



McNeese State University

2018-2019 General Education Assessment Report

Prepared by: Jessica Hutchings and Wesley LeJeune

## Contents

Council Charge .....	2
Council Membership.....	2
Meetings and Actions .....	3
Annual Highlights .....	6
Assessment Collection .....	7
A – English Composition Analysis and Actions .....	8
B – Mathematics/Analytical Reasoning Analysis and Actions .....	8
C – Natural Sciences Analysis and Actions.....	9
D – Humanities Analysis and Actions.....	10
E – Fine Arts Analysis and Actions .....	11
F – Social/Behavioral Sciences Analysis and Actions .....	12
Appendix A - Enrollment.....	13
Appendix B – Course Summary Form Data.....	17
Appendix C – Biannual Artifact Assessment.....	54
General Education English Composition Courses.....	55
Capstone Courses, English Composition Assessment.....	56
Appendix D – Grad Fest Questions .....	57

## **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. Wendy Whelan-Stewart, Department of English and Modern Languages – 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. Bobby Keeling, Department of History – Faculty Senate Representative

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

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

## Meetings and Actions

### October 23, 2018 Meeting of GEAC

GEAC discussed the 2018 GEAC Assessment Report. The report demonstrated that faculty on campus have difficulty defining critical thinking. Independent learning is not being assessed in its required courses (social/behavioral sciences) because the student learning outcome does not align with the content of those courses. The music department's assessments for general education courses need to be more developed.

All sections of the core should be assessed beginning this year. We need to disaggregate results for courses that are online, face-to-face, hybrid, and dual enrollment.

The following courses were deleted from the core due to low enrollment and low offerings:

ANTH 201	GEOL 103
CHEM 135	HUMN 105H
CHEM 136	LATN 201
ECON 201	LATN 202
ENGL 271	PHIL 253
ENGL 272	PHYS 151
FIN 201	RELS 201
FREN 201	RELS 211
FREN 202	SPAN 201
GEOL 102	SPAN 202

ART 217 was deleted from the core. GEAC received a proposal to add PHIL 254 to the core, however it was sent back to the department with a request to differentiate it from Biomedical Ethics. The committee eventually approved the addition of PHIL 254.

### April 30, 2019 Meeting of GEAC

New student learning outcomes were announced for the General Education redesign. The three big outcomes chosen were communication, problem solving, and personal/professional development. GEAC also discussed the redesign timeline.

The separate group for the General Education redesign, the General Education Redesign Task Force, attended the AAC&U General Education conference and then conducted a syllabi analysis with the academic departments. During the 2019-2020 academic year, the goal is to

begin the redesign process, including soliciting volunteers to redesign courses and creating an assessment plan to go into effect in Fall 2020.

**Artifact Assessment Sessions for Competency 1: Writing**

General Education Writing Courses: Monday, January 7, 2019

Capstone Courses: Monday, May 13, 2019

## General Education Redesign Task Force

### Task Force Charge

- The Task Force will develop general education student learning outcomes.
  - Engage the campus in a discussion about important graduate attributes.
  - Attend professional development about curriculum and instruction.
- The University will redesign general education core courses and capstone courses to align with the new student learning outcomes.
  - Arrange for the best professors to teach core courses with VL/instructor support.
  - Provide faculty development in course and assignment design.
  - Seek and resolve implementation challenges, such as those involving transfer credits and the workload on staff.
  - Develop an efficient assessment process.

### Task Force Membership

Dr. Amber Hale, Department of Biological Sciences

Dr. Chris Thomas, Division of Student Affairs

Mr. Darren Alcock, Department of Mathematical Sciences

Dr. Gregory Clark, Department of Criminal Justice

Dr. Keagan LeJeune, Department of English and Foreign Languages

Ms. Lisa Reinauer, Department of Visual Arts

Mr. Marshal Guidry, Department of Freshmen Advising

Dr. Michael Smith, Department of History

Dr. Rita Costello, Department of English and Foreign Languages

Dr. Mark Merchant, Department of Chemistry and Physics

Ms. Jessica Hutchings, Division of Academic Affairs, ex-officio

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

### Meetings of the General Education Redesign Task Force

September 13, 2018	January 17, 2019
October 4, 2018	March 14, 2019
November 8, 2018	April 1, 2019
December 6, 2018	May 2, 2019

## Annual Highlights

This year marked the second time to assess the writing and math competencies since the inception of the revised general education assessment plan in 2016.

The Office of Institutional Research and Effectiveness changed the submission requirements to have each section of every course submit a course section summary form as opposed to only one form per course. While this was intended to increase accountability, it only ended up highlighting the discrepancies between sections and between faculty.

Direct artifact assessment focused primarily on the writing competency for 2018-2019. For general education courses, students scored highest in the areas of context and purpose, and students scored lowest in content development and sources/evidence. Artifacts from capstone courses demonstrated improvements in all areas; however, students scored lowest in sources/evidence.

The GEAC and General Education Redesign Task Force approved the three, new student learning outcomes for the General Education redesign, which are as follows:

- Communication: Students will effectively use written, oral, and/or visual modes of communication;
- Problem Solving: Students will apply appropriate disciplinary methods to answer questions and explore solutions to problems; and
- Personal and Professional Development: Students will cultivate skills and habits that lay the foundations for life-long growth and learning.

## 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 were 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 2018, 82.9% of all general education course sections submitted data and 80.0% of sections submitted artifacts. During Spring 2019, 80.0% of all general education course sections submitted data and 67.1% of sections 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	1	96.8%
Fall 2017	36	4	88.8%
Spring 2018	36	1	97.2%

SEMESTER	SUBMITTED FORMS		SUBMITTED ARTIFACTS	
	#	%	#	%
Fall 2018	360/434	82.9%	347/434	80.0%
Spring 2019	340/425	80.0%	285/425	67.1%



## **A – English Composition Analysis and Actions**

English 101 analysis indicates that students in the fall semester met the benchmark on rubric-scored essays; however, spring students did not meet the benchmark.

