inconsistency in faculty grading, so standards should be set to improve grading consistency. It also states the difficulty in obtaining data from several sections, especially those taught by VLs and temporary faculty.

The History 202 analysis also indicated the lack of obtaining data from several sections, especially those taught by VLs and temporary faculty.

The Philosophy 251 assessment and analysis discussed the need to raise the benchmark, and the challenge of mixing assessment measures among instructors for the same course.

Spanish 201 and 202 included a new textbook for their classes this semester.

E – Fine Arts
Analysis and Actions

The chart below shows that three courses offered two or fewer sections during 2017-18, and two courses enrolled fewer than 50 students annually. These courses need to be evaluated for further inclusion in the General Education Core Curriculum.

Courses offering ≤2 sections annually	≤50 students annually
ART 261 – Art History: Ancient through Medieval	
ENGL 271 – Creative Writing Workshop (Poetry)	X
ENGL 272 – Creative Writing Workshop (Fiction)	X

Art 101 reported that performance is down this year, and it is likely attributable to students for whom English is a second language. Faculty reported strengths and weaknesses of the assignment, and suggested that the rubric's criteria be modified to result in a wider range of scoring data.

Art 102 administers two essays each semester, one for each part of the fine arts outcome, and scores were down in Fall 2017. Students scored higher on Goal B than Goal A for the first time. The revised preparatory journal assignments and connecting the writing assignment with a studio project were positive improvements to the course. Challenges include writing skills and grammar. Proposed upcoming changes include adding content about copyright and appropriation, and implementing peer-review of rough drafts to improve writing.

Art 105 began reporting assessment data in Spring 2017, and the faculty worked together to create a new benchmark for the course. The course met its benchmarks, and the faculty will experiment with administering the assignment with the final project rather than with the final exam.

Art 217 met its benchmark in Fall 2017, but not in Spring 2018. Faculty reported that course content and exam questions need to be aligned in all sections of the course. A writing component was added in Spring 2018, and students demonstrated weaker skills in writing about drawing than in speaking about drawing. Revision of prompts and assignments is recommended to facilitate the writing process.

Art 228 reported in Fall 2017 that student analysis was inconsistent when identifying "formal" visual literacy components. No data is available for Spring 2018.

Art 245 began reporting data in Fall 2016, and the course is meeting its benchmark. Faculty report that most of the students understand through course content that art is and can be much more than the study of beauty. Faculty plan to re-word the questions and/or add more content pertaining to arts analysis and expression.

Art 251 reported that essays were stronger in areas of description and formal analysis, and it was weaker in content/meaning. Writing skills need improvement, and supplement support needs to be added.

Art 261 has been meeting benchmarks for 3 years, so the new benchmark will be, "80% of students will score ≥4 on the ability to recognize (Goal A) and make informed judgments about the fine and performing arts (Goal B)." In the future, more information about strengths and weaknesses of the assignment would be helpful to include.

Art 262 began assessment in Fall 2017 and needs a few more semesters of collecting data. The benchmarks were greatly exceeded, so it may be valuable to examine the writing assignment for ways to adjust the scoring or yield more information about student learning.

Music 215 assesses using 7 embedded questions. This course is meeting its benchmark, but analysis of the results is sparse, and there is no plan for improvement.

Music 218 assesses using 10 embedded questions, and is meeting its benchmark. More information should be provided about which questions students miss, or other strengths/weaknesses of the assignment.

Music 253 is meeting its benchmark with an assessment of 4 embedded questions. No analysis of strengths and weaknesses is provided, and no changes were recommended. Faculty may consider developing a more robust assignment to capture student learning.

Theater 161 is meeting benchmarks and suggested that course instructors follow the unified course syllabus. Instructors need to devote more class time to Chapter 3, specifically on how theater helps promote a personal value system. Instructors should also devote more class time to develop students' understanding of theater as a human art.

English 272 reported that the assignment needs to be adjusted to better fit the fine arts rubric. There was a misunderstanding amongst faculty regarding the fine arts assessment and rubric, but this is now resolved.

F – Social/Behavioral Sciences
Analysis and Actions

The chart below shows that four courses offered two or fewer sections during 2017-18, and two courses enrolled fewer than 50 students annually. These courses need to be evaluated for further inclusion in the General Education Core Curriculum.

Courses offering ≤2 sections annually	≤50 students annually
ANTH 201 – Cultural Anthropology	
ANTH 203 – Prehistory: Development of Culture and Origins of Society	X
ECON 201 – Economic Principles	X
FIN 201 – Personal Finance	

Geography 111 did not submit assessment information this year.

Political Science 201 has been administering a pre-test and a post-test for many years while meeting benchmarks, but faculty provide no analysis of data or a plan to improve student learning. Faculty request additional political science faculty.

Psychology 101 set a goal to have 85% of enrolled students submit the essay, and instructors were encouraged to assign a higher point value. More students are now submitting the assignment, which provides a better picture of student learning.

Sociology 201 met its benchmark for the third straight semester, and improvements were suggested, such as looking for social examples that are amenable to analysis via behavioral science principles. More information about students' strengths and weaknesses on the current assignment would be helpful. Which questions do they miss?

Appendix A - Enrollment

Course	SLO	Sp16 Sections	Sp16 Enrollment	F16 Sections	F16 Enrollment	Sp17 Sections	Sp17 Enrollment	F17 Sections	F17 Enrollment	Sp18 Sections	Sp18 Enrollment
ENGL 101	A	10	262	42	969	14	246	47	926	14	203
ENGL 102	A	48	1046	18	540	45	911	18	510	29	798
MATH 113	B	13	437	37	1087	10	318	16	601	10	232
MATH 170	B	15	392	14	466	13	318	11	396	7	196
MATH 231	B	25	519	12	392	26	473	12	442	15	505
MATH 130	B	6	231	6	240	6	214	6	215	6	178
MATH 175	B	7	224	7	251	10	233	6	218	6	183
MATH 190	B	5	152	4	150	5	137	4	155	4	134
MATH 291	B	4	114	3	112	3	107	3	107	4	119
PHIL 102	B	2	72	3	83	3	87	4	108	4	97
STAT 231	B	23	201	12	128	25	228	11	406	13	444
BIOL 101	C	7	341	12	760	16	592	7	45	14	452
BIOL 106	C	4	177	4	143	4	155	4	133	4	552
CHEM 101	C	7	279	8	399	6	251	25	764	20	471
ENSC 101	C	4	156	7	237	6	226	4	144	6	211
PHYS 211	C	2	99	2	128	3	109	2	67	2	85
BIOL 102	C	2	172	2	84	3	168	6	180	9	303
BIOL 105	C	3	178	5	188	5	162	5	173	4	168
BIOL 201	C	2	64	2	90	1	79	9	200	7	190
BIOL 225	C	4	296	5	233	4	293	14	432	18	544
BIOL 226	C	2	158	2	167	2	132	9	306	7	234
CHEM 102	C	7	309	5	152	4	199	16	250	17	494
CHEM 120	C	2	100	2	106	2	79	2	95	2	79
CHEM 135	C	1	65	1	55	1	49	1	42	1	36
CHEM 136	C	2	42	1	35	1	36	0	0	0	0
ENSC 102	C	3	86	1	34	3	93	1	33	3	77
GEOL 101	C	2	68	2	79	2	83	2	88	2	70
GEOL 102	C	1	37	0	0	0	0	0	0	0	0
GEOL 103	C	0	0	1	34	1	15	0	0	1	40
GEOL 210	C	2	31	1	27	2	71	2	69	2	74
PHSC 101	C	4	168	3	134	3	130	4	175	4	99
PHSC 102	C	3	113	3	123	3	114	3	102	3	87

