

**Institutional Effectiveness/Assessment Report
2014-2015**

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	Assessment Procedure	Criterion	Assessment Results	Criterion Met	Use of Results
(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
1. Students will understand and use the basic approaches and applications of mathematics and statistics for analysis and problem-solving.	1a. A sample of MSU seniors will participate in the national examination, ETS Proficiency Profile in the spring semester. This norm /criterion-referenced achievement examination assesses proficiency in Mathematics.	1a. Students will perform at the national mean score or above.	1a. Spring 2015 results are as follows: Native Seniors (303 students): 116.13 Transfer Seniors (199):113.88 National (93,135): 114.31 Native Seniors scored 1.82 points above the national mean. The Transfer Seniors scored 0.43 points below the national mean.	N	1a. The number of tests given at MSU this assessment cycle decreased by 33% amongst Native Seniors and 37% amongst Transfer Seniors. Although there were less students tested, this data remains consistent with past results. While transfer seniors tended to score below the national average, we currently cannot ascertain why this result exists. The general education committee is discussing if there are ways to ask additional questions to determine where transfer students completed general education courses.
	1b. Students will complete a final exam in ST 2113 (Intro to Stats) on normal distribution and solving problems involving	1b. At least 70% of students in ST 2113 (Intro to Statistics) will respond correctly to final exam questions.	1b. During 2014-2015, 1001 students completed the final exam for ST 2113. The percent of correct responses on the exam questions relating to normal distribution	Y	1b. It is evident that progress has been made. There are certain types of problems that faculty gave more direct attention last year and their efforts have paid off. Examples of those are:

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	the standard normal table.		and solve problems involving the standard normal table was 70.72%. This was a 6% increase over the previous year (64.6%).		(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. Last year's efforts to improve student's understanding of problems involving the standard normal table continue.
	1c. Students enrolled in MA 1313 (College Algebra) will take a comprehensive final exam.	1c. 70% of the students will show proficiency in ten objective areas at 70% benchmark.	1c. During 2014-2015, <u>1415</u> students completed the comprehensive final exam. The aggregate results are as follows: - Simplify expression with rational exponents: <u>66.93%</u> - Find function values or outputs: <u>78.79%</u>	N	1c. The three areas where our students are struggling are rational exponents, graphing transformations, and solving applied problems. Rational exponents are an early topic which students seem to understand, however do not retain. The department has decided to review this topic throughout the semester. Upon closer inspection, students are able to solve applications which involve systems of equations, the

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(Column 1)	(Column 2)	(Column 3)	(Column 3)	Y/N	(Column 4)
			<ul style="list-style-type: none"> - Determine equations of lines: <u>76.70</u> % - Graph and analyze piecewise defined functions: <u>79.68</u> % -Graph functions using transformations: <u>69.82</u>% -Solve quadratic equations: <u>76.11</u>%; -Find zeros of quadratic functions: <u>84.74</u>% -Solve exponential equations: <u>84.31</u>% -Solve a system of linear equations: <u>85.23</u>% -Solve applied problems with linear models: <u>69.29</u>% 		<p>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 the department has added some additional practice problems to the homework assignments covering this material and make sure that every instructor is giving adequate examples in class. In the area of graphing transformations, the department has included 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>
	1d. Students enrolled in MA 1713 (Calculus I) will take a comprehensive final exam.	1d. 70% of the students will show proficiency at 70% benchmark in	1d. In Fall, 2014, and Spring, 2015, approximately 1100 students took a comprehensive,	Y	1d. No action required

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		objective areas (i) and (ii), and (iii).	common final exam in MA 1713 that included three questions assessing areas (i), (ii) and (iii). The overall percentages of students who met the 70% benchmark in each area were: Area (i): 77%; Area (ii): 71%, and Area (iii): 78%.		
2. Students will apply science to natural systems and understand its impact on society.	2a. A sample of MSU seniors will participate in the national examination, ETS Proficiency Profile in the spring semester. This norm /criterion-referenced achievement examination assesses proficiency in Natural Sciences.	2a. Students will perform at the national mean score or above.	2a. Spring 2015 results are as follows: Native Seniors (303 students): 117.19 Transfer Seniors (199):114.98 National (93,135): 116.0 Native Seniors scored 1.7 points above the national mean. The Transfer Seniors scored 1.02 points below the national mean.	N	2a. The number of tests given at MSU this assessment cycle decreased by 33% amongst Native Seniors and 37% amongst Transfer Seniors. Although there were less students tested, this data remains consistent with past results. While transfer seniors tended to score below the national average, we currently cannot ascertain why this result exists. The general education committee is discussing if there are ways to ask