English 102 analysis indicates the fall and spring students met the benchmark for rubric-scored essay #4, showing improvement from essay #2.

Neither English 101 or English 102 students met the benchmark on grammar pre-tests and post-tests.

## **B – Mathematics/Analytical Reasoning Analysis and Actions**

With the exception of the Spring 2019 term, students in MATH 113, MATH 170, and MATH 231 all met final exam benchmarks.

PHIL 102 scores for Fall 2018 were not reported; however, students met the benchmarks in the Spring 2019 term on the Chapter 3 and Chapter 5 assessments.

## C – Natural Sciences Analysis and Actions

The chart below shows that eight courses offered two or fewer sections during 2018-19, and seven courses enrolled fewer than 50 students annually. These courses need to be evaluated for further inclusion in the General Education Core Curriculum.

Courses offering $\leq 2$ sections annually	$\leq 50$ students annually
CHEM 135 – Applications of Chemistry to Modern Lifestyles	X
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 did not final exam benchmarks for either term.

Chemistry 101 did meet its benchmark for both terms.

Environmental Science 101 did not meet its final exam benchmark for either term.

Physics 211 also did not meet its final exam benchmark for either term.

## D – Humanities Analysis and Actions

The chart below shows that 12 courses offered two or fewer sections during 2018-19, and 11 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
FREN 201 – Intermediate French I	X
FREN 202 – Intermediate French II	X
HUMN 105H – Honors Humanities: Ancient, Medieval, and Modern	X
LATN 201 – Intermediate Latin I	X
LATN 202 – Intermediate Latin II	X
PHIL 252 – Ethics in the Sciences	
PHIL 253 – Philosophy in Film	X
RELS 201 – Study of Religion	X
RELS 211 – World Religions	X
SPAN 201 – Intermediate Spanish I	X
SPAN 202 – Intermediate Spanish II	X
WMST 201 – Introduction to Women’s and Gender Studies	X

English 201, 202, 203, and 204 did not submit assessment information for either term.

History 101 did not meet the benchmark for the pre-test and post-test, and there were incomplete data for the critical thinking test.

History 102 did not meet the benchmark for the pre-test and post-test. There were incomplete data for the critical thinking test for Fall 2018, and the benchmark was met for the critical thinking test in Spring 2019.

Students met the benchmarks for the final exams in History 201 and 202.

Data were not submitted for Philosophy 251 or Spanish 201 or 202.

Benchmarks were met in WMST 201, although scores dropped dramatically from previous semesters.

**E – Fine Arts  
Analysis and Actions**

The chart below shows that five courses offered two or fewer sections during 2018-19, and three courses enrolled fewer than 50 students annually. These courses need to be evaluated for further inclusion in the General Education Core Curriculum.

Courses offering $\leq 2$ sections annually	$\leq 50$ students annually
ART 217 – Visual Literacy: Drawing	X
ENGL 271 – Creative Writing Workshop (Poetry)	X
ENGL 272 – Creative Writing Workshop (Fiction)	X
MUSC 218 – Music in Today’s Society	
MUSC 253 – The History of Rock and Roll	

Students met benchmarks on the final exam in Art 105. Students did not achieve benchmarks on Goal A or Goal B in Art 217. Other Art courses in the General Education Core Curriculum did not submit the information necessary to complete the data tables in this report.

Students in Music 215 did not achieve benchmarks, reflecting a downward trend in scores since 2016.

Fall 2018 students met the Music 218 benchmark, but there were no data reported in Spring 2019.

Students in Music 253 achieved benchmarks in both terms.

Theatre 161 students achieved the benchmark in Fall 2018; however, data are not available for Spring 2019.

Information was not reported for English 272.

## F – Social/Behavioral Sciences Analysis and Actions

The chart below shows that four courses offered two or fewer sections during 2018-19, and four courses enrolled fewer than 50 students annually. These courses need to be evaluated for further inclusion in the General Education Core Curriculum.

Courses offering $\leq 2$ sections annually	$\leq 50$ students annually
ANTH 201 – Cultural Anthropology	X
ANTH 203 – Prehistory: Development of Culture and Origins of Society	X
ECON 201 – Economic Principles	X
FIN 201 – Personal Finance	X
GEOG 231 – Geographic Information Systems I: Map Analysis and Thematic Mapping	X
POLS 240: Introduction to Comparative Politics	X

Geography 111 did not submit assessment information this year.

Benchmarks were met in both terms for Political Science 201.

The Psychology 101 benchmark was met in Fall 2018; however, this reflects a significant drop from previous semesters. No data were submitted for Spring 2019.

Sociology 201 students met the benchmark in Fall 2018 but did not meet the benchmark in Spring 2019.

Appendix A - Enrollment

Course	SLO	F17 Sections	F17 Enrollment	Sp18 Sections	Sp18 Enrollment	F18 Sections	F18 Enrollment	Sp19 Sections	Sp19 Enrollment
ENGL 101	A	47	926	14	203	47	920	12	154
ENGL 102	A	18	510	29	798	21	473	48	791
MATH 105	B	2	0	1	12	1	19	1	14
MATH 113	B	16	601	10	232	46	1061	12	283
MATH 130	B	6	215	6	178	6	203	6	187
MATH 170	B	11	396	7	196	17	418	17	242
MATH 175	B	6	218	6	183	6	189	13	233
MATH 190	B	4	155	4	134	5	108	4	104
MATH 231	B	12	442	15	505	15	296	31	515
MATH 291	B	3	107	4	119	3	92	4	83
PHIL 102	B	4	108	4	97	3	104	3	105
STAT 231	B	11	406	13	444	12	140	27	194
BIOL 101	C	7	45	14	452	7	412	5	249
BIOL 102	C	6	180	9	303	2	75	3	153
BIOL 105	C	5	173	4	168	3	178	3	150
BIOL 106	C	4	133	4	552	3	113	3	117
BIOL 201	C	9	200	7	190	2	107	1	83
BIOL 225	C	14	432	18	544	5	201	4	245
BIOL 226	C	9	306	7	234	2	169	3	118
CHEM 101	C	25	764	20	471	7	369	6	220
CHEM 102	C	16	250	17	494	4	139	5	256
CHEM 120	C	2	95	2	79	3	109	3	106
CHEM 135	C	1	42	1	36	1	39	1	23
CHEM 136	C	0	0	0	0	0	0	0	0
ENSC 101	C	4	144	6	211	9	349	7	241
ENSC 102	C	1	33	3	77	1	23	7	138
GEOLOG 101	C	2	88	2	70	2	80	2	84
GEOLOG 102	C	0	0	0	0	0	0	1	35
GEOLOG 103	C	0	0	1	40	0	0	1	35
GEOLOG 210	C	2	69	2	74	2	73	2	71