PHYS 151	C	0	0	0	0	0	0	0	0	0	0
PHYS 201	C	1	45	1	50	1	41	1	42	1	37
PHYS 202	C	1	31	1	44	1	39	1	35	1	39
PHYS 212	C	1	14	1	20	1	16	1	10	1	24
ENGL 201	D	2	60	4	99	3	59	3	74	3	64
ENGL 202	D	4	65	2	43	3	67	2	56	4	51
HIST 101	D	3	100	6	177	3	99	3	106	3	111
HIST 102	D	5	116	3	77	6	81	2	75	3	77
HIST 201	D	14	385	19	628	14	310	15	450	15	263
HIST 202	D	20	579	15	582	22	509	16	480	16	353
PHIL 251	D	6	172	7	141	7	191	6	133	7	188
PHIL 253	D	0	0	1	6	0	0	0	0	0	0
WMST 201	D	1	24	2	32	1	29	1	22	1	24
COMM 201	D	21	547	19	472	18	441	18	501	17	424
COMM 205	D	5	142	7	175	7	150	5	123	5	126
ENGL 203	D	7	184	10	271	6	167	7	206	13	292
ENGL 204	D	7	172	7	175	8	215	8	240	10	220
ENGL 221	D	5	138	3	94	3	84	2	63	4	109
FREN 201	D	0	0	1	11	0	0	1	6	0	0
FREN 202	D	1	11	0	0	1	10	0	0	1	7
HIST 121	D	1	16	2	30	0	0	2	71	0	0
HIST 122	D	2	80	2	51	3	84	0	0	3	85
HUMN 105H	D	0	0	1	25	0	0	1	25	0	0
INOV 280	D	0	0	0	0	1	11	0	0	0	0
LATN 201	D	0	0	1	6	0	0	1	11	0	0
LATN 202	D	1	5	0	0	1	4	0	0	1	11
PHIL 201	D	4	77	3	50	2	23	3	55	2	28
PHIL 252	D	1	25	1	28	1	35	1	26	1	27
RELS 201	D	0	0	1	31	1	29	2	46	1	13
RELS 211	D	1	43	0	0	1	30	0	0	1	42
SPAN 201	D	1	16	1	16	1	12	1	18	1	9
SPAN 202	D	1	9	1	11	1	9	1	11	1	13
ART 101	E	3	54	3	51	3	51	3	48	3	47
ART 261	E	1	41	1	25	1	40	1	25	2	58

MUSC 215	E	5	220	3	155	5	202	4	162	5	227
MUSC 218	E	0	0	3	136	4	139	2	116	2	121
MUSC 253	E	0	0	0	0	0	0	1	38	1	39
MUSC 324	E	0	0	0	0	0	0	1	60	0	0
THEA 161	E	2	95	3	179	2	120	2	114	2	114
ART 102	E	2	35	3	50	2	36	2	38	1	17
ART 105	E	4	78	3	53	2	34	3	57	4	76
ART 217	E	3	32	4	54	3	34	3	51	2	33
ART 228	E	2	34	2	16	2	35	2	32	2	221
ART 245	E	2	37	2	34	2	36	2	33	2	34
ART 251	E	0	0	2	35	2	37	3	55	2	43
ART 261	E	0	0	0	0	1	38	1	25	2	58
ART 262	E	2	58	2	66	3	56	2	83	2	82
ENGL 271	E	1	19	0	0	1	26	0	0	1	19
ENGL 272	E	0	0	1	23	0	0	1	15	0	0
GEOG 111	F	3	144	3	128	3	150	3	145	0	0
POLS 201	F	6	119	5	147	6	108	6	133	6	106
PSYC 101	F	16	656	14	836	18	541	12	748	11	447
SOCL 201	F	7	286	8	311	7	298	7	269	6	224
ANTH 201	F	0	0	0	0	0	0	1	54	0	0
ANTH 203	F	0	0	1	41	0	0	0	0	0	0
ECON 201	F	1	20	1	18	1	8	0	0	1	20
FIN 201	F	1	28	1	22	1	36	1	30	1	37
INOV 180	F	4	97	4	106	4	102	4	97	0	0
PSYC 233	F	6	298	4	186	6	248	3	263	4	222
PSYC 260	F	3	120	3	107	2	100	2	93	2	84
PSYC 261	F	3	122	3	59	2	97	3	97	3	89
SOCL 211	F	3	110	3	98	3	83	2	59	3	63

Appendix B – Course Summary Form Data

ENGL 101 Rubric Scored Essay #1

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

SEMESTER	RESULTS (%)	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
FALL 2017*	68%	NO	912
SPRING 2018	65%	NO	153

NOTES: *not all instructors submitted data for Fall 2017, and so the data for English 101 represents 912 students from 42 sections.

ENGL 101 Rubric Scored Essay #5

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

SEMESTER	RESULTS (%)	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
FALL 2017	75%	YES	912
SPRING 2018	69%	NO	153

NOTES: Fall 2017: 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.

ENGL 101 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	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
Fall 2017 Pretest	20%	NO	912
Fall 2017 Posttest	62%	NO	912
Spring 2018 Pretest	25%	NO	153
Spring 2018 Posttest	42%	NO	153

NOTES: As students learn progressively from the beginning of English 101 to the end of 102, it is not expected that many students will achieve 70% on the beginning GMSA; instead it is expected that there is a steady growth in the number of students that achieve 70%.

ENGL 101 Analysis and Recommendations

2016: 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.

Fall 2017: The most common comments involved student participation, engagement and attendance as primary factors in meeting and improving on learning outcomes. The most common request from instructors is for attendance policies. There were at least two complaints about student' reading comprehension skills being insufficient. Instructors who utilized the new free software believed this helped students. It was indicated that 6% of students stopped attending by the second class, and 7% did not turn in the first assignment. Regular alteration to papers is being considered to prevent cheating, as well as test variation amongst different instructors. A realistic university attendance policy will be the most beneficial change for this course.

Spring 2018: Literally every single teacher who turned in assessment data commented on attendance as a primary issue. A few direct quotes from three separate instructors provide the general gist of the concerns: "The students who stayed for the duration of the course showed much improvement [...but there was] overall poor attendance by many students"; "Lack of attendance, not turning in work, not coming to office hours [or the] WTEC"; and "Students who do not attend do not improve." There was only one other issue raised in this area of the comments that is not something instructors could implement themselves which was a complaint that students were lacking in basic computer skills. The numbers validate instructor concerns regarding students not attending or turning in assignments. The number of students who took the start of semester GMSA pre-test (on the second day of class) indicate that 18% of registered students have stopped attending (or have never attended) by the second class meeting. (Students are allowed to make up this assignment with no penalty--full credit is given for just taking the pre-test regardless of score-- and the assignment is required.) The number of students who turned in Essay #1 indicates that 34% of registered students did not turn in the first graded assignment for the class. A realistic university attendance policy would be the most beneficial change for this course.

Changes that were made this year to the curriculum were designed to get the first essay in earlier in order to get feedback to students earlier in the semester; however, pretty universally teachers pushed the assignment back. In an attempt to address this we will move it up again (in hope that if it is pushed back in the future it will be coming in at the time we were hoping for this year).

This past year we discovered new methods of cheating; we have had contact from a pay-to-write service trying to extort a student who didn't pay (we reported this to the Dean of Students office); we have other indications of cheating that we cannot act on directly (as an example: by virtue of teachers in our department doing assessment for engineering, we have near certainty that the same student turning in work to both disciplines is not the same person writing both texts as they are wildly different in language ability and voice; but we have no means of showing the work in our classes isn't the work of the student). We will be trying to work on means to combat such issues, though no single change is likely to address all possible situations.

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
FALL 2017	69%	NO	510
SPRING 2018	76%	YES	598

NOTES: 2016: 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
FALL 2017	76%	YES	510
SPRING 2018	80%	YES	598

NOTES: Scores on Essay 4 improved from last year. To improve, instructors will incorporate new readings, and reconsider essay assignments, perhaps cutting one 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%	NO	426
SPRING 2017 Pretest	44%	NO	807
SPRING 2017 Posttest	72%	YES	710
FALL 2017 Pretest	22%	NO	510
FALL 2017 Posttest	63%	NO	510
SPRING 2018 Pretest	41%	NO	589
SPRING 2018 Posttest	69%	NO	589

ENGL 102 Analysis and Recommendations

NOTES: 2016: 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 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.

Fall 2017: Attendance as usual was the primary marker of success. Changes were made to the first graded assignment for this semester in order to get it turned in and back to students earlier in the semester. Although this was the goal, it did not work out that way in the courses. Instructors largely place blame on the hurricane conditions near the start of the semester. About 7% of the students registered did not take the GMSA pre-test and so were missing/not attending class within the first week. About 20% of students did not turn in the first full essay (Essay #2). 92% of students who did turn in Essay #2 also turned in Essay #4 at the end of the semester. The percentage of students who scored 70% or higher on the GMSA pre-test appears to be much lower this semester; it is suspected one of the instructors used the end of semester key to score the test instead of the start of semester key (as it was recorded that 0 out of 63 students met the benchmark). The pre and post-test GMSA are usually the same test, this semester they were different because there was an issue with unsecured tests and a cheat site had been found that posted previous GMSA results. It will be a continued aim to get the first major graded assignment turned in and returned as soon as possible. 5 new topics were adopted. There is a possibility the 2nd and 3rd assignments will be switched round.

