

**Institutional Effectiveness/Assessment Report
2013-2014**

College or Division: Division of Academic Affairs

Department/Unit: General Education

Degree Program (not applicable for non-academic departments): General Education

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College/Division Mission Statement: The mission of the Office of the Provost and Executive Vice President is to oversee and coordinate the learning enterprise of Mississippi State University. This mission includes coordination of the delivery of quality undergraduate and graduate instruction, oversight of the faculty, and coordination of the academic programs in the various colleges and departments.

Unit/Department Mission Statement: The General Education Committee of the UCCC is responsible for oversight of the assessment of the general education curriculum. The committee also selects the courses to be assessed, reviews the annual general education assessment report and provides recommendations for strengthening the general education curriculum.

Please select Goals in which your unit links to the State of Excellence (University Strategic Plan):

- ☒ **Foster Teaching and Learning**
- ☐ **Promote Research and Creativity**
- ☐ **Expand Outreach and Engagement**
- ☐ **Encourage Globalization**
- ☐ **Enhance Institutional Culture and Environment**

Expected Outcomes (Column 1)	Assessment Criteria/Procedures (Column 2)	Assessment Results (Column 3)	Use of Results (Column 4)
<p>1. Students will understand and use the basic approaches and applications of mathematics and statistics for analysis and problem-solving.</p>	<p>1a. A sample of MSU seniors will participate in the national examination, ETS Proficiency Profile in Spring 2013. This norm /criterion-referenced achievement examination assesses proficiency in Mathematics. Students will perform at the national mean score or above.</p> <p>1b. At least 70% of students in ST 2113 (Intro to Statistics) will respond correctly to final exam questions on normal distribution and solving problems involving the standard normal table.</p>	<p>1a. Spring 2013 results are as follows: Native Seniors (455 students): 115.33 Transfer Seniors (317):114.11 National (32,950): 115.60</p> <p>Native Seniors scored 0.27 point below the national mean. The Transfer Seniors scored 1.49 points below the national mean.</p> <p>1b. During 2013-2014, 838 students completed the final exam in ST 2113. The percent of correct responses on the exam questions relating to normal distribution and solve problems involving the standard normal table was 64.6%. This was a 1% decrease over the previous year (65.6%). Review of exam results indicated that students' struggled with probability, percentile rank, and probability of sampling error.</p>	<p>1a. For this assessment cycle, the General Education Committee recommended to continue to assess the transfer students along with native students but the learning gain comparison from this point forward is to focus on native freshmen to native seniors.</p> <p>1b. Even though the overall rate of success did not meet the goal, there was not much of a decrease from years past. Another thing to note is that on certain problems that utilize the standard normal table the success rate was as high as 79.2%. It is evident that progress has been made. The students who were in the summer course did much better than those in the Spring and Fall. There are certain types of problems that faculty need to give more direct attention in the Spring and Fall. Examples of those are:</p>

Expected Outcomes (Column 1)	Assessment Criteria/Procedures (Column 2)	Assessment Results (Column 3)	Use of Results (Column 4)
	<p>1c. Students enrolled in MA 1313 (College Algebra) will take a comprehensive final exam with the 70% of the students showing proficiency in ten objective areas at 70% benchmark.</p>	<p>1c. During 2013-2014, 1417 students completed the comprehensive final exam. The aggregate results are as follows:</p> <ul style="list-style-type: none"> -Simplify expression with rational exponents: 72.46% - Find function values or outputs: 78.68% - Determine equations of lines: 76.01 % - Graph and analyze piecewise defined functions: 74.47 % -Graph functions using transformations: 69.63% -Solve quadratic equations: 75.86%; 	<p>(1) Solve word problems involving probability and the normal table. (2) Convert a percentile rank to a data point. (3) Find the probability of a sampling error. We plan to spend more time this Fall on these three areas in order to help students master the concepts better.</p> <p>1c. The two areas where our students are struggling are graphing transformations and solving applied problems. Upon closer inspection, students are able to solve applications which involve systems of equations, the problem area seems to be problems where rational and linear equations are required. In order to assist students with learning how to work this type of problems we are adding some additional practice problems to the homework assignments covering this material and making sure</p>