PHSC 101	C	4	175	4	99	4	164	4	148
PHSC 102	C	3	102	3	87	3	93	3	87
PHYS 151	C	0	0	0	0	0	0	0	0
PHYS 201	C	1	42	1	37	1	35	1	41
PHYS 202	C	1	35	1	39	1	37	1	30
PHYS 211	C	2	67	2	85	2	69	2	53
PHYS 212	C	1	10	1	24	0	0	1	14
COMM 201	D	18	501	17	424	16	434	16	366
COMM 205	D	5	123	5	126	5	124	4	95
ENGL 201	D	3	74	3	64	3	60	2	44
ENGL 202	D	2	56	4	51	3	34	4	43
ENGL 203	D	7	206	13	292	16	387	10	231
ENGL 204	D	8	240	10	220	8	198	10	215
ENGL 221	D	2	63	4	109	3	86	4	85
FREN 201	D	1	6	0	0	1	15	0	0
FREN 202	D	0	0	1	7	0	0	1	11
HIST 101	D	3	106	3	111	7	228	3	94
HIST 102	D	2	75	3	77	3	111	6	82
HIST 121	D	2	71	0	0	2	82	1	13
HIST 122	D	0	0	3	85	1	33	3	72
HIST 201	D	15	450	15	263	19	476	13	272
HIST 202	D	16	480	16	353	14	518	17	409
HUMN 105H	D	1	25	0	0	1	24	0	0
INNV 280	D	0	0	0	0	-	-	-	-
LATN 201	D	1	11	0	0	1	4	0	0
LATN 202	D	0	0	1	11	0	0	1	4
PHIL 201	D	3	55	2	28	3	35	2	37
PHIL 251	D	6	133	7	188	5	116	6	116
PHIL 252	D	1	26	1	27	1	21	1	21
PHIL 253	D	0	0	0	0	0	0	0	0
RELS 201	D	2	46	1	13	2	38	1	13
RELS 211	D	0	0	1	42	1	11	1	23
SPAN 201	D	1	18	1	9	1	9	1	16
SPAN 202	D	1	11	1	13	1	9	1	8
WMST 201	D	1	22	1	24	1	23	1	22



ART 101	E	3	48	3	47	3	47	2	37
ART 102	E	2	38	1	17	2	37	2	38
ART 105	E	3	57	4	76	4	71	3	59
ART 217	E	3	51	2	33	3	42	3	40
ART 228	E	2	32	2	221	2	22	2	29
ART 245	E	2	33	2	34	2	34	2	37
ART 251	E	3	55	2	43	4	56	4	49
ART 261	E	1	25	2	58	2	78	2	79
ART 262	E	2	83	2	82	2	79	3	111
ENGL 271	E	0	0	1	19	1	11	1	10
ENGL 272	E	1	15	0	0	1	13	1	18
MUSC 215	E	4	162	5	227	5	202	5	127
MUSC 218	E	2	116	2	121	1	52	1	36
MUSC 253	E	1	38	1	39	1	38	1	38
THEA 161	E	2	114	2	114	2	119	2	78
ANTH 201	F	1	54	0	0	0	0	1	53
ANTH 203	F	0	0	0	0	1	49	0	0
CJUS 111	F	-	-	-	-	4	134	3	103
ECON 201	F	0	0	1	20	0	0	0	0
FIN 201	F	1	30	1	37	1	41	1	37
GEOG 111	F	3	145	0	0	3	107	2	90
GEOG 231	F	0	0	0	0	0	0	0	0
INNV 180	F	4	97	0	0	-	-	-	-
POLS 201	F	6	133	6	106	6	106	7	117
POLS 240	F	-	-	-	-	0	0	0	0
PSYC 101	F	12	748	11	447	16	897	17	582
PSYC 233	F	3	263	4	222	3	188	7	250
PSYC 260	F	2	93	2	84	2	94	2	105
PSYC 261	F	3	97	3	89	3	98	3	114
SOCL 201	F	7	269	6	224	7	278	4	157
SOCL 211	F	2	59	3	63	3	70	3	76

## Appendix B – Course Summary Form Data

## Area A: English Composition

<b>ENGL 101 Rubric Scored Essay #1</b>			
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
FALL 2018	80%	YES	1056
SPRING 2019	60%	NO	132
NOTES: *not all instructors submitted data for Fall 2017, and so the data for English 101 represents 912 students from 42 sections.			

<b>ENGL 101 Rubric Scored Essay #5</b>			
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
FALL 2018	86%	YES	907
SPRING 2019	68%	NO	98
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.			