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
	2b. Students in CH 1043 (Survey of Chemistry) will take a comprehensive final exam.	2b. Of the students taking the final exam 60% will demonstrate accuracy of 70% or higher.	2b. Of the 294 students taking the assessment in Fall 2014, 242 demonstrated at least 70% accuracy on the exam. Therefore, 82.3% of the students demonstrated a level of satisfactory accuracy. The mean exam score was 75.6% and the median exam score was 80%. Of the 199 students taking the assessment in Spring 2015, 172 demonstrated at least 70% accuracy on the	Y	<p>additional questions to determine where transfer students completed general education courses.</p> <p>2b. Our student outcomes are well above our stated goals. No changes necessary.</p>

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			exam. Therefore, 86% of the students demonstrated a level of satisfactory accuracy. The mean exam score was 76.8% and the median exam score was 82%.		
	2c. Students in CH 1211 Investigations in Chemistry (Lab) will complete at least 10 lab quizzes during the semester.	2c. 75% of the students will average 70% or higher on the 10 quizzes.	2c. Of the 254 students taking the 1211 course in Spring 2015, 91.3% of the students averaged a 70% or higher for the final course average. The quizzes for CH 1211 were eliminated by the instructor of record in Fall14 and Spring15 so this assessment cannot be measured for the Fall14/Spr15 academic year. A new instructor is now in charge of the CH 1211	N	2c. The majority of students performed well in the CH 1211 course. However, the accompanying lecture course CH 1213 does not show similar high grades. Evaluation of the CH 1211 course in 14/15 determined that the course lacked academic rigor and was not successfully supporting the CH 1213 lecture course. The laboratory instruction has been re-organized to emphasize learning objectives for the 1213/1211 course series and re-institute quizzes and homework

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			labs and the quizzes have been re-instated for use in future assessments.		assignments to reinforce material.
	2d. Students enrolled in BIO 1023 (Plants and Humans) will complete an exam on cellular reproduction and basic genetics.	2d. 70% will show basic proficiency by scoring 70% or greater on the exam.	2d. 87% (342/393) made a 70% or better on the exam.	Y	2d. No action necessary.
	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.	2e. 70% of the students will score 70 points (100 point scale) or higher on the exam.	2e. 82% (322/389) made a 70% or better on exam 3.	Y	2e. No action necessary.
	2f. Students in BIO 1134 (Biology I) will complete will complete an exam on basic biochemistry as it relates to transferring energy released by the catabolism of sugar in the presence of	2f. 70% of the students will score at least 70% on the test.	2f. The average for all BIO 1134 sections combined is 74.04 points out of a possible 100 points on tests covering aerobic respiration (basic biochemistry as it relates to transferring energy released by the catabolism of sugar in	N	2f. Practice quizzes and tutorial animations relating to aerobic cellular respiration have been made available on course websites for each Section of BIO 1134 (Biology I) for the Fall 2015 semester. Arrangements have been made for all sections of BIO 1134 for Fall 2015 to