Spring 2018: Attendance, as usual was the primary marker of success. To directly quote several of the instructors who reported data:
"having an official attendance policy that would hold students accountable for information lost on days absent"
"Students who were not successful did not attend class regularly and did not ask questions"
"Participation was very low resulting in students not hearing lectures that covered important information"
"students need an attendance policy"
"student who missed class less frequently performed better"
"attendance policy!"
Aside from attendance issues reported by most teachers, there were several other issues that came up negative, positive, and neutral.Negative:
"I find that my student do poorly on the last essay because they [...] just want to hurry through and complete the assignment and give little regard to whether it is written correctly or not"
There are a few variations on this idea: that at the end of the semester the student put less effort into their assignments. There was also a comment that this is even more detrimental because the standards are more rigorous with each essay and the final essay is where they demonstrate that they have learned the course material. A couple of instructors expressed some variation on the idea that students who earned low-passing (D's) in 101 or CLEP-ed out of 101 were unprepared for 102 and disadvantaged from the beginning in a way that could have a negative impact on students who were prepared. There were some complaints about Moodle grade book and its lack of adaptability to representing different types an weights.
Positive:
"There were huge improvements on GMSA, more than previous semesters. I'm attributing this to utilizing InQuizitive (a program available for free with our newly adopted handbook).
"Students who improved make adjustment based on feedback and asked for clarification when instructions were unclear."
"The prospectus and advance instruction/warnings at the start of class for the entire semester helped students with confidence and performance."
Neutral:
"Moving first essay earlier may help with the crunch time on the last essay"
Comments indicated that instructors were trying new variations of peer reviews, having students turn in essay in stages prior to the final draft, and using different types of revision--most of which were seen as having positive results.

It is noteworthy that 96% of student who turn in Essay #2 around the middle of the semester also turn in Essay #4 at the end of the semester.We had some new forms of cheating this past year and will work toward strategies to address these. A realistic university attendance policy would be most beneficial to change in this course. Changes that were made this year to the curriculum were designed to get the first assignment turned in earlier in order to get feedback to students earlier in the semester; however, pretty universally teachers pushed the assignment back. In an attempt to address this we will move it up again (in hope that if it is pushed back in the future it will be coming in at the time we were hoping for this year). The total numbers provided in the heading of this document is an estimate (we cannot see all of this information in the system-- and dual enrollment classes are hidden from us-- so the count is based on what is currently visible in Banner class search). The data and comments included in this document represents 712 students from 36 sections (which includes several dual enrollment sections); these are exact numbers, not an estimate. Because this form cannot accommodate all the artifacts for this course, artifacts from English 102 sections that reported data were uploaded to the GEAC Moodle page earlier today.

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
FALL 2017	67%	YES	464
SPRING 2018	56%	NO	184

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: 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.

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.

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.

Fall 2017: The benchmark was met this semester. No recommendations for changes at this time.

Spring 2018: Math 113 fell short of benchmark this semester, often the case in the spring (weaker students from the fall retaking). 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	
FALL 2017	74%	YES	298	
SPRING 2018	69%	YES	162	

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 difficultly 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.

Fall 2017: The benchmark was met this semester. No recommendations for changes at this time.

Spring 2018: Math 170 met benchmark for two consecutive semesters. No recommendations for changes 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
FALL 2017	77%	YES	396
SPRING 2018	74%	YES	322

NOTES: 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			
FALL 2017			
SPRING 2018	85%	YES	73

PHIL 102 Chapter 3: Truth Functional Logic

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

SEMESTER	# STUDENTS	% EARNING ≥70%	CLASS AVERAGE	BENCHMARK MET?
SPRING 2017	78	83.30%	86.3	YES

PHIL 102 Chapter 5: Natural Deduction

70% of students taking the test will score at least 70%.				
SEMESTER	# STUDENTS	% EARNING ≥70%	CLASS AVERAGE	BENCHMARK MET?
SPRING 2017	75	66.00%	88.2	YES
NOTES: This course was moved from the critical thinking competency to the math/analytical reasoning competency. For that reason, the assessments to be reported changed to the tests for Chapters 3 and 5, which cover mathematical/logical concepts.				

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
FALL 2017	72.00%	NO	400
SPRING 2018	66.40%	NO	262

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").

Fall 2017: The proficiency level was 8% lower than the benchmark. Insufficient data exists on which to base any recommendation due to insufficient sample size over time. The available sample size is only 3 because the Fall 2016 semester was the first 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 gen-ed competency. In prior semesters, each section intructor has composed and embedded 6 of his/her own questions to assess a different generic, department wide competency ("understanding the scientific method").

Spring 2018: The proficiency level was 13.6% lower than the benchmark. Insufficient data exists on which to base any recommendation due to insufficient sample size over time. The available sample size is only 4 because Fall 2016 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 comprosed and embedded 6 of his/her own questions to assess a different generic, department-wide competency ("understanding the scienctific method").

BIOL 106 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	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
FALL 2017	72.40%	NO	87
SPRING 2018	67.90%	NO	131

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").

Fall 2017: The proficiency level was 7.6% lower than the benchmark. Insufficient data exists on which to base any recommendation due to insufficient sample size over time. The available sample size is only 3 because the Fall 2016 semester was the first 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 gen-ed competency. In prior semesters, each section intructor has composed and embedded 6 of his/her own questions to assess a different generic, department wide competency ("understanding the scientific method").

Spring 2018: The proficiency level was 12.1% lower than the benchmark. Insufficient data exists on which to base any recommendation due to insufficient sample size over time. The available sample size is only 4 because Fall 2016 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 propr 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
FALL 2017	51%	YES	382
SPRING 2018			

NOTES: 2015-16: 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: 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

Fall 2017: The Comprehensive final exam questions could be generated from a different source than the regular semester exams or create own set of questions. The strength of this assessment is that the comprehensive final exam questions represent the breadth of material covered throughout the semester. A weakness of this assessment method is that the final exam questions come from the same test bank as the previous exams students have taken in the course. As a result, there is a chance that students may have been previously exposed to one or more of the final exam questions on an earlier exam.

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

80% of students taking the final exam will corectly answer 4 of the 6 questions 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
FALL 2017			
SPRING 2018	90%	YES	70

NOTES: Online isn't as effective as face-to-face lectures. Prior to Spring 2018, the benchmark was that 70% of students taking the final exam will correctly answer at least 3 out of the 5 questions embedded on the final exam.

Spring 2018: As a 100 level course, I think it is necessary to spend time reviewing and instilling the basic scientific concepts to better prepare the students for advanced level science classes. Question regarding correlation had the greatest number of missed. Question on control groups, data type, and general scientific had the great correct answers. All of the section use the same question and ask in similar format. Yet we present it in different mediums. For more consistence we could use the same set of notes (powerpoint) or the same assignment/reading material (in addition to the textbook).

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
SPRING 2017	71.40%	YES	70
SPRING 2018	45.80%	NO	48

NOTES: 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	
FALL 2017	69%	NO	74	
SPRING 2018	86%	YES	64	

NOTES: 2016: 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.

Fall 2017: The goal was not met. The students in 201 tend to have a harder time on the 201 subject matter which might affect the assignment. There was also some disparity in the score between different instructors. It is also possible that faculty included all stduents, even the ones who didn't turn in the writing assignment which would affect the numbers. RECOMMENDATIONS: Consider emphasizing critical thinking skills more and perhaps try some practice assignments to help students. Consider a norming session with faculty to see if all seeing eye-to-eye. Make sure faculty know to only factor the number of submissions in supplying their numbers not just how many students are in the class.

Spring 2018: As with the other sections of 200-level English we are exceeding our goals. There are still some worries that the critical thinking rubric isn't quite reflecting a true measure of a proficient standard that we'd like to see. Students tend to see this as one of the tougher 200-level courses and it can be more challenging but we are still showing good results. As with other 200-level English courses, we are going to consider the rubric's language and/or raising the standard of proficiency to a 65 or 68% which we believe would be a truer measure of the type of proficiency in critical thinking we should aim for. We will address this in the beginning of the semester meeting with faculty.