<b>ENGL 101 Grammar Pre-Test &amp; Post-Test</b>			
Benchmark: 70% of students will score 70% or higher on this assignment			
SEMESTER	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
FALL 2014 PRE-TEST	23%	NO	788
FALL 2014 POST-TEST	46%	NO	640
SPRING 2015 PRE-TEST	30%	NO	NA
SPRING 2015 POST-TEST	56%	NO	NA
FALL 2015 PRE-TEST	20%	NO	NA
FALL 2015 POST-TEST	48%	NO	NA
SPRING 2016 PRE-TEST	26%	NO	NA
SPRING 2016 POST-TEST	52%	NO	NA
FALL 2016 PRE-TEST	18%	NO	801

FALL 2016 POST-TEST	49%	NO	801
SPRING 2017 PRE-TEST	20%	NO	158
SPRING 2017 POST-TEST	45%	NO	158
FALL 2017 PRE-TEST	20%	NO	912
FALL 2017 POST-TEST	62%	NO	912
SPRING 2018 PRE-TEST	25%	NO	153
SPRING 2018 POST-TEST	42%	NO	153
FALL 2018 PRE-TEST	25%	NO	1044
FALL 2018 POST-TEST	56%	NO	919
SPRING 2019 PRE-TEST	24%	NO	140
SPRING 2019 POST-TEST	45%	NO	85

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
FALL 2018	66%	NO	413
SPRING 2019	75%	YES	692

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.

<b>ENGL 102 Rubric Scored Essay #4</b>			
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
FALL 2018	84%	YES	382
SPRING 2019	82%	YES	654
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.			

<b>ENGL 102 Grammar Pre-Test &amp; Post-Test</b>			
Benchmark: 70% of students will score 70% or higher on this assignment.			
SEMESTER	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
FALL 2014 PRE-TEST	45%	NO	277
FALL 2014 POST-TEST	66%	NO	190
SPRING 2015 PRE-TEST	47%	NO	NA
SPRING 2015 POST-TEST	66%	NO	NA
FALL 2015 PRE-TEST	39%	NO	NA
FALL 2015 POST-TEST	67%	NO	NA
SPRING 2016 PRE-TEST	45%	NO	NA
SPRING 2016 POST-TEST	71%	YES	NA
FALL 2016 PRE-TEST	38%	NO	426
FALL 2016 POST-TEST	68%	NO	426
SPRING 2017 PRE-TEST	44%	NO	807
SPRING 2017 POST-TEST	72%	YES	710
FALL 2017 PRE-TEST	22%	NO	510
FALL 2017 POST-TEST	63%	NO	510
SPRING 2018 PRE-TEST	41%	NO	589
SPRING 2018 POST-TEST	69%	NO	589
FALL 2018 PRE-TEST	34%	NO	456
FALL 2018 POST-TEST	69%	NO	368
SPRING 2019 PRE-TEST	34%	NO	761
SPRING 2019 POST-TEST	58%	NO	647

<b>ENGL 102 Analysis and Recommendations</b>
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 and 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.



## Area B: Mathematics/Analytical Reasoning

MATH 113 Final Exam Embedded Questions			
Benchmark: 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
FALL 2018	72%	YES	755
SPRING 2019	58%	NO	93
<p>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.</p>			
<p>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.</p>			
<p>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.</p>			
<p>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.</p>			
<p>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.</p>			

## MATH 170 Final Exam Embedded Questions

Benchmark: 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
FALL 2018	76%	YES	290
SPRING 2019	62%	YES	174

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

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

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

Spring 2017 notes: Math 170 fell short of benchmark, which is often the case in the spring. Our department continued providing a review session for the final exam at the end of the semester, which we believe proved beneficial to our students. In addition, weekly review sessions were conducted in our department throughout the semester for students who wanted additional help. The students who attend these sessions are often the higher performing students, so we plan to encourage the weaker students to attend these review sessions in the future.

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.

<b>MATH 231 Final Exam Embedded Questions</b>			
Benchmark: 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
FALL 2018	80%	YES	302
SPRING 2019	78%	YES	492
NOTES: Math/Stat 231 has met benchmarks ever semester since Fall 2007. No recommendation for changes at this time.			

<b>PHIL 102 Post-Test</b>			
Benchmark: 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	Not Reported		
FALL 2017	Not Reported		
SPRING 2018	85%	YES	73
FALL 2018	Not Reported		
SPRING 2019	Not Reported		

<b>PHIL 102 Chapter 3: Truth Functional Logic</b>			
Benchmark: 70% of students taking the test will score at least 70%.			
SEMESTER	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
SPRING 2017	83.3%	YES	78
SPRING 2019	98%	YES	101

<b>PHIL 102 Chapter 5: Natural Deduction</b>			
Benchmark: 70% of students taking the test will score at least 70%.			
SEMESTER	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
SPRING 2019	81%	YES	88
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.			

## Area C: Natural Sciences

BIOL 101 Final Exam Embedded Questions			
Benchmark: 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
FALL 2018	79.21%	NO	387
SPRING 2019	70.67%	NO	230
<p>NOTES: Benchmark changed in AY 2016-17 from students correctly answering 4 of the 6 embedded questions to 6 of the 10 embedded questions.</p> <p>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").</p> <p>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 instructor has composed and embedded 6 of his/her own questions to assess a different generic, department wide competency ("understanding the scientific method").</p> <p>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 composed and embedded 6 of his/her own questions to assess a different generic, department-wide competency ("understanding the scientific method").</p>			

## BIOL 106 Final Exam Embedded Questions

Benchmark: 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	Not Reported	–	–
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
FALL 2018	69.68%	NO	90
SPRING 2019	70.52%	NO	115

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 instructor 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 proper 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 Final Exam Embedded Questions			
Benchmark: 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	Not Reported	–	–
FALL 2016	59%	YES	351
SPRING 2017	55%	YES	220
FALL 2017	51%	YES	382
SPRING 2018	Not Reported	–	–
FALL 2018	72.92%	YES	281
SPRING 2019	87.76%	YES	118
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 Final Exam Embedded Questions			
Benchmark: 80% of students taking the final exam will correctly 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	Not Reported	–	–
SPRING 2018	90%	YES	70
FALL 2018	46.33%	NO	71
SPRING 2019	50.3%	NO	89
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 Final Exam Embedded Questions

Benchmark: 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
FALL 2018	30.35%	NO	48
SPRING 2019	41.65%	NO	40

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.