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
	oxygen to high energy molecules.		the presence of oxygen to high energy molecules). The percentage of all BIO 1134 sections scoring 70% or higher on an exam covering aerobic respiration for Fall 2014 and Spring 2015 combined is 60%.		participate in the Learning Center's Supplemental Instruction Program which provides a course section specific tutor to assist students with mastering the course content. By providing students with additional tools designed to improve comprehension in this area, we expect to meet the goal of 70% of all students scoring 70% or higher during the 2015-2016 academic year.
	2g. Students in GR 1114 (Elements of Physical Geography) will complete a comprehensive final exam.	2g. At least 75% of the students will answer the questions with at least 70% accuracy level.	2g. In Fall 2014 and Spring 2015, there were a combined 210 students that enrolled in GR 1114. Of these, 174 students scored 75% or higher on the final exam (83%)	Y	2g. During 13-14, only 75% of GR 1114 students scored above 75%. Thus the number of students exceeding the benchmark increased from the previous year. In last year's IE report, the indicated the course would be modified to include more instruction on earth-sun relations. It seems that this modification may have improved student learning. For 2015 – 2016 the department is

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
	<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.</p>	<p>2h. At least 75% of the students will complete these exercises with at least 80% accuracy level.</p>	<p>2h. During Fall 2014 and Spring 2015 there were 8 total lab sections of GR 1114. Data from three lab sections are missing. Of the 5 sections that were reported, 76 students out of 124 scored at least 75% or higher on all ten laboratory exercises (61%).</p>	<p>N</p>	<p>redeveloping study guides to help with student learning and to increase the percent making above 75%</p> <p>2h. During 13-14, 93% of students scored above 75% on all 10 lab exercises. This year was a considerable drop. It is not known if the missing data may have resulted in not meeting the benchmark. Regardless with the data that were reported it is apparent that students did not perform as well on the laboratory exercises as they did in the previous year. We suspect that increasing earth-sun relation content on the labs during this latest term may have resulted in lower overall student performance. Currently, the department is working on redeveloping the wording in the laboratory instructions and providing more pre-lab content to prepare students</p>

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
					better for the lab exercises. Additionally, last year, we had new TA's that taught the GR 1114 lab. The department is working to improve communication with the new TA's to improve grade reporting so that subsequent IE reports have all student records.
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.	3a. 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.	3a. 75% of students will answer the questions with a 70% accuracy level.	3a. In Fall 2014 82% of students enrolled in ART 1013 finished with a 70% or higher on the cumulative final exam. In Spring 2015 93% of students enrolled in ART 1013 finished with a 70% or higher on the cumulative final exam.	Y	3a. No action necessary.
	3b. Students enrolled in ART 1113 (Art Appreciation) will complete a cumulative final which combines questions on vocabulary and the	3b. 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	3b. 88.25% of the students achieved a success rate of 70% or higher in the appropriate use of art vocabulary and demonstration of an		Y

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
	understanding of the role or function of art in its historic/social/cultural context.	formal elements of art.	understanding of the formal elements of art.		
	3c. Students in MU 1113 (History and Appreciation of Music) will complete a listening component of an exam.	3c. 70% of the students will complete the listening component of the exam with proficiency of 75%.	3c. 69% (47out of 68) scored 75% or higher on the listening component. There was a need to expand offerings in the area of Fine Arts for music.	N	3c. To expand student options regarding fine arts requirement in the area of music, "The History of Rock and Roll" course was proposed by the department, approved by the College of Education Curriculum (Box) Committee and final approval occurred on April 30, 2015 by University Committee on Courses and Curricula.
	3d. Students in MU 1113 (History and Appreciation of Music) will complete comprehensive final exam.	3d. 70% of the students enrolled in MU 1113 (History and Appreciation of Music) will show proficiency of 75% on the comprehensive final exam.	3d. 77% 53out of 68) scored 75% or higher	Y	3d. No action necessary.
4. Students will write clearly and effectively.	4a. A sample of MSU seniors will participate in the	4a. Students will perform at the	4a. Spring 2015 results are as follows:	Y	4a. While transfer seniors tended to score below the national average, we

