

2015-2016 IE Report



Program (AA) - General Education

Unit 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.

IE Plan Point of Contact: Dr. Dana Franz

IE Plan Participants:

Unit Type: Academic Program

Univ. Mission Linkage-Access & Opportunity: Mississippi State University is a public, land-grant university whose mission is to provide access and opportunity to students from all sectors of the state's diverse population, as well as from other states and countries, and to offer excellent programs of teaching, research, and service.

Univ. Mission Linkage-Academic Programs: Enhancing its historic strengths in agriculture, natural resources, engineering, mathematics, and natural and physical sciences, Mississippi State offers a comprehensive range of undergraduate and graduate programs; these include architecture, the fine arts, business, education, the humanities, the social and behavioral sciences, and veterinary medicine.

State of Excellence-Goal 1: Foster Teaching and Learning

Location(s): Starkville

<i>Expected Outcomes (Column 1)</i>	<i>Assessment Procedures (Column 2)</i>	<i>IE Results</i>	<i>Use of Results (Column 4)</i>
<p>Mathematics and statistics - Students will understand and use the basic approaches and applications of mathematics and statistics for analysis and problem-solving.</p> <p>Outcome Status: Currently Assessing</p> <p>Outcome Type(s): Student Learning</p> <p>Start Date: 07/01/2013</p>	<p>Starkville - 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.</p> <p>Criterion (Column 2) : Students will perform at or above the mean score of Carnegie peers (doctoral-granting institutions with high or very high research activity)</p>	<p>Assessment Result Year: 2015 - 2016</p> <p>Criterion Met?: No-Criterion Not Met</p> <p>In spring 2016, MSU and a number of other four-year institutions across the nation participated in the ETS Proficiency Profile with the following mean scores for senior students:</p> <p>MSU seniors: 115.44 (n = 479) Carnegie Peers: 115.7 (n = 34,203; 61 institutions) Land-grant institutions: 118.8 (n = 5,195; 12 institutions) National average for four-year institutions: 114.2 (n = 185,872; 300 institutions)</p> <p>Further analysis indicates a difference in students who transfer in more than 30 hours than those who either transfer in fewer hours if any at all.</p>	<p>Use of Results (Column 4):</p> <p>Although the overall MSU average was not at the level of our Carnegie peers, the average of our native students had the same mean score as our peers. The transfer students have lower average scores, but not significantly more.</p> <p>Spring 2016 is the first year the ETS data were compared to several peer groups with national, doctoral, and land-grant averages. Seeing that MSU scores are above the national average and on par</p>

<i>Expected Outcomes (Column 1)</i>	<i>Assessment Procedures (Column 2)</i>	<i>IE Results</i>	<i>Use of Results (Column 4)</i>
		MSU seniors with less than 30 transfer hours: 115.70 (n = 326) MSU seniors with more than 30 transfer hours: 114.84 (n = 158) In a 2-tailed, independent samples t-test, these scores were not significantly different from one another.	with other research institutions is reassuring. Also knowing that we can continue to strive toward our land-grant peers gives us a stretch goal for the future.
	Starkville - Students will complete an final exam in ST 2113 (Intro to Stats). Criterion (Column 2) : 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.	Assessment Result Year: 2015 - 2016 Criterion Met?: No-Criterion Not Met During 2015-2016, 943 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 69.5%. This was a 1% decrease over last year's excellent mark of 70.7%. It was also a 4% and 5% increase over the two previous years. (65.6% and 64.6%). Review of exam results indicated that students' struggled with probability, percentile rank, and probability of sampling error.	Use of Results (Column 4): Even though the overall rate of success did not meet the goal, we had one of our highest percentages yet in regards to the percent of students who responded correctly. Another thing to note is that on certain problems that utilize the standard normal table, the success rate was as high as 80.6%. It is evident that progress has been made. There are certain types of problems that faculty need to give more direct attention this year. I have met personally with the graduate teaching assistants, shown them this data and explained the importance of problems with the standard normal. They, and I, will spend more time this Fall on those three areas in order to master the concepts better.
	Starkville - Students enrolled in MA 1313 (College Algebra) will take a comprehensive final exam. Criterion (Column 2) : 70% of the students will show proficiency in ten objective areas at 70% benchmark.	Assessment Result Year: 2015 - 2016 Criterion Met?: No-Criterion Not Met During 2014-2015, __1555__ students completed the comprehensive final exam. The aggregate results are as follows: -Simplify expression with rational exponents: 67.72% - Find function values or outputs: 85.01% - Determine equations of lines: 77.92 % - Graph and analyze piecewise defined functions: 69 % -Graph functions using transformations: 71.29%	Use of Results (Column 4): The two areas where our students are struggling are rational exponents and piecewise functions. Rational exponents are an early topic which students seem to understand, however do not retain. We are continuing to review this topic throughout the semester. Piecewise functions are the other area where students