## Area D: Humanities

ENGL 201 Final Exam Embedded Questions			
Benchmark: 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			
Benchmark: 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
FALL 2018	Not Reported	–	–
SPRING 2019	Not Reported	–	–
<p>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.</p> <p>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 students, 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.</p> <p>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.</p>			



ENGL 202 Final Exam Embedded Questions			
Benchmark: 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 Critical Thinking Rubric			
Benchmark: 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
FALL 2018	Not Reported	–	–
SPRING 2019	Not Reported	–	–
<p>NOTES: 2016: Instructor comments: Although I had 6 [students who speak English as a second language] in this course, almost all of the students in this course exhibited an ability to think critically (even in a different language). Because I wanted to judge them more objectively, I used a multiple choice quiz to gauge their critical thinking. Interestingly, one of my least accomplished speakers consistently scored either the highest or next highest grade on each quiz I gave them. All of the students also got better and better at responding to these rather challenging quizzes each week. So, I guess the upshot is that in using quizzes at least, the more practice students get at distinguishing small distinctions in responses, the better they get at it. Even my least successful student made much better scores on the last few quizzes. Overall: We far exceeded our goals.</p>			
<p>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.</p>			
<p>Fall 2017: Most students seem to be showing evidence of some critical 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.</p>			
<p>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 in class 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.</p>			

ENGL 203 Critical Thinking Rubric			
Benchmark: 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
FALL 2018	Not Reported	–	–
SPRING 2019	Not Reported	–	–
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>			
<p>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 elementary 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 being 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 students 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%.</p>			
<p>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.</p>			

ENGL 204 Critical Thinking Rubric			
Benchmark: 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
FALL 2018	Not Reported	–	–
SPRING 2019	Not Reported	–	–
<p>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%.</p> <p>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.</p> <p>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.</p> <p>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.</p>			
<p>Fall 2017: Overall, the goal is being surpassed. There are concerns that the rubric isn't 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 sophomore 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.</p>			
<p>Students are having issues with thesis and issues—really wanting to dig into their topic and the full scope of their thoughts.</p> <p>Some instructor comments:</p> <p>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</p>			

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-Test & Post-Test			
Benchmark: The average scores will improve by 10% on the critical thinking pre and post-tests.			
SEMESTER	PRE-TEST	POST-TEST	BENCHMARK MET?
FALL 2014	83%	85.30%	NO
SPRING 2015	84%	86%	NO
NOTES: Benchmark changed for Academic Year 2015-16: The average class score on the critical thinking test will be 70% or better.			

HIST 101 Critical Thinking Test			
Benchmark: 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
FALL 2018	Incomplete data	–	–
SPRING 2019	Incomplete data	–	–
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).			

<b>HIST 102 Pre-Test &amp; Post-Test</b>			
Benchmark: 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.			

<b>HIST 102 Critical Thinking Test</b>				
Benchmark: 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
FALL 2018	Incomplete data	–	–	–
SPRING 2019	82.50%	83.75%	YES	54
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.				

<b>HIST 201 Critical Thinking Pre-Test and Post-Test</b>			
Benchmark: The average scores will improve by 10% on the critical thinking pre and post-tests.			
SEMESTER	PRE-TEST	POST-TEST	BENCHMARK MET?
FALL 2014	87	86	NO
SPRING 2015	66.7	71.9	NO
NOTES: Benchmark changed for Academic Year 2015-16: The average class score on the critical thinking test will be 70% or better.			

<b>HIST 201 Critical Thinking Final Exam</b>			
Benchmark: The average class score on the critical thinking test will be 70% or better.			
SEMESTER	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
SPRING 2016	83.69%	YES	237
FALL 2016	77.92%	YES	340
SPRING 2017	80.60%	YES	162
FALL 2017	83.85%	YES	329
SPRING 2018	82.03%	YES	157
FALL 2018	83.74%	YES	90
SPRING 2019	79.88%	YES	215

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 Critical Thinking Pre-Test and Post-Test			
Benchmark: 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 will be 70% or better.			

HIST 202 Critical Thinking Final Exam			
The average class score on the critical thinking test will be 70% or better.			
SEMESTER	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
FALL 2015	81.50%	YES	271
SPRING 2016	81.70%	YES	318
FALL 2016	80.90%	YES	220
SPRING 2017	80.50%	YES	298
FALL 2017	84.25%	YES	378
SPRING 2018	82.37%	YES	185
FALL 2018	84.65%	YES	278
SPRING 2019	80.54%	YES	298
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 Paper			
Benchmark: 80% of students will score 75% or higher on the final paper.			
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
FALL 2018	Not Reported	–	–
SPRING 2019	Not Reported	–	–
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			
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)			
Benchmark: 75% of students should achieve the criterion of 70% or greater on the post-test.			
SEMESTER	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
FALL 2016	90.00%	YES	–
SPRING 2017	88.50%	YES	115
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 Paper			
Benchmark: 50% of students will score ≥85% on the final paper.			
SEMESTER	RESULTS	BENCHMARK MET?	NUMBER ASSESSED
SPRING 2017	85.70%	YES	7



FALL 2018	NA	–	–
SPRING 2019	NA	–	–

SPAN 201 Embedded Questions			
Benchmark: 80% of students taking the final exam will correctly answer 4 of 5 embedded questions.			
SEMESTER	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
FALL 2014	NA	–	–
SPRING 2015	87%	YES	15
FALL 2015	91%	YES	12
SPRING 2016	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
FALL 2018	NA	–	–
SPRING 2019	NA	–	–
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			
Benchmark: 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
FALL 2018	NA	–	–
SPRING 2019	NA	–	–
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			
Benchmark: 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
FALL 2018	84.4%	YES	22
SPRING 2019	81.85%	YES	22
NOTES: Speak with MSU write site for additional writing strategies and assistance for online students. SPRING 2017: Strengths – variety of topics to choose from. Weaknesses – lack of knowledge of APA/MLA formats, especially in text citations and reference page.			