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	
Fall 2017	77.00%	YES	56	
SPRING 2018	85.00%	YES	51	

NOTES: 2016: Instructor comments: Although I had 6 [students who speak English as a second language] in

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.

Fall 2017: Most students seem to be showing evidence of some criticial thinking ability. Critical thinking skills should continue to be worked with earlier in the semester to reach more students. It should be considered to raise the goal for proficiency based on the new rubric. 65-70% should be considered on the rubric as a better measure of critical thinking.

Spring 2018: --This was a relatively small class, and while having a number of students in a small class who can't quite grasp the material can profoundly affect the results, the opposite is also true. Only having one (or at most two) students who lag behind helps the results. Only one of my students in this course really had problems with the material, and she tried very hard to overcome her problems with grasping the material.

--I think 50% is too low a benchmark to measure college students.

Overall comments:

Based on comments, it seems we should consider moving our proficient measurement to 10/16 or perhaps if we really want to push it to 11/16 on the rubric (62% or 68%). This increase would be a challenge, but because we geared our original numbers to a tougher rubric, it would make sense to up our numbers a bit.

Individual instructor comments:

--I've been teaching this course for more than thirty years, but every year, I do try to adapt and change methods/delivery/even the way I test them on the material. I've found each group is a bit different and requires adapting to their needs.

--Rather than one longer essay, I use multiple writing tasks in the course of the semester to force students to practice their critical thinking skills, both on exams and in short inclass writing tasks (short 1-2 paragraph). It was amazing to see how predictive of the final grades the results of these shorter crit. Thinking sessions were.

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	
FALL 2017	75.00%	YES	206	
SPRING 2018	80.00%	YES	54	

NOTES: 2016: 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.

Fall 2017: The goal was just met. Students are writing about literature, often for the first time, so it is wondered if this affects the way they show critical thinking skills. There is also a possibility our percentage is higher because some instructors may be including students who did not do the writing assignment. The strength of this essay is the expectation of general knowledge and the process of identifying key elements of strength and weakness in a piece of literature. Weaknesses include elementray process of literature and stories chosen by students which play into particular strengths. The weakest part of the critical thinking rubric seem to be issues and context. There seems to be confusion from instructors about what is beign assessed and how to go about it best. A meeting with all faculty should be considered. The number of proficient students may be higher because it is possible some instructors included members of all stduents not just those that completed the assignment. The plan is for a worksheet for faculty across the 200-level gen-ed courses to keep track of everything to assess. The new rubric means that 50% is probably too low and should be around 63%.

Spring 2018: These classes are six week courses, but the results do not seem to be out of line with the other sections of 203 to traditional students so I refer to the analysis and recommendations in the form for the regular 203 sections.

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
FALL 2017	80%	YES	240
SPRING 2018	84%	YES	220

NOTES: 2016: 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.

Fall 2017: Overall, the goal is being surpassed. There are concerns that the rubric isnt quite matching assignments. I.e. the paper may have high critical thinking skills but be off-topic. Students were surprisingly capable in both sections of 204 from sophmore level classes. They tended to be far stronger in terms of organization, structure, and argument. Analysis of literature was often middling; grammar, mechanics, and punctuation were however, notably weak. Orally, student were able to communicate thoughts and ideas, but many haven't mastered the MLA format. Recommendations: How to better use the critical thinking rubric or explaining its use better to faculty. Perhaps consider upping the minimum proficiency rate on the rubric. More review of writing papers in possibly needed. An attendance policy would greatly benefit students. It may be a good idea to refresh students on the proper MLA essay writing format. Allowing students to express their own feelings about the literature and requiring critical thinking seems to work effectively.

Students are having issues with thesis and issues—really wanting to dig into their topic and the full scope of their thoughts.

Some instructor comments:

Students in ENGL 204 courses are generally far less willing to read literature actively and to think and write about it than students in ENGL 201/202 courses. Main weakness: unwillingness to think about details and to write at length. Even the students who did score an 8/16 on the critical thinking rubric seemed to struggle with correctly integrating source support into their essays. Works Cited pages were a bit all over the place. Most students maintained focus on their topics, albeit with poor organization and grammar. Scores fell into extreme numbers for the first category: Either students knew how to formulate a thesis for their explications or they didn't even attempt to do so. The weakest category overall for students was the "issues" category. Students who scored low were hesitant to fully engage a poem's complexity—and so ignored large sections of the poem--or were disinclined to elaborate on figurative devices and their effects.

I teach this course online. As a result, I have a number of non-traditional students (international, working parents, graduating seniors, etc.) They are usually extremely motivated and do well all semester. We also have a 400 word journal, 300+words on a forum, and a quiz almost every week. This gives them a lot of practice writing and teasing out the fine distinctions in poetry and drama.

As with the other English 200 gen ed courses we should consider increasing our expectations on the rubric and also seriously consider revising it. Some instructors seem to be not fully focused on critical thinking in their assessment of student work and we'll address this at the next beginning of the semester meeting. On the whole, it seems instructors who give their students more practice and focus on the critical thinking skills more have better results and we should share this with other instructors.

Instructor Comments: Lots of smaller in-class writing tasks increase the students' ability to write longer and apply more critical thinking skills. I observed a significant improvement from the beginning of the semester toward the end through constant practice. This had a favorable effect (relatively speaking) on the results of the finals.

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

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
FALL 2017	83%	YES	106
SPRING 2018	78%	YES	124

NOTES: All 3 sections met the benchmark. Continue and accumulate more data. Consider raising the benchmark if all sections consistently met.

SPRING 2018: (101A: 36 STUDENTS WITH 83.5 AVERAGE GRADE, 101B: 32 STUDENTS WITH 84 AVERAGE GRADE, 101W: 29 STUDENTS WITH 80 AVERAGE GRADE).

FALL 2017: (101A: 37 STUDENTS WITH 84 AVERAGE, 101B: 42 STUDENTS WITH 86.5 AVERAGE, 101W: 27 STUDENTS WITH 77 AVERAGE GRADE).

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

FALL 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.

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
SPRING 2016	82.33%	80.65%	YES	49
FALL 2016	70.14%	78.40%	YES	34
SPRING 2017	90.50%	82.60%	YES	14
FALL 2017	85.70%	81.70%	YES	75
SPRING 2018	83.50%	83.00%	YES	33

NOTES: 2016: This is a new assessment in the piloting phase.		
Fall 2017: Students exceeded the benchmark in all two sections of the course. Continue to accumulate data and consider raising the benchmark if students keep exceeding it.		
Spring 2018: This is a new assessment in a piloting phase. Continue to accumulate data. Consider raising the benchmark in future semesters: we keep exceeding it.		

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

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
	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
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
FALL 2017				450
	201I	82.23%	YES	30
	201W	86.82%	YES	34
	201W1	86.77%	YES	35
	201-KQ	91.00%	YES	18
	201-E	89.00%	YES	43
	201A	69.00%	NO	34
	201C	66.00%	NO	29
	2017XA	92.00%	YES	19
	201-W2	94.00%	YES	29
	201-RC	86.17%	YES	24
	201-J	79.40%	YES	34
SPRING 2018				
	201-J1	87.00%	YES	7
	201-J2	81.00%	YES	7
	201-W	84.03%	YES	33
	201-W1	89.76%	YES	33
	201-B	82.30%	YES	17
	201-H	81.40%	YES	10
	201-I	83.30%	YES	12
	201-G	77.71%	YES	17
	201-A	79.50%	YES	7
	201-C	74.30%	YES	14
NOTES: Spring 2017: Out of 13 sections, 12 met the benchmark. The result is in line with previous semesters,				

Fall 2017: Students met the benchmark in all sections apart from 2. Some faculty consistently grade higher or lower than others. Consider setting standards to have consistent grades from one instructor to another.

Spring 2018: Out of 9 reporting sections, all met the benchmark. No data from other 6 sections (especially from classes taught by VLs and temporary faculty). Continue gathering the data. Rely as much as possible on full-time, long-term faculty to ensure consistency in teaching and reporting.