Expected Outcomes (Column 1)	Assessment Criteria/Procedures (Column 2)	Assessment Results (Column 3)	Use of Results (Column 4)
	<p>1d. Students enrolled in MA 1713 (Calculus I) will take a comprehensive final exam with 70% of the students showing proficiency at 70% benchmark in objective areas (i) and (ii), and (iii).</p>	<p>-Find zeros of quadratic functions: 78.53% -Solve exponential equations: 81.29% -Solve a system of linear equations: 83.01% -Solve applied problems with linear models: 62.92%</p> <p>1d. Results were provided for a sample of 5 of 11 sections of MA 1713 taught in Fall 2013, including one of two honors sections. A total of 409 students took the final exam in these sections. The aggregate results for the three objective areas are as follows:</p> <p>i) Find the equation of the line tangent to the graph of a function at a given point.</p>	<p>that every instructor is giving adequate examples in class. In the area of graphing transformations, we are including additional examples in class and increase the practice problems. Graphing is an area in which students do struggle and we need additional illustrations to help them “see” graphs better.</p> <p>1d. The faculty’ efforts to improve student proficiencies in the objective areas were very successful for 2 of the 3 areas (i) and (ii) as reflected by the significant improvement in scores 19.5% and 20.4% from the previous year. In objective area (iii) there was a slight decline (2.4%); however, faculty noted that objective (iii) requires successfully completing significantly more steps that required in either of the areas (i) or (ii). Faculty plan to continue with</p>

Expected Outcomes (Column 1)	Assessment Criteria/Procedures (Column 2)	Assessment Results (Column 3)	Use of Results (Column 4)
		<p>82% (335 of 409). This was a 19.5% improvement over the previous year (62.5%).</p> <p>ii) Find the absolute maximum of a function on a closed interval.</p> <p>79% (323 of 409) This was a 20.4% improvement over the previous year (58.6%).</p> <p>iii) For a given function f:</p> <ul style="list-style-type: none"> Find the intervals on which f is increasing or decreasing; Find all local maxima and local minima of f; Find the interval(s) on which the graph of f is concave up or concave down; Find all inflection points on the graph of f; Sketch the graph of f. <p>65% (267 of 409). This was a slight 2.4% decline from the previous year (67.4%).</p>	<p>efforts to improve students' success in area (iii) and reevaluate the benchmark to determine if it is reasonable for this objective.</p>

<p>2. Students will apply science to natural systems and understand its impact on society.</p>	<p>2a. A sample of MSU seniors will participate in the national examination, ETS Proficiency Profile in Spring 2013. This norm /criterion-referenced achievement examination assesses proficiency in Natural Sciences. Students will perform at the national mean score or above.</p> <p>2b. Students in CH 1043 (Survey of Chemistry) will take a comprehensive final exam. Of the students taking the final exam 60% will demonstrate accuracy of 70% or higher.</p> <p>2c. Students in CH 1211 Investigations in Chemistry (Lab) will complete at least 10 lab quizzes during the semester. 75% of the students will average 70% or higher on the 10 quizzes.</p>	<p>2a. Spring 2013 results are as follows: Native Seniors (455 students): 116.65 Transfer Seniors (317):115.72 National (32,950): 116.50</p> <p>Native Seniors scored 0.15 point above the national mean. The Transfer Seniors scored 0.78 point below the national mean.</p> <p>2b. Of the 208 students taking the assessment in Spring 2013, 77% (161 of 208) scored 70% or higher. The mean exam score was 73.6% and the median exam score was 78%.</p> <p>2c. Of the 357 students enrolled in CH 1211 in Spring 2014, 85.0% of the students averaged 70% or higher on the 10 lab quizzes. The average score was 70.65%, and the median score was 80.0%.</p>	<p>2a. For this assessment cycle, the General Education Committee recommended to continue to assess the transfer students along with native students but the learning gain comparison from this point forward is to focus on native freshmen to native seniors.</p> <p>2b. A new faculty member was hired to coordinate the undergraduate introductory level Chemistry courses. The coordinator revised homework assignments to better align the assignments with content and materials covered in the textbook and lecture.</p> <p>2c. For 2013-2014 the assessment measure was changed from assessing the final lab quiz to the assessment of 10 lab quizzes completed over the semester. This allowed for a better review of students overall proficiencies. A new lab coordinator was hired in Fall 2013. The following</p>
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			<p>changes have been made effective for Fall 2014:</p> <ul style="list-style-type: none"> - The lab was revised to emphasize safety. - Lab reports and quizzes were revised to be web based, which allows students more flexibility in completing the assignments and review of the material for exams. - One new hands on-experiment was added and two experiments were consolidated. -
	<p>2d. Students enrolled in BIO 1023 (Plants and Humans) will complete an exam on cellular reproduction and basic genetics. 70% will show basic proficiency by scoring 70% or greater on the exam.</p>	<p>2d. 84% (487 out of 578) of students enrolled in BIO 1023 made 70% percent or better on the exam.</p>	<p>2d. No action necessary</p>
	<p>2e. Students enrolled in BIO 1023 (Plants and Humans) will complete a faculty developed exam on photosynthesis, cellular respiration, and the global impact of plants. 70% of the students will score 70 points (100 point scale) or higher on the exam.</p>	<p>2e. 84% (488 out of 577) of students enrolled in BIO 1023 made 70% percent or better on Exam 3.</p>	<p>2e. No action necessary</p>