## Area E: Fine Arts

ART 101 Goal A & Goal B				
Benchmark: 70% of students will score a 4 on the ability to recognize (Goal A) and make informed judgments about the fine and performing arts (Goal B).				
SEMESTER	RESULTS (%)	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
	Goal A	Goal B		
SPRING 2016	80.00%	70.00%	YES	–
FALL 2016	100%	80%	YES	–
SPRING 2017	100%	100%	YES	46
FALL 2017	71%	71%	YES	48
SPRING 2018	75%	90%	YES	47
FALL 2018	Not Reported	Not Reported	–	–
SPRING 2019	Not Reported	Not Reported	–	–
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)			
Benchmark: 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	–
SPRING 2015*	100%	YES	–
FALL 2015	70%	YES	–
SPRING 2016	Not Reported	–	–
FALL 2016	Not Reported	–	–
SPRING 2017	85.00%	YES	36
FALL 2017	50.00%	NO	38
SPRING 2018	80.00%	YES	17
FALL 2018	Not Reported	–	–
SPRING 2019	Not Reported	–	–
*Benchmark was raised beginning Fall 2015 from a score of $\geq 3$ to a score of $\geq 4$ .			

ART 102 Rubric Scored Essay B (Goal B)			
Benchmark: 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	–
SPRING 2015*	100%	YES	–
FALL 2015	50%	NO	–
SPRING 2016	Not Reported	–	–
FALL 2016	Not Reported	–	–
SPRING 2017	85.00%	YES	36
FALL 2017	65.00%	NO	38
SPRING 2018	80.00%	YES	17
FALL 2018	Not Reported	–	–
SPRING 2019	Not Reported	–	–

\*Benchmark was raised beginning Fall 2015 from a score of  $\geq 3$  to a score of  $\geq 4$ .

ART 105 Embedded Questions Final Exam			
Benchmark: 70% of students with score a 4 or above on Goals A and Goals B.			
SEMESTER	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
SPRING 2017	Not Reported	–	–
FALL 2017	83%	YES	57
SPRING 2018	88%	YES	76
FALL 2018	87.5%	YES	–
SPRING 2019	87%	YES	–

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 Goal A & Goal B				
Benchmark: 70% of students will score 4 or higher.				
SEMESTER	RESULTS (%)		BENCHMARK MET?	NUMBER ASSESSED
	Goal A	Goal B		
FALL 2016	70%	50%	YES / NO	52
SPRING 2017	50%	25%	NO / NO	32
FALL 2017	81%	Not Reported	YES / –	51
SPRING 2018	39%	38%	NO / NO	33
FALL 2018	53%	47%	NO / NO	–
SPRING 2019	Not Reported	Not Reported	–	–

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.

<b>ART 228 Goal A &amp; Goal B</b>				
Benchmark: 70% of students will score $\geq 4$ 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 (%)	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
	Goal A	Goal B		
SPRING 2017	90.00%	80.00%	YES	30
FALL 2017	76.00%	81.00%	YES	32
SPRING 2018	72.00%	75.00%	YES	–
FALL 2018	76.50%	71%	YES	–
SPRING 2019	73.5%	67.5%	NO	–
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 Goal A & Goal B				
Benchmark: 70% of students will score $\geq 4$ 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 (%)		BENCHMARK MET?	NUMBER ASSESSED
	Goal A	Goal B		
FALL 2016	80%	80%	YES	31
SPRING 2017	90.00%	80.00%	YES	35
FALL 2017	100.00%	Not Reported	YES	33
SPRING 2018	82.00%	93.00%	YES	34
FALL 2018	Not Reported	Not Reported	–	–
SPRING 2019	Not Reported	Not Reported	–	–
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 the students understand through the course content that art is and can be much more 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 Goal A & Goal B				
Benchmark: 70% of student will receive a 4 or better on both goals A and B.				
SEMESTER	RESULTS (%)		BENCHMARK MET?	NUMBER ASSESSED
	Goal A	Goal B		
FALL 2016	Not Reported	Not Reported	–	–
SPRING 2017	Not Reported	Not Reported	–	–
FALL 2017	Not Reported	Not Reported	–	–
SPRING 2018	75.00%	60.00%	YES / NO	43
FALL 2018	Not Reported	Not Reported	–	–
SPRING 2019	Not Reported	Not Reported	–	–
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)			
Benchmark: 70% of students will score $\geq 4$ 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	–
SPRING 2015*	100%	YES	–
FALL 2015	40%	NO	–

SPRING 2016	60%	NO	–
Fall 2016	Not Reported	–	–
SPRING 2017	85.00%	YES	38
FALL 2017	80.00%	YES	25
SPRING 2018	80.00%	YES	61
FALL 2018	Not Reported	–	–
SPRING 2019	Not Reported	–	–
*Benchmark was raised beginning Fall 2015 from a score of $\geq 3$ to a score of $\geq 4$ .			
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’s time for a benchmark adjustment?			

ART 261 Rubric Scored Essay B (Goal B)			
Benchmark: 70% of students will score $\geq 4$ 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	–
SPRING 2015*	90%	YES	–
FALL 2015	30%	NO	–
SPRING 2016	40%	NO	–
Fall 2016	Not Reported	–	–
SPRING 2017	80.00%	YES	38
FALL 2017	75.00%	YES	25
SPRING 2018	80.00%	YES	61
FALL 2018	Not Reported	–	–
SPRING 2019	Not Reported	–	–
* Benchmark was raised beginning Fall 2015 from a score of $\geq 3$ to a score of $\geq 4$ .			
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 Writing Assessment				
Benchmark: 70% of students will score a 4 or higher on both Goal A and B.				
SEMESTER	RESULTS (%)	RESULTS (%)	BENCHMARK MET	NUMBER ASSESSED
	Goal A	Goal B		
FALL 2017	90%	85%	YES	83
SPRING 2018	85%	85%	YES	85
FALL 2018	Not Reported	Not Reported	–	–
SPRING 2019	Not Reported	Not Reported	–	–
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			
Benchmark: 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	–
SPRING 2015	32%	NO	–
FALL 2015	89%	YES	–
NOTES: This assessment was changed to embedded questions beginning in Spring 2016.			