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
	national examination, ETS Proficiency Profile in the spring semester. This norm /criterion-referenced achievement examination assesses proficiency in Writing.	national mean score or above.	Native Seniors (303 students): 117.27 Transfer Seniors (199):115.36 National (93,135): 114.83 Native Seniors scored 2.44 points above the national mean. The Transfer Seniors scored 0.53 points above the national mean.		currently cannot ascertain why this result exists. The general education committee is discussing if there are ways to ask additional questions to determine where transfer students completed general education courses.
	4b. A department standard grading rubric will be used for students enrolled in EN 1103 (English Comp I) including the following categories: Introduction: 15 value points Body: 40 value points Conclusion: 15 value points Correctness: 30 value points.	4b. 75% of the students enrolled will show a minimum proficiency of 75% on their final essay.	4b. Sample size for the timed writings was 949 students (66% of the 1439 students who completed the course). The number and percentage scoring 75% or higher on the first writing was: Intro: 350 37% Body: 424 45% Conc: 285 30% Corr: 584 62% The number and percentage scoring	N	4b. Fall, 2014 scores indicate that composition students are achieving most of the program's intended learning outcomes. However, the Composition Committee must work to achieve or even exceed benchmarks. This improvement could occur through the following actions: <ul style="list-style-type: none"> Enhance training, observation, and guidance of graduate teaching assistants and adjunct lecturers.

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
			<p>75% or higher on the second timed writing was:</p> <p>Intro: 791 83% Body: 826 87% Conc: 751 79% Corr: 668 70%</p> <p>Results indicate that overall, expected writing outcomes were met: students performed at a level below the benchmark beginning the fall 2014 semester; they met or exceeded the benchmark in all but one category at the end of fall semester. For the fourth category, correctness, students improved but did not meet the benchmark of 75%.</p> <p>Sample size for the written test was 988 students (69% of the</p>		<ul style="list-style-type: none"> • Improve the quality of teaching materials. • Review the method of assessment to determine whether it accurately reflects the instructional methods and learning strategies of the course.

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
			<p>1439 students who completed the course). Results for the two tests are as follows:</p> <p>Pre-test: 36 students, 4%, scored 75% or higher.</p> <p>Post-test: 557 students, 56%, scored 75% or higher.</p> <p>Although students improved from the pre-test to the post-test, the benchmark of 75% was not met.</p>		
	<p>4c. A department standard grading rubric will be used for students enrolled in EN 1113 (English Comp II) including the categories of: Introduction: 10 value points Body: 40 value points Conclusion: 10 value</p>	<p>4c. 75% of the students enrolled will show a minimum proficiency of 75% on the research essay</p>	<p>4c. Sample size for the research essay was 958 students (76% of the 1262 students who completed the course). The number and percentage scoring 75% or higher was:</p> <p>Intro: 689 72% Body: 763 80%</p>	<p>N</p>	<p>4c. Spring, 2015 scores indicate that composition students are not meeting the benchmark of 75% in three of four categories on the departmental rubric. Although they approach the benchmark in Introduction and Conclusion, Correctness still falls far short of our goals. To address these</p>

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
	points Correctness: 40 value points.		Conc: 701 73% Corr: 633 66%		<p>shortcomings, the Composition Committee must consider the following actions:</p> <ul style="list-style-type: none"> • Enhance training, observation, and guidance of graduate teaching assistants and adjunct lecturers. • Seek supplemental resources that provide students additional opportunities to address and remediate grammar concerns. <p>Review the method of assessment to determine whether the current approach fully captures student learning.</p>
	4d. Graduating seniors in BUS 4853 (Business Policy) will complete a faculty developed exit exam that	4d. 80% of the students will score at least 60% or higher on the exit exam writing proficiency questions.	4d. Of the 145 students completing the exit exam, 129 (89.0%) scored at least 60% on the writing proficiency questions.	Y	4d. No action necessary.

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
	includes writing proficiencies.				
	4e. Students in GE 3513 (Technical Writing) will complete a final technical report.	4e. 80% of the students will score 80 points (100 point scale) or higher on the final writing assignment.	4e. 92.4% of GE 3513 students for 2014-2015 (465 out of 503) scored 80 points or higher (100-point scale) on the final writing assignment.	Y	4e. The department remains pleased with the results, especially in light of the consistent enrollment growth (111 more students this year). As promised last year, faculty routinely evaluated assignments and grading throughout the year to ensure rigor, fairness, and consistency. Faculty also participated in an ABET workshop on assessment and rubric development, all of which gives faculty improved confidence in methods and the results.
	4f. Students will respond to the National Survey of Student Engagement (NSSE) administered in the spring semester. Students will respond to survey item 17a	4f. 75% of the seniors surveyed will respond "Very much" or "Quite a Bit" to the survey item.	4f. 68% of the 645 seniors surveyed responded "Quite a Bit" or "Very Much" to item 17a. <i>Writing clearly and effectively?</i>	N	4f. The NSSE survey has gone from being done every year to being done every other year. General Education Committee members are discussing ways to improve this percentage.