	<p>2f. Students in BIO 1134 (Biology I) will complete an exam on basic biochemistry as it relates to transferring energy released by the catabolism of sugar in the presence of oxygen to high energy molecules. 70% of the students will score at least 70% on the test.</p> <p>2g. Students in GR 1114 (Elements of Physical Geography) will complete a comprehensive final exam. At least 75% of the students will answer the questions with at least 70% accuracy level.</p>	<p>2f. During 2013-2014, 1456 students were enrolled in six sections of BIO 1134. 61% (n=1456) of the students in all sections of BIO 1134 scored 70% or higher on the exam. The combined average was 73%.</p> <p>2g. During Fall 2013 section 1 had 44 students and section 2 has 43 students. Section 1 had 77% of students exceed 70% accuracy and Section 2 had 74% of students exceed 70% accuracy. During Spring there were 30 students in Section 1 and 26 students in section 2. Section 1 had 77% of students and Section 2 had 62% exceed 70% on the final exam. Averaging all 4 sections = 72.5% of GR 1114 students met the criterion</p>	<p>2f. To provide students with additional tools designed to improve comprehension in aerobic cellular respiration, faculty have posted practice quizzes and tutorial animations on the MyCourses sites for each Section of BIO 1134 Biology I for the Fall 2014 and Spring 2015 semesters.</p> <p>2g. During 2013 2014, GR 1114 students fell short of meeting the criteria of at least 75% scoring 70% or more on the final. For 2014 – 2015, GR 1114 instructors are adjusting the time spent on certain lectures. More class time is now devoted to Earth-Sun Relationships, energy-heat transfer, and global circulation patterns. To accommodate the additional emphasis in the areas mentioned above, less class time is devoted to basic topics, such as time zones, projections, and mapping.</p>
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	<p>2h. Students in GR 1114 (Elements of Physical Geography) will complete at least 10 laboratory exercises that focus on application of classroom concepts which apply science to natural systems and the understanding of its impact on society. At least 75% of the students will complete these exercises with at least 80% accuracy level.</p>	<p>2h. During Fall 2013 Section 1 had 93% of students score 75% or higher on their laboratory exercises. Section 2 had 95% of students meet this criteria. During Spring 2014, 91% and 94% of GR 1114 students scored 75% or higher on their laboratory exercises for Section 1 and Section 2, respectively. All 4 sections averaged 93% of GR 1114 students met the criterion.</p>	<p>2h. The criteria were met; however, the lab assignments have been modified to reflect the changes in the lectures as stated above in 2g. The revised lab assignments include more Earth-Sun relations and global circulation models and less content on map projections and time zones.</p>
<p>3. Students will understand the formal elements of the fine arts and develop an awareness of both the value and functions of works within historical and/or social contexts.</p>	<p>3a. In Fall 2013, students enrolled in ART 1023 (Art History II) will take a vocabulary quiz at the end of the semester. 75% of the students will achieve a success rate of 75% or greater in correctly identifying the vocabulary.</p> <p>3b. In Fall 2013, students enrolled in ART 1023 (Art History II) will take a final unknown exam requiring them to analyze works of art not previously studied from the cultures examined by the course. 75% of students will</p>	<p>3a. In Fall 2013, 36 out of 50 or 73% of students attempting the quiz accomplished a success rate of 75% or greater</p> <p>3b. In Fall 2013, 37 out of 50 or 74% of students taking the unknown exam achieved an accuracy score of at least 70%.</p>	<p>3a. The benchmark was not met. The faculty member teaching ART 1023 have adopted a new textbook and teaching strategies in an attempt to engage students more actively with the material of the course.</p> <p>3b. The benchmark was not met. The faculty member teaching ART 1023 have adopted a new textbook and teaching strategies in an attempt to engage students more actively with the material of the course.</p>