MUSC 215 Embedded Questions			
Benchmark: 80% of students will correctly answer 5 of the 7 embedded questions.			
SEMESTER	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
SPRING 2016	82%	YES	–
FALL 2016	83%	YES	–
SPRING 2017	87%	YES	188
FALL 2017	93%	YES	–
SPRING 2018	81%	YES	196
FALL 2018	77.80%	NO	–
SPRING 2019	64%	NO	–
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			
Benchmark: 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
FALL 2018	85%	YES	–
SPRING 2019	Not Reported	–	–
Spring 2018: Very strong scores! No change now, need more data.			



MUSC 253 Embedded Questions			
Benchmark: 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
FALL 2018	85.7%	YES	–
SPRING 2019	100%	YES	–
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.			

THEA 161 Post-Test			
Benchmark: 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	–
SPRING 2015	80%	YES	–
FALL 2015	Not Reported	–	–
SPRING 2016	72%	NO	–
FALL 2016	79.00%	YES	–
SPRING 2017	86.50%	YES	–
SPRING 2018	85.30%	YES	–
FALL 2018	84.35%	NO	–
SPRING 2019	Not Reported	–	–
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.			
Note: *Benchmark went up from “75% of students will correctly answer 6 of the 8 questions on the post-test” to “85% of students will correctly answer 6 of the 8 questions on the post-test” prior to the Spring 2018 semester. Therefore, although the Fall 2018 scores are higher than some of the previous scores that reached the previous benchmark, it did not reach the current benchmark.			

THEA 161 Post-Test			
Benchmark: 70% of students will correctly answer #3 on the post-test.			
SEMESTER	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
FALL 2014	62%	NO	–
SPRING 2015	60%	NO	–
FALL 2015	Not Reported	–	–
SPRING 2016	58%	NO	–
FALL 2016	64.00%	NO	–
SPRING 2017	84%	YES	–
FALL 2018	58.5%	NO	–
SPRING 2019	Not Reported	–	–
*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 Writing Assignment			
Benchmark: 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 2018	Not Reported	–	–
SPRING 2019	Not Reported	–	–
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.			
2018-2019: Data submission not required since the course was removed from the General Education core in 2019-2020.			

## Area F: Social/Behavioral Sciences

GEOG 111 Essay			
Benchmark: 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 Final			
Benchmark: 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
FALL 2018	Not Reported	–	–
SPRING 2019	Not Reported	–	–
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					
Benchmark: 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	–	–	14.00%	YES	117
FALL 2015	44.00%	54.00%	10.00%	YES	138
SPRING 2016	49%	54.00%	5.00%	YES	–
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
FALL 2018	49%	55%	6%	YES	–

SPRING 2019	53.68%	65.28%	11.6%	YES	77
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 positions 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			
Benchmark: 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
FALL 2018	85.5%	YES	—
SPRING 2019	Not Reported	—	—
<p>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:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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,</li> </ol>			

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-Test & Post-Test			
Benchmark: 60% of the students taking the post-test will correctly answer 3 out of 5 questions.			
SEMESTER	RESULTS (%)	BENCHMARK MET?	NUMBER ASSESSED
FALL 2015	Not Reported	–	–
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 2018	73.86%	YES	241
SPRING 2019	59.44%	NO	143
NOTES: 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 principles 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.			

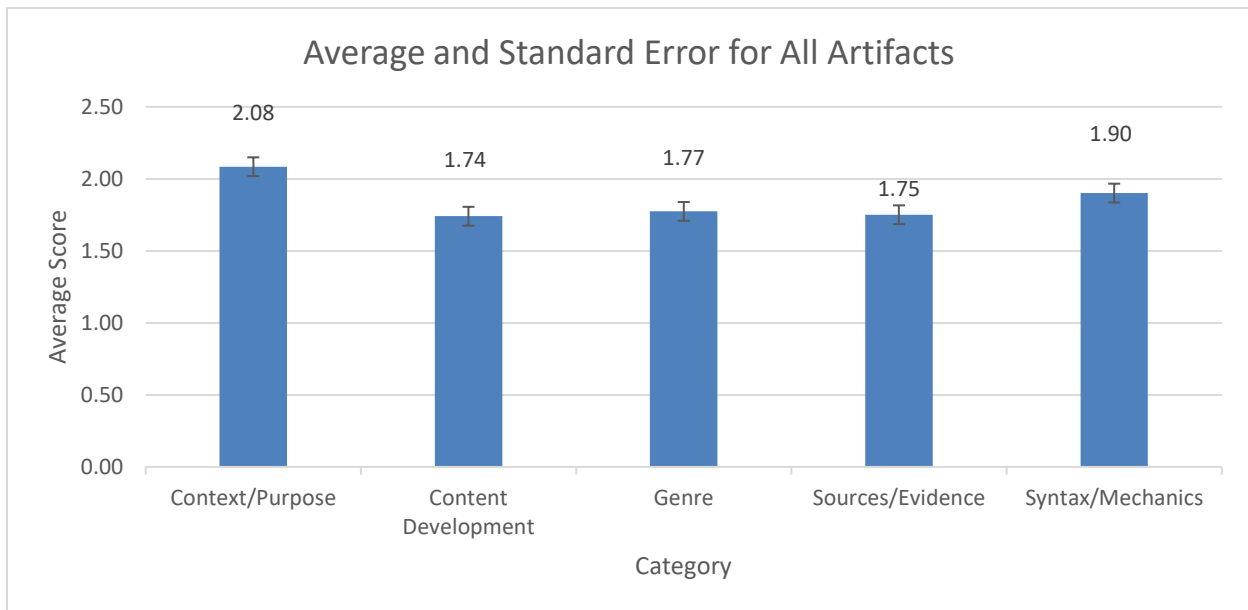


*General Education English Composition Courses*

IRE took a sample of artifacts collected from general education English composition courses since 2015-2016, and the committee assessed them during the Fall 2018 assessment session.