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
	“How much has your experience at this institution contributed to your knowledge, skills, and personal development in writing clearly and effectively?”				
5. Students will understand the diverse dimensions of human cultures.	5a. A sample of MSU seniors will participate in the national examination, ETS Proficiency Profile in spring semester. This norm /criterion-referenced achievement examination assesses proficiency in Humanities.	5a. Students will perform at the national mean score or above.	5a. Spring 2015 results are as follows: Native Seniors (303 students): 116.58 Transfer Seniors (199):113.82 National (93,135): 115.68 Native Seniors scored 0.9 points above the national mean. The Transfer Seniors scored 1.86 points below the national mean.	N	5a. The number of tests given at MSU this assessment cycle decreased by 33% amongst Native Seniors and 37% amongst Transfer Seniors. Although there were less students tested, this data remains consistent with past results. While transfer seniors tended to score below the national average, we currently cannot ascertain why this result exists. The general education committee is discussing if there are ways to ask additional questions to determine where transfer students completed general education courses.

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	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.	5b. At least 70% of the students will show proficiency by scoring a 70% or above on the final exam.	5b. During 2014-2015, a random sample of 358 students completed a final exam which tested them on the diversity of Americans' historical experience between pre-European settlement and 1877 and the present. 74% (266 out of 358) scored 70% or higher on the final exam.	Y	5b. Instructors of HI 1063 continued to use our recently updated department-issued primary source reader which includes readings on the diverse religious, political, and social beliefs of African Americans, Native Americans, and Euro-American settlers.
	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.	5c. At least 70% of the students will show proficiency by scoring a 70% or above on the final exam.	5c. During 2014-2015, a random sample of 368 students completed a final exam which tested them on the diversity of Americans' historical experience between 1877 and the present. 80% (296 out of 368) scored 70% or higher on the final exam.	Y	5c. Instructors of HI 1073 continued to use our recently updated department-issued primary source reader which includes readings revealing varying political, social, and religious thought amongst women, American immigrants, Latinos, and African Americans.

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
	5d. Students enrolled in HI 1163 (World History before 1500) in the fall semester will take a comprehensive final exam.	5d. At least 70% will show proficiency by scoring 70% or higher on the exam.	5d. 84 of the 98 (86%) students in HI showed proficiency by scoring a 70% or higher on the final exam.	Y	5d. No action necessary
	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.	5e. 70% of the students will score 75% (15 points) or higher on the essay.	5e. The average score on the analytic essay, essay 1, (14.87) stands just below our 75% benchmark. The score indicates a modest (.71 points) decline from the 2014 essay average of 15.58. From the sample, 61.34% of students achieved the 75% benchmark, a mildly disappointing result.	N	5e. Results indicate that EN 2203 students are still struggling with one of the course's objectives, learning to analyze works of literature and to understand how a work's theme may be developed. Instructors have been asked to consider how to interest students in reaching more deeply into works of literature and locating deeper themes.
	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	5f. 70% of the students will score 75% (15 points) or higher on the essay.	5f. The average score on the personal response essay, essay 2, (16.79) is well above our benchmark and represents a significant increase (.72 points) from 2014 scores (16.07). From	Y	5f. Results indicate that the department is succeeding in transmitting basic essay skills to students and in teaching students to make connections between literary themes and personal experiences. Grades on the personal response essay

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	developed rubric with a total of 20 possible points.		the sample, 83.1% of students achieved the benchmark, a very significant improvement over previous performances.		indicate that students are finding literature relevant to their lives and are understanding the issues raised in works of literature.
	5g. Students will respond to the National Survey of Student Engagement (NSSE) administered in the spring semester. Students will respond to survey item 17h “How much has your experience at this institution contributed to your understanding of people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)”.	5g. 75% of the seniors surveyed will respond “Very much” or “Quite a Bit” on the survey item.	5g. 62% of the 645 seniors surveyed responded “Quite a Bit” or “Very Much” to item 17h. <i>Understanding people of other backgrounds?</i>	N	5g. The NSSE Survey has gone from being done every year to being done every other year. General Education Committee members are trying to find ways to increase the number of students reporting that they have a better understanding people of other backgrounds.