	<p>correctly identify at least 70% of the unknowns presented.</p> <p>3c. Students enrolled in ART 1013 (Art History) will take a cumulative final exam with 100 questions at the end of the semester, testing their understanding of the vocabulary and major concepts of art and art history. 75% of students will answer the questions with a 70% accuracy level.</p> <p>3d. Students enrolled in ART 1113 (Art Appreciation) will complete a cumulative final which combines questions on vocabulary and the understanding of the role or function of art in its historic/social/cultural context. 75% of the students will achieve a success rate of 70% or higher in the appropriate use of art vocabulary and demonstration of an understanding of the formal elements of art.</p>	<p>3c. In Spring 2014, 50 student were enrolled in ART 1013. Of these students 41 answered the cumulative final exam at a 70% accuracy level. This represents 82% of the students in the course.</p> <p>3d. In the academic year 2013/14, 357 students were enrolled in ART 1113. Of these 320 completed the cumulative final exam with a score of 70% or higher. This represents 90% of the students successfully achieving the benchmark. (These results include both face to face and distance sections of ART 1113).</p>	<p>3c. Benchmarks were met. No action required.</p> <p>3d. Students achieved the benchmark. While no action, faculty are considering a higher benchmark or new assessment measures for the upcoming year.</p>
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	<p>3e. Students in MU 1113 (History and Appreciation of Music) will complete a listening component of an exam. 70% of the students will complete the listening component of the exam with proficiency of 75%.</p> <p>3f. Students in MU 1113 (History and Appreciation of Music) will complete comprehensive final exam. 70% of the students enrolled in MU 1113 (History and Appreciation of Music) will show proficiency of 75% on the comprehensive final exam.</p>	<p>3e. 92% of the students (593 out of 645) enrolled in MU 1113 scored 75% or higher on the listening component. This was a 3% increase in the number of students who showed proficiency compared to 2012-13 (89%).</p> <p>3f. 83% of the students (535 out of 645) enrolled in MU 1113 scored 75% or higher on the comprehensive final exam. The number of student who score 75% or higher was the same percentage from 2012-13 (83%).</p>	<p>3e. No action necessary.</p> <p>3f. The results of these efforts for the last several years have been met and exceeded the goal of 70%. This goal has been led by the current department head who returned to the faculty on August 1, 2014. A new assessment criteria and benchmark for this general education Fine Arts course is scheduled to be developed and implemented by the new department head.</p>
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<p>4. Students will write clearly and effectively.</p>	<p>4a. A sample of MSU seniors will participate in the national examination, ETS Proficiency Profile in Spring 2013. This norm /criterion-referenced achievement examination assesses proficiency in Writing. Students will perform at the national mean score or above.</p> <p>4b. A department standard grading rubric will be used for students enrolled in EN 1103 (English Comp I): 75% of the students enrolled will show a minimum proficiency of 75% on their second essay in the following categories: Introduction: 15 value points Body: 40 value points Conclusion: 15 value points Correctness: 30 value points</p>	<p>4a. Spring 2013 results are as follows: Native Seniors (455 students): 116.69 Transfer Seniors (317): 115.60 National (32,950): 115.3 Native Seniors scored 1.39 point above the national mean. The Transfer Seniors scored 0.30 points above the national mean.</p> <p>4b. Sample size for the final essay was 891 out of 1,543 enrolled, or 57.7%. The number and percentage scoring 75% or higher on the second writing assignment are: Introduction: 765 85.8% Body: 718 80.5% Conclusion: 745 83.6% Correctness: 510 57.2%</p>	<p>4a. For this assessment cycle, the General Education Committee recommended to continue to assess the transfer students along with native students but the learning gain comparison from this point forward is to focus on native freshmen to native seniors.</p> <p>4b. Comparing performance in the assessment, students are clearly improving in both their mastery of course objectives in writing as well as in a basic understanding of composition. However, grammatical errors continue to be an issue in our students' writing. In all other categories of writing, at least 80% of EN 1103 students achieved at least 75%. The department is working with Pearson Publishing to provide individualized grammar support to students enrolled in composition classes.</p>
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	<p>4c. A department standard grading rubric will be used for students enrolled in EN 1113 (English Comp II). 75% of the students enrolled will show a minimum proficiency of 75% on the research essay in the categories of: Introduction: 10 value points Body: 40 value points Conclusion: 10 value points Correctness: 40 value points</p> <p>4d. Students in MGT 3213 (Organizational Communications) will complete a final writing assignment. 80% of the students will score at least 70% or higher on the final writing assignment.</p>	<p>4c. Sample size for the research essay was 675 out of 1,327 students enrolled, or 51%. The number and percentage scoring 75% or higher are: Introduction: 485, 71.8% Body: 508 75.3% Conclusion: 519 76.9% Correctness: 422 62.5%</p> <p>4d. During 2013-2014 a random sample of 180 students enrolled in MGT 3213 completed the final writing assignment. Of these, 93% (167 of 180) scored 70% or higher on the writing assignment. This was a 1% improvement</p>	<p>4c. Scores from the Spring, 2014 semester show a slight decline in proficiency from the previous year in all categories with the exception of Correctness. The percentage of students who scored 75% or higher during the Spring, 2013 semester are: Introduction: 76.4% Body: 77.4% Conclusion: 79.9% Correctness: 57.1%</p> <p>Faculty are pleased with the improvement in correctness (from 57.1% in 2013 to 62.5% in 2014). However, the decline in other categories is a concern. Faculty plan to address these issues through instructor training and mentoring.</p> <p>4d. Faculty have decided to change the method of data collection to match more closely with AACSB assurance of learning efforts. In 2014-2015, writing proficiencies are scheduled to be assessed by a faculty developed exit exam given</p>
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		over the previous year (91%).	to graduating seniors in business (BUS 4853).
	4e. Students in GE 3513 (Technical Writing) will complete a final technical report. 80% of the students will score 80 points (100 point scale) or higher on the final writing assignment.	4e. 92.8% of GE 3513 students for 2013-2014 (364 out of 392) scored 80 points or higher (100-point scale) on the final writing assignment.	4e. No action necessary.
	4f. Students will respond to the <i>National Survey of Student Engagement (NSSE)</i> administered in Spring 2013, 75% of the seniors surveyed will respond “Very much” or “Quite a Bit” to the survey item 17a “How much has your experience at this institution contributed to your knowledge, skills, and personal development in writing clearly and effectively?”	4f. 75% of the 636 seniors surveyed responded “Quite a Bit” or “Very Much” to item 17a. <i>Writing clearly and effectively?</i>	4f. No action necessary