Participants: Badeaux, Butkus, Mai, Thibodeaux, Horner, Keeling, Reinauer, Costello, Fleming, Whelan

36 Artifacts Sampled	Group 1	Group 2	Group 3	Average of Group Averages
Average Context/Purpose Score	2.20	2.22	1.83	2.08
Average Content Development Score	1.92	1.89	1.42	1.74
Average Genre Score	1.91	1.86	1.56	1.77
Average Sources/Evidence Score	1.86	1.92	1.47	1.75
Average Syntax/Mechanics Score	2.09	1.97	1.64	1.90



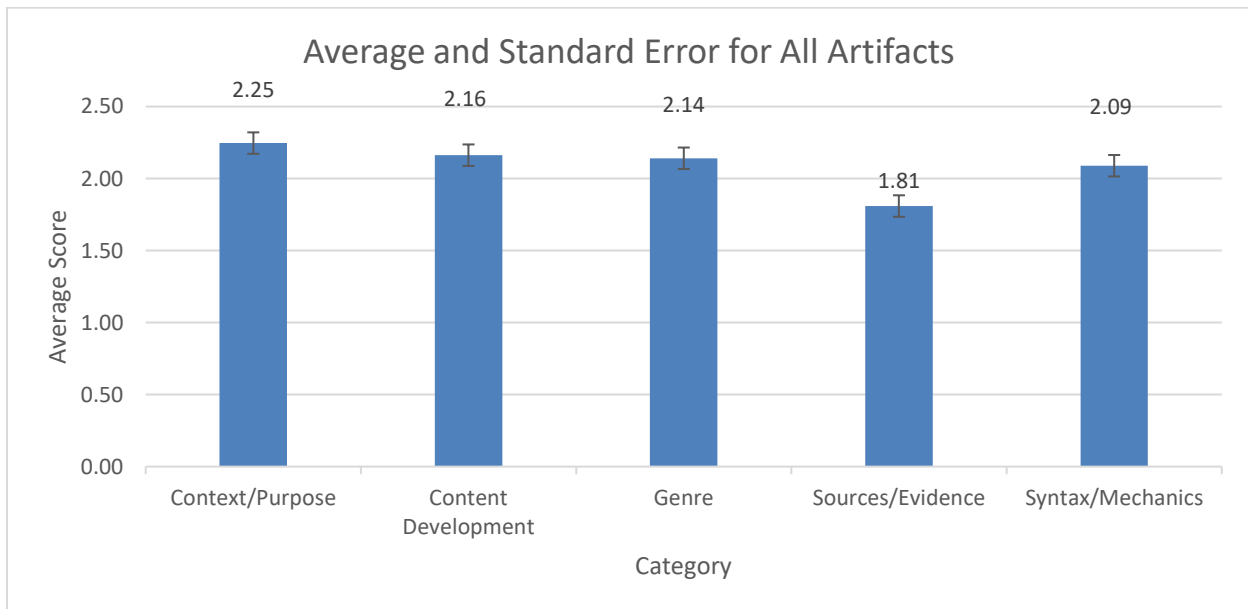


*Capstone Courses, English Composition Assessment*

IRE took a sample of artifacts collected from capstone courses since 2015-2016, and the committee assessed them during the Spring 2019 assessment session.

Participants: Badeaux, Burton, Horner, Keeling, Reinauer, Costello, Fleming, Thomas, Whelan

14 Artifacts Sampled	Group 1	Group 2	Average of Group Artifacts
Average context/Purpose Score	2.53	1.96	2.25
Average Content Development Score	2.56	1.77	2.16
Average Genre Score	2.44	1.84	2.14
Average Sources/Evidence Score	1.78	1.84	1.81
Average Syntax/Mechanics Score	2.75	1.43	2.09



## 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
Fall 2018	185	3.2%	4.3%	14.6%	34.1%	43.8%	4.11
Spring 2019	291	4.1%	4.5%	19.2%	31.6%	40.5%	4.00

2. Improved my ability to evaluate numerical data and use mathematics to solve problems.							
Semester	N	1	2	3	4	5	Average
Fall 2014	301	2.7%	6.3%	15.9%	35.9%	39.2%	4.03
Spring 2015	431	3.7%	6.5%	14.2%	27.8%	47.8%	4.10
Fall 2015	254	3.1%	3.9%	18.5%	30.7%	43.7%	4.08
Spring 2016	393	2.8%	6.9%	11.5%	28.2%	50.6%	4.17
Fall 2016	258	3.5%	5.0%	22.9%	31.8%	36.8%	3.93
Spring 2017	440	4.1%	5.0%	19.1%	31.4%	40.5%	3.99
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
Fall 2018	185	1.1%	5.4%	19.5%	28.1%	45.9%	4.12
Spring 2019	292	5.8%	6.2%	15.4%	29.1%	43.5%	3.98

### 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
Fall 2018	183	3.3%	4.9%	15.3%	32.2%	44.3%	4.09
Spring 2019	290	4.1%	5.9%	18.6%	24.1%	47.2%	4.04

### 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
Fall 2018	183	2.7%	6.0%	17.5%	28.4%	45.4%	4.08
Spring 2019	292	6.5%	6.8%	22.3%	26.7%	37.7%	3.82

### 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
Fall 2018	184	3.3%	1.6%	11.4%	26.6%	57.1%	4.33
Spring 2019	290	3.8%	2.8%	9.7%	29.7%	54.1%	4.28

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
Fall 2018	184	2.7%	2.7%	10.3%	24.5%	59.8%	4.36
Spring 2019	292	4.1%	3.1%	8.2%	31.2%	53.4%	4.27