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
6. Students will understand and appreciate human behavior and social structure, processes, and institutions.	6a. A sample of MSU seniors will participate in the national examination, ETS Proficiency Profile in the spring semester. This norm /criterion-referenced achievement examination assesses proficiency in Social Sciences.	6a. Students will perform at the national mean score or above.	6a. Spring 2015 results are as follows: Native Seniors (303 students): 115.10 Transfer Seniors (199):112.45 National (93,135): 114.4 Native Seniors scored 0.7 points above the national mean. The Transfer Seniors scored 1.95 points below the national mean.	N	6a. The number of tests given at MSU this assessment cycle decreased by 33% amongst Native Seniors and 37% amongst Transfer Seniors. Although there were less students tested, this data remains consistent with past results. While transfer seniors tended to score below the national average, we currently cannot ascertain why this result exists. The general education committee is discussing if there are ways to ask additional questions to determine where transfer students completed general education courses.
	6b. Students in EC 2113 (Prin. of Macroeconomics), will take the portion of an exam that corresponds to the cognitive category	6b. Students will achieve at least a 5% gain in their scores.	6b. Of the 295 students taking the exam, the average score on Recognition and Understanding questions rose from 67.2% (pre) to 79.32%	Y	6b. No action necessary.

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(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
	Recognition and Understanding. Pre- and post- test will be administered.		(post) for a gain of 12.1%.		
	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.	6c. Students will achieve at least a 5% gain in their scores.	6c. Of the 295 students taking the exam, the average score on Explicit Application questions rose from 73.5% (pre) to 81.7% (post) for a gain of 8.2%.	Y	6c. No action necessary.
	6d. Students in EC 2113 will take the portion of an exam that corresponds to the cognitive category Implicit Application. Pre- and post-tests will be administered.	6d. Students will achieve at least a 5% gain in their scores.	6d. Of the 295 students taking the exam, the average score on Implicit Application questions rose from 57.7% (pre) to 65.2% (post) for a gain of 7.5%.	Y	6d. The criteria was met by a larger margin than last year 7.5% vs 5.1%. To encourage continued improvement, two full-time instructors have been replaced by two tenure-track economics faculty members. Principles of economics is part of their teaching assignment in the 2015-16 academic year.
	6e. Students in SO 1003 Introduction to Sociology will measure the attainments of basic	6e. 100% of the students will score 70% of higher.	6e. There were a total of 850 students registered for Sociology 1003 the Fall 2014 semester. Of	Y	6e. During the fall 2015 retreat for sociology TAs and instructors, the undergraduate coordinator included a module

Expected Outcomes	Assessment Procedure	Criterion	Assessment Results	Criterion Met	Use of Results
(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
	sociological knowledge through the use of a comprehensive final examination for all sections.		that 766/850 or 90.11% of registered students completed the post-test, which consisted of 12 questions written by faculty measuring knowledge of the major themes of the course. Of the twelve questions, 11 received correct responses from 70% or more of students. One question, “When studying the division of labor within families, a conflict theorist would be most likely to focus on:” should have been answered with “B. the unequal distribution of tasks between male and female household members.” Only 64.62% of students answered the question correctly. Most of the incorrect answers were		addressing the need for clarity when teaching about major sociological theories. In addition, the department is currently reviewing new textbooks and plans to replace the current textbook with one that offers greater clarity for Spring 2016.