<p>5. Students will understand the diverse dimensions of human cultures.</p>	<p>5a. A sample of MSU seniors will participate in the national examination, ETS Proficiency Profile in Spring 2013. This norm /criterion-referenced achievement examination assesses proficiency in Humanities. Students will perform at the national mean score or above.</p> <p>5b. Students enrolled in HI 1063 (Early U.S. History) will take a final exam at the end of the semester. The exam will test their knowledge of the diversity of Americans' historical experience between the pre-colonial era and 1877. At least 70% of the students will show proficiency by scoring a 70% or above on the final exam.</p>	<p>5a. Spring 2013 results are as follows: Native Seniors (455 students): 116.18 Transfer Seniors (317): 114.34 National (32,950): 116.40 Native Seniors scored 0.22 point below the national mean. The Transfer Seniors scored 2.06 points below the national mean.</p> <p>5b. During 2013-2014, a random sample of 445 students completed a final exam which tested them on the diversity of Americans' historical experience between the pre-colonial era and 1877. 75% (335 out of 445) scored a 70% or above on the final exam.</p>	<p>5a. For this assessment cycle, the General Education Committee recommended to continue to assess the transfer students along with native students but the learning gain comparison from this point forward is to focus on native freshmen to native seniors.</p> <p>5b. Instructors of HI 1063 followed up on suggestions offered in previous years to add more content pertaining to the diverse cultures of early Americans including Native Americans, African Americans, and European immigrants. They assigned readings from the department-issued primary source reader, which included the beliefs and ideas of Native Americans (i.e. the Cherokee creation story). They emphasized varying religious and cultural backgrounds and beliefs of European colonists, Native Americans, and African Americans from the</p>
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	<p>5c. Students enrolled in HI 1073 (Modern U.S. History) will take a final exam at the end of the semester. The exam will test their knowledge of the diversity of Americans' historical experience between 1877 and the present. At least 70% of the students will show proficiency by scoring a 70% or above on the final exam.</p>	<p>5c. During 2013-2014, a random sample of 378 students completed a final exam which tested them on the diversity of Americans' historical experience between 1877 and the present. 82.5% (312 out of 378) scored 70% or higher on the final exam.</p>	<p>colonial era through the first half of the 19th century.</p> <p>5c. Instructors of HI 1073 continued to emphasize the diverse cultures of Americans including Native Americans and African Americans, immigrants, and women. They assigned readings from the department-issued primary source reader, which included the experiences and viewpoints of Native Americans, African Americans, Women, and Immigrants (i.e. "Chief Joseph's Story," "An Italian Immigrant's Experience," "Minor v. Happerstatt," and Martin Luther King's "Letter from a Birmingham Jail."</p>
	<p>5d. Students enrolled in HI 1163 (World History before 1500) in Fall 2013 will take a comprehensive final exam. At least 70% will show proficiency by scoring 70% or higher on the exam.</p>	<p>5d. 47 of the 88 (53%) students in HI 1163 showed proficiency of 70% or higher on the comprehensive final exam.</p>	<p>5d. Given that only a little over half of 1163 students scored a 70% or higher on their final exams, the instructor made significant changes to enhance student understanding of material. Specifically:</p>