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	
SPRING 2015	73.50%	79.70%	NO	

NOTES: Benchmark changed for Academic Year 2015-16: The average class score on the critical thinking test

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
	202C	82.30%	YES	18
	202H	83.10%	YES	20
	202I	81.80%	YES	21
	202W1	83.10%	YES	34
FALL 2017				480
	202-H	83.56%	YES	37
	202-MQ	80.38%	YES	24
	202W	71.68%	YES	23
	202W1	76.00%	YES	16
	202-G	89.00%	YES	30
	202-J	91.00%	YES	39
	202-K	93.00%	YES	26
	202-W2	95.00%	YES	33
	202D	82.02%	YES	30
	202-B	82.20%	YES	44
	202-C	82.40%	YES	38
	202-E	84.70%	YES	38
SPRING 2018				
	202-C	83.90%	YES	27
	202-E	84.00%	YES	4
	202-W	81.73%	YES	21
	202-W1	71.00%	YES	18
	202-K	86.75%	YES	4
	202-D	80.90%	YES	30
	202-J	80.61%	YES	33
	202-L	87.79%	YES	24
	202-RC	84.67%	YES	24
NOTES: Fall 2017: All sections met the benchmark. Consider raising the benchmark if students keep				

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

Spring 2018: Of the 9 sections reporting, all met the benchmark. (VLs did not send in the data). Continue gathering data. Consider raising the benchmark. Rely primarily on full-time, long-term faculty to ensure consistent quality teaching and data reporting.

PHIL 251 Final Papers

Dr. Baril's benchmarks will be forwarded once the become available. Dr. Butkus set a benchmark of 80% of students who submitted a final paper scoring 75% or higher.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2016	79%	YES	24
SPRING 2017	68.40%	NO	38
FALL 2017	94.00%	YES	132
SPRING 2018	94.00%	YES	17

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. Previously before Spring 2018, the benchmark was that 75% of students will earn 70% or higher on the final paper.

Fall 2017: Philosophical argumentation represents clear indicators of critical thinking. Written assignments (both those that are planned such as final papers as well as essay-based exams) require students to organize their thoughts into a logical sequence and present both their evidence and reasoning. Students in PHIL-251 demonstrated this ability at greater levels than required by the benchmark. Even when more stringent criteria are used (e.g., 80+% on the final assignments), more
than half of the students met or exceeded the required benchmark (63% of Dr. Butkus' students; 65% of Mr. Marcantel's; neither raw nor summary data on the 80+% threshold were unavailable from Dr. Bulhof as of this report). Electronic copies of Dr. Butkus' and Mr. Marcantel's final papers are attached. Print copies of Dr. Bulhof's final exams will be sent via campus mail.

Spring 2018: There were two potential weaknesses - the lack of Dr. Baril's data and the mixture of assessment measures (pre-/post test versus final papers). While it cannot be stated for certain, it is expected that Dr. Baril's data will correspond with historical performance. His data will be forwarded once they are available. From the data available, no course modifications are suggested (as students are exceeding benchmarks as assessed by final papers). Dr. Butkus is planning to introduce a pre-/post-test metric to assess discipline specific-knowing at the end of the semester starting in Fall 2018, but this is not explicitly tied to critical thinking assessment.

PHIL 251 PRE & POST TEST (TOM BARIL)

75% of students should achieve the criterion of 70% or greater on the post-test.

SEMESTER	RESULTS (%) POST TEST	Number Assessed	BENCHMARK MET
FALL 2016	90.00%	NA	YES
SPRING 2017	88.50%	115	YES
FALL 2017			
SPRING 2018			
POST TEST DATA	PHIL 251A 88.13%	34	YES
	PHIL 251B 81.82%	26	YES
	PHIL 251C 84.31%	29	YES
	PHIL 251D 88.21%	35	YES
	PHIL 251V 91.0%	28	YES

NOTES: The pre-/post-test method greatly exceeded benchmarks. Previously before Spring 2018, the benchmark for PHIL 251 PRE & POST TEST was that an average score of 80% on post-test was to be made.

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.

Spring 2018: A 10 question quiz is administered before the students start the course material (Pre-Test). A 10 question quiz is administered after the material is presented to the students (Post-Test). Students should score 70% or greater on the post-test. The average score on the pre-test was 43.11%. The average score on the post-test was 86.69%- i.e., more than double the pre-test average. 85.4% of the students scored 70% or greater on the post-test; 80.3% of the students actually scored 80% or greater on the post-test.

PHIL 253 Final Papers

50% of students will score ≥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

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
SPRING 2015	87%	YES	15
FALL 2015	91%	YES	12
SPRING 2016	NA	NA	NA
FALL 2016	78.00%	NO	15
SPRING 2017	100.00%	YES	10
FALL 2017	88.00%	YES	18
SPRING 2018	100.00%	YES	9

NOTES: 2016: The Textbook used for this class was no En contacto, as we planned.

Fall 2017: The benchmark for this assignment was met. Culture questions were previously changed on the basis of adopting a new edition of the text.

Spring 2018: Our embedded questions have been changed to match the new edition, edition 9, of En contacto, adopted this academic year for both the face-to-face and the online classes.

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	
SPRING 2015	100%	YES	18	
FALL 2015	100%	YES	12	
SPRING 2016	89%	YES	9	
FALL 2016	80%	YES	10	
SPRING 2017	100.00%	YES	6	
FALL 2017	82.00%	YES	11	
SPRING 2018	75.00%	NO	12	

NOTES: 2016: The Textbook used for this class was no En contacto, as we planned.

Fall 2017: The benchmark for this assignment was met. Culture questions were previously changed on the basis of adopting a new edition of the text.

Spring 2018: The textbook used for this class was now En contacto, as was planned. 75% answered at least 4 out of 5 of culture questions, not quite meeting the benchmark set.

WMST 201 Essay

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

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed	
SPRING 2016	100%	YES	18	
FALL 2016	100%	YES	31	
SPRING 2017	100%	YES	25	
FALL 2017	95%	YES	22	
SPRING 2018	100%	YES	24	

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

SEMESTER	RESULTS (%) Goal A	RESULTS (%) Goal B	BENCHMARK MET	Number Assessed
SPRING 2016	80.00%	70.00%	YES	NA
FALL 2016	100%	80%	YES	NA
SPRING 2017	100%	100%	YES	46
FALL 2017	71%	71%	YES	48
SPRING 2018	75%	90%	YES	47

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. FALL 2017: Overall performance was down significantly this term according to one section, and this can be attributed to students for whom English is a second language. There is a disconnect between knowledge and application. even following notes on essay drafts, there remained room for improvement.

Spring 2018: Faculty A: Students report interest in the subject matter and are motivated to engage in personal research, which encompasses the broader topics presented, ensuring that they are formulating informed judgments. Faculty B: Strengths: Students were able to make informed judgments about the work, examined and support these with examples from the image. Weakness: The connections made were largely based on image content while formal supportive concerns overlooked. Faculty A: Students are consistently fulfilling the goals tasked within the Rubric's exemplary category. Perhaps modifications to the criteria would result in a wider range of scoring data. Faculty B: Reinforce structure as it supports content in work and edit prompt to reflect.

ART 102 Rubric Scored Essay A (Goal A)

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	70%	YES	NA
SPRING 2016	NA	NA	NA
FALL 2016	NA	NA	NA

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
SPRING 2017	85.00%	YES	36
FALL 2017	50.00%	NO	38
SPRING 2018	80.00%	YES	17

*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
FALL 2017	65.00%	NO	38
SPRING 2018	80.00%	YES	17

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

SPRING 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.

FALL 2017: While goals were not met, the overall quality of the responses was high, with 90% of students scoring 3 or higher. Students scored higher on Goal B than Goal A for the first time. The art historical context informs the writing. Revised prepatory journal assignments reinforce a connection between content, application, and critical thinking. Connecting the writing assignment with a studio project and the broader topic of appropriation created a healthy classroom dialogue. Weaknesses centered around appropriate and sufficient use of course terminology to support ideas.

Spring 2018: Focus of 2017-18 GE essay in ART 102 shifted to the final project from an exhibition image. The art historical nature of the assignment and issues of appropriation provide the student an arena in which to explore their creative pursuits within the context of both. Results are promising with 80% of assessed students meeting goals. Discussion of issues surrounding appropriation added dimension to the class critique and informed creative decisions in the work. The major challenge remains writing skills and grammar. Consider adding course content to allow exploration of issues surroudning appropriation and copyright. Peer sharing /review of rough drafts might be added as a step to improve writing.

ART 105 EMBEDDED QUESTIONS FINAL EXAM

70% of students with score a 4 or above on Goals A and B.