Expected Outcomes	Assessment Procedure	Criterion	Assessment Results	Criterion Met	Use of Results
(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
			<p>“C. the ways in which the division of labor contributes to the overall functioning of the household,” an answer that is representative of functionalist theory.</p>		
	<p>6f. Students in PSY 1013 (General Psychology) will complete an examination covering the theoretical underpinnings and research findings on learning and memory.</p>	<p>6f. At least 70% percent of General Psychology students will score 70% or higher on the learning and memory domain examination.</p>	<p>6f. Out of 500 students, 47.6% (238) met the criterion for the Learning and Memory subtest. Mean was 6.18/10 (62%).</p>	<p>N</p>	<p>6f. This year a new assessment method was used. Several factors likely impacted student scores beyond their learning in the course. First, we selected test items from a test bank that was not associated with the text used for the course. Second, students were offered credit for a research requirement for completing the examination. Those students that had not already completed their research requirement by the end of the semester (when the examination was offered) likely represent a biased sample. Therefore, the undergraduate committee plans (1) to update the</p>

Expected Outcomes	Assessment Procedure	Criterion	Assessment Results	Criterion Met	Use of Results
(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
					examination questions to better match materials used in the course and (2) to alter the sampling method to obtain a more representative group of students.
	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.	6g. At least 70% percent of General Psychology students will score 70% or higher on the social, abnormal, and personality correlates domain examination.	6g. Out of 500 students, 31% (155) met the criterion for the Social, Abnormal, and Personality subtest. Mean was 8.09/15 (54%).	N	6g. This year a new assessment method was used. Several factors likely impacted student scores beyond their learning in the course. First, we selected test items from a test bank that was not associated with the text used for the course. Second, students were offered credit for a research requirement for completing the examination. Those students that had not already completed their research requirement by the end of the semester (when the examination was offered) likely represent a biased sample. Therefore, the undergraduate committee plans (1) to update the examination questions to better match materials used

Expected Outcomes	Assessment Procedure	Criterion	Assessment Results	Criterion Met	Use of Results
(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
					in the course and (2) to alter the sampling method to obtain a more representative group of students.
	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.	6h. At least 70% percent of General Psychology students will score 70% or higher on the biological and research domain examination.	6h. Out of 500 students, 33.6% (168) met the criterion for the Biological and Research subtest. Mean was 5.66/10 (57%).	N	6h. This year a new assessment method was used. Several factors likely impacted student scores beyond their learning in the course. First, we selected test items from a test bank that was not associated with the text used for the course. Second, students were offered credit for a research requirement for completing the examination. Those students that had not already completed their research requirement by the end of the semester (when the examination was offered) likely represent a biased sample. Therefore, the undergraduate committee plans (1) to update the examination questions to better match materials used in the course and (2) to alter the sampling method to

Expected Outcomes	Assessment Procedure	Criterion	Assessment Results	Criterion Met	Use of Results
(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
					obtain a more representative group of students.
	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.	6i. 70% of the students will score 70% or higher on the exam.	6i. In 2014-2015 the departmental assessment exam was administered in all sections of PS 1113 (Am. Government). A total of 1492 students completed the assessment. Of those, 1095 (73.4%) earned a score of 70% or higher on the assessment.	Y	6i. The department continues to assess student comprehension in the four core areas of PS 1113 in the 2015-2016 academic year. Additional questions were added to the question bank allowing for a randomly generated assessment to be developed each semester to ensure the integrity of the assessment instrument.
	6j. Students will complete the National Survey of Student Engagement (NSSE) administered in the spring semester. Students will respond to survey item 17i: "How much has your experience at this institution contributed to your knowledge, skills,	6j. 75% of the seniors surveyed will respond "Very much" or "Quite a Bit" to the survey item.	6j. 67% of the 646 seniors surveyed responded "Quite a Bit" or "Very Much" to the item <i>17i: Solving complex real-world problems.</i>	N	6j. The NSSE Survey has gone from being offered annually to every other year. The General Education Committee is currently discussing ways to incorporate these skills into the general education core.

Expected Outcomes	Assessment Procedure	Criterion	Assessment Results	Criterion Met	Use of Results
(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
	and personal development in solving complex real-world problems?"				