			<ul style="list-style-type: none"> - The instructor incorporated lesson plans based on comparing diverse cultures and belief systems (i.e. Hebrew monotheism vs. Greek Philosophy and Confucian vs. Buddhist beliefs) - The instructor also assigned primary source readings which emphasized the diverse experiences of Asians, Latin Americans, Africans, and Europeans. These readings were the basis for class discussion during weekly break-out sections.
	<p>5e. Students in EN 2203 (Introduction to Literature) will complete an essay on a close reading analysis of a literary work. Essays are evaluated using a faculty developed rubric with a total of 20 possible points. 70% of the students will score 75% (15 points) or higher on the essay.</p>	<p>5e. During Spring 2014, a sample of 236 students completed the reading analysis essay. Of those, 157 (66.52%) earned scores of 15 or higher; a number that is 3.48% below our benchmark but represents approximately a 10% increase from 2013.</p>	<p>5e. Improvement in student abilities to construct substantive essays is expected as an indirect result of the University QEP initiative, as QEP-trained instructors informally share their learning and experiences with non-QEP-trained instructors. As the initiative stresses "writing to learn," improvements can be expected in both writing</p>

	<p>5f. Students in EN 2203 (Introduction to Literature) will complete a written essay to express personal connections to a literary work. Essays are evaluated using a faculty developed rubric with a total of 20 possible points. 70% of the students will score 75% (15 points) or higher on the essay.</p>	<p>5f. During Spring 2014, a sample of 236 students completed the reading personal response essay. Of those, 179 (75.84%) earned scores of 15 or higher, a number that is 5.84% above our benchmark and represents an approximate 15% increase from 2013.</p>	<p>techniques and essay substance. This first year of exposure to the QEP initiative has, indeed, resulted in significant improvement in student performance.</p> <p>5f. In addition to gains from the QEP initiative (1a.), the department has undertaken an initiative to enhance the sense of diversity in the assessment mechanism, with the aim of both providing a more complete assessment and of reminding the various instructors of the goal "to understand the diverse dimensions of human cultures." The department has created a rotating list of assessment readings, one in which a full range of cultural, ethnic, and gender items are included and to appear on the test on a rotating basis. Selected writings are composed by a roughly equal proportion of males and females, and include White, African-American, Hispanic, Asiatic,</p>
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	<p>5g. Through the <i>National Survey of Student Engagement (NSSE)</i> administered in Spring 2013, 75% of the seniors surveyed will respond “Very much” or “Quite a Bit” to the survey item 11h “How much has your experience at this institution contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds.”</p>	<p>5g. 66% of the 630 seniors surveyed responded “Quite a Bit” or “Very Much” to the item <i>11L Understanding people of other racial and ethnic backgrounds</i>.</p>	<p>and post-colonial (African) representatives. This should serve to remind both students and instructors of the cultural diversity that constitutes contemporary America.</p> <p>5g. Holmes Cultural Diversity Center (HCDC) staff met to discuss ways to encourage more participation in diversity events resulting in the establishment of advisory councils and focus groups. This allowed for feedback from students and faculty/staff concerning the overall needs of awareness of diversity related topics. This resulted in the creation of 12 new programs/ events offered.</p> <p>The staff decided to offer incentives such as t-shirts and other office promotional to encourage participation. HCDC created an Instagram and Twitter account to reach students through social media. Also, HCDC worked with student organizations to strategically plan events related to the organization’s mission.</p>