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
SPRING 2017	NA	NA	16
FALL 2017	83%	YES	57
SPRING 2018	88%	YES	76

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.
The benchmark prior to Fall 2017 was that 20% of students will answer 4 embedded questions using the "art speak" that they used throughout the semester. The teaching faculty worked together to create a new benchmark for the course, and results show that the students surpassed the benchmark. Faculty will continue to collect data and revise assignments as needed.

Spring 2018: Students did well at describing their work using the principles of design and discussing ethical concerns of using images from the Web. Faculty will experiment with administering the assignment with the final project rather than with the final exam.

ART 217 BEGINNING DRAWING (GOAL A & B)

70% of students will score 4 or higher.

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
FALL 2017	81.00%	YES			51
SPRING 2018	39.00%	NO	38.00%	NO	33

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.

In Fall 2017, the benchmark was changed from 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). The benchmark was met. Some course content is being revised, and faculty are aware that course content and exam questions need to be aligned in all sections of the course. A writing component will be added in 2018.

Spring 2018: Previously before Spring 2018, the benchmark for Art 217 was that 85% of students will obtain 80% or higher on embedded questions. Instructors observed in verbal critiques, students make informed judgments about their work. However, this occurred more with majors than non-majors. Overall, students were weaker in writing about drawing than in speaking about drawing. While students demonstrated some evidence of connecting the visual language of drawing with recognizing expressions and making informed judgments of the fine arts, a revision of prompts and assignments is recommended to help facilitate the writing process.

ART 228 INTRO PHOTO

70% of students will score ≥4 out of 5 points on the ability to recognize (Goal A) and make informed

SEMESTER	RESULTS GOAL A	RESULTS GOAL B	BENCHMARK MET	Number Assessed
SPRING 2017	90.00%	80.00%	YES	30
FALL 2017	76.00%	81.00%	YES	32
SPRING 2018	72.00%	75.00%	YES	NA

NOTES: Spring 2017 is the first semester to collect data for this course. Fall 2017: student analysis was inconsistent when identifying "formal" visual literacy components. Will continue to collect data.

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
FALL 2017	100.00%		YES	33

SPRING 2018	82.00%	93.00%	YES	34

NOTES: 2016-17 is the first year to collect data for this course.
Fall 2017: the essay is a good test result but is subjective. For 2018 embedded questions are being considered for the final exam.

Spring 2018: In general I think the students understand the societal value of 2 and 3 dimensional art and art making as it equates to the human experience. I think that using the statement "Aesthetic Value" is leading the students to think of art from the simple definition of "concerned with beauty or the appreciation of beauty". Most of teh students understand through the course content that art is and can be much more that than the study of beauty. I think that I will re-word the questions and/or add more classroom content pertaining to arts analysis and expression.

ART 251

Benchmark: 70% of student will receive a 4 or better on both goals A and B.

SEMESTER	RESULTS GOAL A	RESULTS GOAL B	BENCHMARK MET	Number Assessed
FALL 2016	NA	NA	NA	NA
SPRING 2017	NA	NA	NA	NA
FALL 2017	NA	NA	NA	NA
SPRING 2018	75.00%	60.00%	MET(A) NOT MET (B)	43

Notes: Benchmark has been raised previously from 3 or better on goals A and B. There are no course summary forms from Fall 2016-Fall 2017 with data for Art 251.

Spring 2018: Essays were stronger in areas of description and formal analysis. Performance was weaker in area of content/meaning. While 70% of students met goals in terms of supporting assertions directly with information from the work of art, only 50% effectively applied logic and cohesion within the text of the essay. Writing skills need improvement. Recommend adding or offering supplemental support in this area.

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

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
SPRING 2016	60%	NO	NA
Fall 2016	NA	NA	NA
SPRING 2017	85.00%	YES	38
FALL 2017	80.00%	YES	25
SPRING 2018	80.00%	YES	61

*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.

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

Spring 2018: Over past 3 years, results for Goal A have been at 80% - 85%. Goal B at 75% - 80%. Perhaps it is time for a benchmark adjustment?

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	NA	NA	NA
SPRING 2017	80.00%	YES	38
FALL 2017	75.00%	YES	25
SPRING 2018	80.00%	YES	61

* 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.

ART 262 - Art History: Writing Assessment

70% of students will score a 4 or higher on both Goal A and B.

SEMESTER	RESULTS GOAL A (%)	RESULTS GOAL B (%)	BENCHMARK MET	Number Assessed
FALL 2017	90%	85%	YES	83
SPRING 2018	85%	85%	YES	85

Spring 2018: Consistently hitting 85% - 90% on Goals A and B over past few semesters Change benchmark? Will speak with Meghan Fleming, art dept gen ed goddess.

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	87%	YES	188
FALL 2017	93%	YES	NA
SPRING 2018	81%	YES	196

FALL 2017: Tracking has shown a continuing improvement in scores. If it continues to improve, perhaps a review of the questions is in order. For now, no changes should be made.

SPRING 2018: Results are in line with expectations, I think we should not make any changes.

MUSC 218 Embedded Questions

80% of the students will correctly answer 8 of the 10 of the embedded questions. 1 question from each part.

SEMESTER	RESULTS	BENCHMARK MET	Number Assessed
FALL 2016	90%	YES	118

SPRING 2017	91%	YES	111
FALL 2017	94%	YES	110
SPRING 2018	87%	YES	121

Spring 2018: Very strong scores! No change now, need more data.

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
FALL 2017	92.00%	YES	38
SPRING 2018	89.00%	YES	39

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

Spring 2018: The course exceeded the minimum expected outcomes regarding the post-test of preestablished questions. Based on the assessment data available over the past several years, no modifications are recommended at this time.

MUSC 324 - American Popular Music

80% of students taking the final exam will correctly 3 out of the 4 pre-established questions

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2017	91%	YES	60
Spring 2018	89%	YES	39

NOTES: Course exceeded the minimum expected outcomes regarding the post-test of pre-established questions.

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

75% 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
SPRING 2018	85.30%	YES	NA

*Benchmark lowered from 80% of students to 78% of students in Spring 2016, and benchmark lowered from 78% of students to 75% of students in Fall 2016.
NOTES: 5E. & 5F. Program facilitator transferred; replacement unaware of previous facilitator taking steps to follow through on Post Tests.

Spring 2018: Ensure that the course instructor follows the unified course syllabus. Continue to devote more class time to chapter 3, specifically on how theatre helps promote a personal value system. Keep the ELA of 85% of students will answer 6 of the 8 questions correctly on the post-test.

THEA 161 Post Test #3 answered correctly

70% 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, and 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.

Spring 2018: 60% of students answered #8 correctly on the post-test. This is 10% lower than the ELA but 8% higher than last semesters score. Keep the ELA of 70% of students will answer #8 correctly on the post-test.

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

ENGL 272 Creative Writing

75% of the students will earn a 6/10 on the rubric-scored writing assignment

SEMESTER	RESULTS (%)	BENCHMARK MET	Number Assessed
FALL 2017	67%	NO	15

FALL 2017: The assignment may need to be adjusted to better fit the fine arts plan. The results were a little lower than the goal, this may be due to miscommunication amongst faculty regarding the fine arts assessment and rubric and the expectations for the gen ed plan. This has now been resolved.

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 75% 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
SPRING 2018	94.00%	YES	43

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
SPRING 2015	NA	NA	14.00%	YES	117
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
FALL 2017	53.20%	58%	5.00%	YES	133

| SPRING 2018 | 50.91% | 62% | 12.00% | YES | 106 |

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.

FALL 2017: Return the number of tenure-track positions in political science to four. McNeese State University has four tenure-track posiitons in political science for a decade. Henderson State University, which has thousands fewer students, has four tenure-track positions in political science. This will also enhance the performance of students majoring in related policy fields such as criminal justice and public health. It will also help to achieve Social Studies goals of the Calcasieu Parish School Board. Political science program coordinator Sirgo will be delighted to interview political science tenure-track candidates at the 2018 American Political Science Association conference which will convene in Boston.

Spring 2018: Return the number of tenure-track positions in political science to four. There are currently only two tenure/tenure-track positions. Smaller Henderson State University has four tenure-track political science positions. This will also enhance the performance of students majoring in related policy fields such as criminal justice and public health management. It will also help to achieve social studies goals of the Calcasieu Parish School Board and the Board of Elementary and Secondary Education (BESE).