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<p>6. Students will understand and appreciate human behavior and social structure, processes, and institutions.</p>	<p>6a. A sample of MSU seniors will participate in the national examination, ETS Proficiency Profile in Spring 2013. This norm /criterion-referenced achievement examination assesses proficiency in Social Sciences. Students will perform at the national mean score or above.</p> <p>6b. Students in EC 2113 (Prin. of Macroeconomics), will take the portion of an exam that corresponds to the cognitive category Recognition and Understanding. Pre- and post-test will be administered. Students will achieve at least a 5% gain in their scores.</p> <p>6c. Students in EC 2113 will take the portion of an exam that corresponds to the cognitive category Explicit Application. Pre- and post-tests will be administered. Students will achieve at least a 5% gain in their scores.</p> <p>6d. Students in EC 2113 will take the portion of an exam that corresponds to the cognitive category Implicit Application.</p>	<p>6a. Spring 2013 results are as follows: Native Seniors (455 students): 114.60 Transfer Seniors (317):113.21 National (32,950): 115.10 Native Seniors scored 0.50 point below the national mean. The Transfer Seniors scored 1.89 points below the national mean.</p> <p>6b. Of the 356 students taking the exam, the average score on Recognition and Understanding questions rose from 70.0% (pre) to 81.2% (post) for a gain of 11.2%.</p> <p>6c. Of the 356 students taking the exam, the average score on Explicit Application questions rose from 76.8% (pre) to 83.1% (post) for a gain of 6.3%.</p> <p>6d. Of the 356 students taking the exam, the average score on Explicit Application questions rose from 61.6%</p>	<p>6a. For this assessment cycle, the General Education Committee recommended to continue to assess the transfer students along with native students but the learning gain comparison from this point forward is to focus on native freshmen to native seniors.</p> <p>6b. No action necessary.</p> <p>6c. The course contentment was restructured to provide greater emphasis on the application of economic concepts.</p> <p>6d. No action necessary.</p>
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	<p>Pre- and post-tests will be administered. Students will achieve at least a 5% gain in their scores.</p> <p>6e. Students in SO 1003 <i>Introduction to Sociology</i> will measure the attainments of basic sociological knowledge through the use of a comprehensive final examination for all sections. 100% of the students will score 70% or higher on each questions.</p>	<p>(pre) to 66.7% (post) for a gain of 5.1%.</p> <p>6e. There were a total of (N=1541) students registered for Sociology 1003 in the 2013-2014 academic year. Of that N= 1541 / 1508 or 97.85% of registered students completed the comprehensive final exam, which included the faculty developed 15 post-test questions for Introduction to Sociology, the mean score on the 15 post-test items for all 1508 students who completed the exam was 86.35%. While no single question when averaged, was below 70%, both Question 12: <i>The sociological concept of a minority group is defined as?</i> And Question 14: <i>Which of the following would Lenski highlight as a cause of change in society,</i> showed lower marks (71% and 74% respectively) than</p>	<p>6e. SO 1003 is primarily taught by Graduate Teaching Instructors, who in many instances have voiced to their TA Coordinator a lack of confidence or instructional talents necessary to accurately present issues of race and economic stratification to a large mixed ethnic and socially diverse class as is present at MSU. This year, the Graduate Coordinator revised the TA workshop to ensure that these topics, along with lecture tips and presentation ideas were covered at the annual Teaching Assistant Retreat and in one of the Monthly Teaching Assistant Trainings meetings.</p>
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	<p>6f. Students in PSY 1013 (General Psychology) will complete an examination covering the theoretical underpinnings and research findings on learning and memory. At least 70% percent of General Psychology students will score 70% or higher on the learning and memory domain examination.</p>	<p>the other 13 questions on the post testing measure.</p> <p>6f. During Fall 2013, 79.5% of 618 responding students (degree aggregated) scored at or above 70% for this subtest.</p>	<p>6f. No action necessary.</p>
	<p>6g. Students PSY 1013 (General Psychology) will complete an examination covering the theoretical underpinnings and research findings on social, abnormal, and personality correlates of human behavior. At least 70% percent of General Psychology students will score 70% or higher on the social, abnormal, and personality correlates domain examination.</p>	<p>6g. During Fall 2013, 79.3% of 622 responding students (degree aggregated) scored at or above 70% for this subtest.</p>	<p>6g. No action necessary.</p>

	<p>6h. Students in PSY 1013 (General Psychology) will complete an examination covering (a) the theoretical underpinnings and research findings on the biological bases of human behavior, and (b) the principles of psychological research. At least 70% percent of General Psychology students will score 70% or higher on the biological and research domain examination.</p>	<p>6h. During Fall 2013, 84.4% of 603 responding students (degree aggregated) scored at or above 70% for this subtest.</p>	<p>6h. Criterion not met. 2013-14 was the first time in many years that the students have been tested using a uniform exam given to each class, rather than the past method of simply reporting class exam averages for these areas. After three cycles, the department plans to review student results to determine areas of strengths and weaknesses in the subfield of Biological and Research Domain, to reassess appropriate baselines, and to develop a plan to address areas of deficiency.</p>
	<p>6i. Students in PS 1113 (American Government) will complete a department wide final exam in four core areas (Constitution, Civil Rights, Institutions, and Public Policy of American Government. 70% of the students will score 70% or higher on the exam.</p>	<p>6i. In 2013-2014 the departmental assessment exam was administered in all sections of PS 1113 (Am. Government). A total of 1537 students completed the assessment. Of those, 1116 (72.6%) earned a score of 70% or higher on the assessment.</p>	<p>6i. The department has adopted a standard textbook for all instructors of PS 1113 to allow for comparative assessment across various sections of PS 1113.</p>
	<p>6j. Through the <i>National Survey of Student Engagement</i></p>	<p>6j. 72% of the 627 seniors surveyed responded "Quite</p>	<p>6j. No action necessary.</p>

	(NSSE) administered in Spring 2013, 75% of the seniors surveyed will respond “Very much” or “Quite a Bit” to the survey item 17i: “How much has your experience at this institution contributed to your knowledge, skills, and personal development in solving complex real-world problems?”	a Bit” or “Very Much” to the item 17i: <i>Solving complex real-world problems.</i>	
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