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	92%	YES	663
SPRING 2017	87%	YES	663
FALL 2017	92%	YES	763
SPRING 2018	93%	YES	475

Because we have continually surpassed the benchmark criterion set for this essay assignment, no recommendations for improvements or adjustments to the course content or assignment/assessment were made for PSYC 101. Based on regular faculty discussions of these data, we have identified the need to improve collection of these data. Specifically:

1. It is our goal to have 100% compliance for instructors of PSYC 101 to submit data when requested. Fall, 2016 was the second time we have obtained 100% compliance from all sections taught on campus – and it was the FIRST time we gathered data from our off-site sections! We will work hard to continue to meet this goal in future semesters and will continue to implement this assessment in our off-site sections as well.

2. 79.8% of students who completed PSYC 101 in sections taught on campus in Spring 2016 submitted the required Social Psychology Movie Essay, and at that time we set a goal to improve this submission percentage to 85% by Fall 2016. We DID meet this goal - with 86.6% of all enrolled students submitting the assignment. We believe this is because we decided to encourage instructors to assign larger point values to the writing assignment (10% to 20% of total course grade), and most instructors did so. As a faculty, we decided to keep this goal for future semesters. To accomplish this, reminder notices will be sent to faculty teaching PSYC 101, prompting them to remind their students about this assignment several times prior to the due date, and also reminding faculty members to attach sufficient point values to the essay to motivate students to complete it.

In our January 2017 departmental faculty meeting, we voted to maintain the benchmark criteria and to focus our efforts on encouraging higher rates of students submitting the assignment (85%+) and on continuing to make the assignment a more significant assignment in terms of course content and point values.

Spring 2018: Because we have continually surpassed the benchmark criterion set for this essay assignment, no recommendations for improvements or adjustments to the course content or assignment/assessment were made for PSYC 101. Based on regular faculty discussions of these data, we have identified the need to improve collection of these data. Specifically:

1. It is our goal to have 100% compliance for instructors of PSYC 101 to submit data when requested. Fall, 2017 was the fourth time we have obtained 100% compliance from all sections taught on campus – and it was only the 2nd time we gathered data from our off-site sections! We will work hard to continue to meet this goal in future semesters and will continue to implement this assessment in our off-site sections as well.

2. After the 2015-2016 assessment data were reviewed, departmental faculty set a goal to have 85% of enrolled students submit the essay (i.e., fewer students earning a grade of zero. In Fall, 2016, 86.6% of enrolled students submitted the assignment, and in Fall, 2017, 91.1% of enrolled students submitted the assignment. We believe this is because we decided to encourage instructors to assign larger point values to the writing assignment (10 to 20% of total course grade), and most instructors complied with this request. As a faculty we have decided to keep this goal for future semesters. Each semester the Department Head sends reminder notices to all instructors of PSYC 101, prompting them to remind their students about this assignment prior to the due date, and also reminding faculty members to attach sufficient point values to the essay to motivate students to complete it, and to submit data and scored essays/rubrics during the final exam period.

3. In the Fall, 2017 departmental faculty meeting we voted to maintain the benchmark criteria, and to focus our efforts on encouraging higher rates of students submitting the assignment (continuing to achieve 85%+ submission rates), and on continuing to make the assignment a more significant assignment in terms of course content and point values.

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%	NO	161
SPRING 2017	67.00%	YES	213
FALL 2017	69.00%	YES	252
SPRING 2018	69.00%	YES	202

FALL 2016: 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.

FALL 2017: 174 out of 252 answered 3 out of 5 questions correctly on the post-test. The percentage of proficient students continues to rise. Continue to locate and utilize teaching examples that employ the application of behavioral science pronciples to real life situations. Continue to craft test questions that measure the student's ability to apply behavioral science principles to real life situations.

Spring 2018: The benchmark of 60% proficiency has been met for the third straight semester. The all time high proficiency, 69%, was recorded in the Fall, 2017 semester. A hard copy of artifacts will be sent separately from this report.Continue to locate and use teaching examples that employ the application of behavioral science principles to real life situations, especially as an aid to facilitating an understanding of real life events. Look for social situations (social examples) that are amenable to analysis via behavioral science principles. Continue to craft test questions that effectively measure the student's ability to apply behavioral science principles to real life situations.

Appendix C – Biannual Artifact Assessment

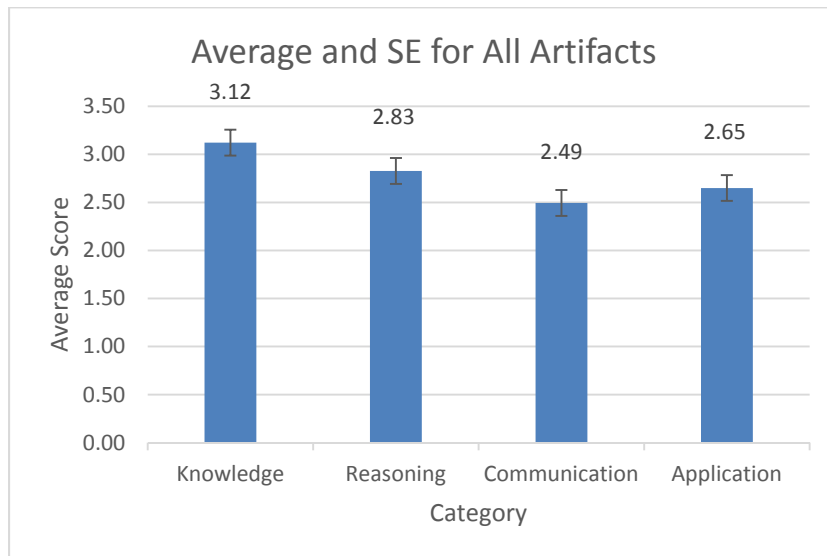| GEAC Social Sciences Rubric 2018				
	Knowledge of evidence from the social sciences: Facts/supporting details; themes/issues; and concepts/ideas.	**Reasoning**: Analysis, evaluation, and synthesis of evidence.	**Communication:** Demonstrates knowledge and reasoning through oral, written, visual, dramatic, or mixed media presentation.	**Application & Problem Solving:** Accurate Decision making, relates content knowledge to relevant problems or situations.
4	Key concepts/themes/ issues/ideas are thoroughly identified, defined and described. Significant facts/supporting details are included and accurately described. Has little or no factual inaccuracies.	Identifies and logically organizes almost all relevant evidence. Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence. Reaches informed conclusions based on the evidence.	Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation is well focused with a well-defined thesis. Presentation shows substantial evidence of organization. Presentation shows attention to the details of specific performance conventions.	Content knowledge accurately identified to situations.
3	Key concepts/themes/ issues/ideas are identified, defined, and described. Facts/supporting details are included. May have a major factual inaccuracy, but most information is correct.	Identifies and organizes most of the relevant evidence. Uses partial critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence. Reaches informed conclusions based on the evidence.	Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates a focus and thesis with several narrative gaps. Presentation demonstrates adequate evidence of organization. Presentation has attention to the detail of specific performance conventions.	Effectively applies concepts to most situations. Content knowledge accurately identified.

2	Some key concepts/themes/issues/ideas are identified, defined, and described. Some facts/supporting details are included. Has some correct and some incorrect information.	Identifies some relevant evidence and omits most of the other evidence. Uses unclear, inappropriate, or incomplete critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence. Reaches incomplete or inaccurate conclusions based on the evidence.	Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates an inadequate focus. Presentation demonstrates inadequate evidence of organization. Presentation has insufficient attention to the details of specific performance conventions.	Effectively applying concepts to some situations. Some content knowledge accurately identified.
1	Few or no key concepts/themes/issues/ideas are identified, defined, and described. Few or no facts/supporting details are included. Information is largely inaccurate, absent or irrelevant.	Important evidence relevant to the problem is not identified. Critical thinking skills and habits of mind are absent. Conclusions are lacking, absent or unclear.	Expression of almost all ideas in the presentation is unclear. The presentation demonstrate little focus. Presentation demonstrates little or no evidence of organization Presentation has multiple mistakes in attention to the details of specific performance conventions.	Inappropriate application of concepts. Frequent mis-identification of content knowledge. No content knowledge accurately identified.
Score				

General Education Social Sciences Courses

IRE took a sample of artifacts collected from general education social sciences courses since 2015-16, and the committee assessed them during the Fall 2017 assessment session.

Participants: Dr. Linda Brannon, Ms. Corliss Badeaux, Dr. Tracy Lepper, Dr. Dena Matzenbacher, Dr. Nidal Najjar, Dr. Henry Sirgo, Dr. Stan Weeber, Dr. Kevin Yaudes

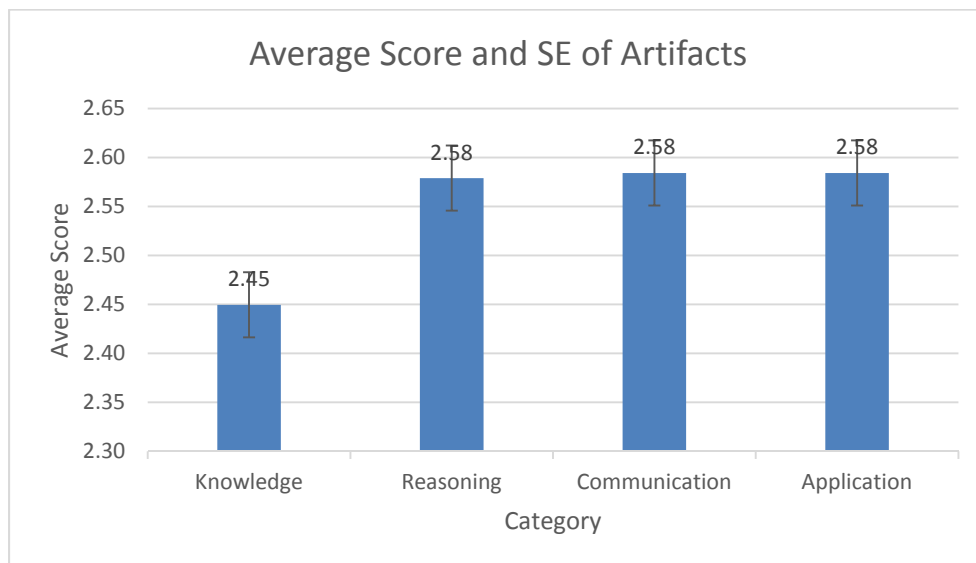| 16 Artifacts Sampled	Group 1	Group 2	Average of Group Averages
Average Knowledge score	3.28	2.97	3.12
Average Reasoning score	3.06	2.60	2.83
Average Communication score	2.89	2.10	2.49
Average Evidence score	2.83	2.47	2.65

Capstone Courses, Social Sciences Assessment

IRE took a sample of artifacts collected from capstone courses since 2015-16, and the committee assessed them during the Spring 2018 assessment session.

Participants: Ms. Corliss Badeaux, Dr. Matt Butkus, Dr. Nidal Najjar, Dr. Mercy Palamuleni, Dr. Henry Sirgo, Dr. Stan Weeber, Dr. Kevin Yaudes

14 Artifacts Sampled

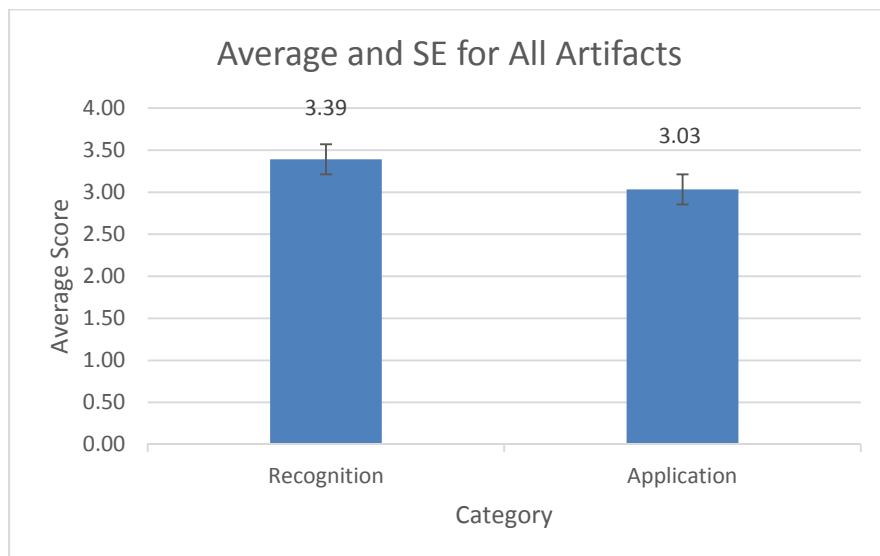|	
Average Knowledge score for all artifacts	2.45
Average Reasoning score for all artifacts	2.58
Average Communication score for all artifacts	2.58
Average Application score for all artifacts	2.58

GENERAL EDUCATION/ART Rubric Outcome 5	Exemplary	Adequate	Needs Improvement
GOAL A			
GOAL: Develop the ability to recognize fine and performing arts as expressions of human experience and to make informed judgments about them.	• Student demonstrates ability to recognize fine and performing arts as expressions of human experience at a high level. • Shows excellent understanding of key concepts • Connects course content to assignment at a high level	• Student demonstrates ability to recognize fine and performing arts as expressions of human experience at an adequate level. • Shows adequate understanding of key concepts • Connects course content to assignment at an adequate level	• Student demonstrates ability to recognize fine and performing arts as expressions of human experience at a low level. • Shows weak understanding of key concepts • Lacks connection of course content to assignment
	5 4	3 2	1 0
GOAL B			
	• Student demonstrates ability to make informed judgments about the fine & performing arts at high level. • Supports ideas fully with effective and appropriate examples • Effectively applies logic and cohesion within the text of assignment	• Student demonstrates ability to make informed judgments about the fine & performing arts at an adequate level. • Supports most ideas with effective and appropriate examples • Adequately applies logic and cohesion within the text of assignment	• Student demonstrates ability to make informed judgments about the fine & performing arts at a low level. • Lacks support of ideas with effective and appropriate examples • Lacks application logic and cohesion within the text of assignment
	5 4	3 2	1 0

General Education Fine Arts Courses

IRE took a sample of artifacts collected from general education fine arts courses since 2015-16, and the committee assessed them during the Fall 2017 assessment session.

Participants: Ms. Andrea Burton, Ms. Meghan Fleming, Mr. Rod Lauderdale, Ms. Carol Lines, Mr. Charles McNeely, Dr. Jeff Lemke, Dr. Lina Morita, Ms. Lisa Reinhauer

18 Artifacts Sampled	Group 1	Group 2	Average of Group Averages
Average Recognition score	3.05	3.73	3.39
Average Application score	2.70	3.37	3.03

Capstone Courses, Fine Arts Assessment

IRE took a sample of artifacts collected from capstone courses since 2015-16, and the committee assessed them during the Spring 2018 assessment session.

Participants: Ms. Corliss Badeaux, Ms. Andrea Burton, Ms. Meghan Fleming, Ms. Judy Hand, Mr. Rod Lauderdale, Ms. Carol Lines, Mr. Charles McNeely, Dr. Lina Morita, Ms. Lisa Reinhauer

18 Artifacts Sampled	
Average Recognition score for all artifacts	0.33
Average Application score for all artifacts	0.25

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
Fall 2017	196	2.6%	1.5%	18.4%	35.7%	41.8%	4.13
Spring 2018	294	3.1%	7.8%	18.0%	29.3%	41.8%	3.99

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
Fall 2017	195	4.6%	5.1%	17.4%	28.7%	44.1%	4.03
Spring 2018	295	4.7%	5.8%	18.6%	32.9%	38%	3.94

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
Fall 2017	195	3.1%	3.1%	15.9%	28.2%	49.7%	4.18
Spring 2018	292	5.1%	5.5%	16.4%	26.7%	46.2%	4.03

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
Fall 2017	196	3.1%	8.2%	20.9%	25%	42.9%	3.96
Spring 2018	293	5.1%	9.9%	20.8%	27%	37.2%	3.81

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
Fall 2017	195	2.6%	0.5%	8.2%	27.2%	61.5%	4.45
Spring 2018	295	5.1%	3.4%	8.8%	27.1%	55.6%	4.25

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
Fall 2017	196	2.6%	3.6%	9.2%	27%	57.7%	4.34
Spring 2018	295	3.1%	4.7%	10.5%	28.5%	53.2%	4.24