<i>Expected Outcomes (Column 1)</i>	<i>Assessment Procedures (Column 2)</i>	<i>IE Results</i>	<i>Use of Results (Column 4)</i>
		-Solve quadratic equations: 75.46%; -Find zeros of quadratic functions: 78.94% -Solve exponential equations: 81.67% -Solve a system of linear equations: 81.92% -Solve applied problems with linear models: 71.79%	struggle. We added additional examples of these graphs and of evaluating piecewise functions. Possibly adding some applications could enhance the students understanding of this topic.
	Starkville - Students enrolled in MA 1713 (Calculus I) will take a comprehensive final exam. Criterion (Column 2) : 70% of the students will show proficiency at 70% benchmark in objective areas (i) and (ii), and (iii).	Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met Approximately 1100 students took MA 1713 in 2015-2016. Proficiency at the 70% level was attained in the objective areas (i) (tangent), (ii) (optimization), and (iii) graphing by, respectively, 76.5%, 76.8%, and 76.3%.	Use of Results (Column 4): No action necessary.
Natural and physical sciences - Students will apply science to natural systems and understand its impact on society. Outcome Status: Currently Assessing Outcome Type(s): Student Learning Start Date: 07/01/2013	Starkville - 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. Criterion (Column 2) : Students will perform at or above the mean score of Carnegie peers (doctoral-granting institutions with high or very high research activity)	Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met In spring 2016, MSU and a number of other four-year institutions across the nation participated in the ETS Proficiency Profile with the following mean scores for senior students: MSU seniors: 116.77 (n = 479) Carnegie Peers: 116.6 (n = 34,203; 61 institutions) Land-grant institutions: 118.1 (n = 5,195; 12 institutions) National average for four-year institutions: 115.9 (n = 185,872; 300 institutions) Further analysis indicates a difference in students who transfer in more than 30 hours than those who either transfer in fewer hours if any at all. MSU seniors with less than 30 transfer hours: 116.90 (n = 326) MSU seniors with more than 30 transfer hours: 116.53 (n = 158) In a 2-tailed, independent samples t-test, these scores were not significantly different from one another.	Use of Results (Column 4): The average MSU score was higher than the average Carnegie peer score. Although the native mean versus transfer mean was not significantly different, the transfer students still had a mean that 0.07 points below other doctoral peers' averages. The gap between MSU seniors and comparative land-grant seniors is the smallest among the other ETS Proficiency Classifications. Spring 2016 is the first year the ETS data were compared to several peer groups with national, doctoral, and land-grant averages. Seeing that MSU scores are above the national average and on par with other research institutions is reassuring. Also knowing that we can continue to strive toward our land-grant peers gives us a stretch

<i>Expected Outcomes (Column 1)</i>	<i>Assessment Procedures (Column 2)</i>	<i>IE Results</i>	<i>Use of Results (Column 4)</i>
			goal for the future.
	Starkville - Students enrolled in BIO 1023 (Plants and Humans) will complete an exam on cellular reproduction and basic genetics. Criterion (Column 2) : 70% will show basic proficiency by scoring 70% or greater on the exam.	Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met 81.5% (669/779) made a 70% or better on the exam.	Use of Results (Column 4): No action necessary.
	Starkville - Students enrolled in BIO 1023 (Plants and Humans) will complete a faculty developed exam on photosynthesis, cellular respiration, and the global impact of plants. Criterion (Column 2) : 70% of the students will score 70 points (100 point scale) or higher on the exam.	Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met 78% (606/793) made a 70% or better on the exam.	Use of Results (Column 4): No action necessary.
Fine Art - 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. Outcome Status: Currently Assessing Outcome Type(s): Student Learning Start Date: 07/01/2013	Starkville - Students in MU 1113 (History and Appreciation of Music) will complete comprehensive final exam. Criterion (Column 2) : 70% of the students enrolled in MU 1113 (History and Appreciation of Music) will show proficiency of 75% on the comprehensive final exam.	Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met In two sections of the course 1) 86%, and 2) 93% of the students enrolled in MU 1113 (History and Appreciation of Music) demonstrated proficiency of 75% on the comprehensive final exam.	Use of Results (Column 4): No further follow-up is required.
Writing - Students will write clearly and effectively. Outcome Status: Currently Assessing Outcome Type(s): Student Learning Start Date: 07/01/2013	Starkville - 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 Writing. Criterion (Column 2) : Students will perform at or above the mean score of Carnegie peers (doctoral-granting institutions with high or very high	Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met In spring 2016, MSU and a number of other four-year institutions across the nation participated in the ETS Proficiency Profile with the following mean scores for senior students: MSU seniors: 116.08 (n = 479) Carnegie Peers: 115.5 (n = 34,203; 61 institutions) Land-grant institutions: 116.5 (n = 5,195; 12 institutions) National average for four-year institutions: 114.8 (n =	Use of Results (Column 4): In this instance, MSU's native seniors have higher writing averages than all of the comparative groups, including land-grant institutions. The difference between native and transfer students is significantly different when it comes to writing. The aggregate score for all MSU seniors is not quite at the level of the land-

<i>Expected Outcomes (Column 1)</i>	<i>Assessment Procedures (Column 2)</i>	<i>IE Results</i>	<i>Use of Results (Column 4)</i>															
	research activity)	185,872; 300 institutions) Further analysis indicates a difference in students who transfer in more than 30 hours than those who either transfer in fewer hours if any at all. MSU seniors with less than 30 transfer hours: 116.72 (n = 326) MSU seniors with more than 30 transfer hours: 114.84 (n = 158) In a 2-tailed, independent samples t-test, these scores were significantly different from one another at the less than .001 level.	grants, but very close. And the combined MSU seniors score is above Carnegie peers & national peers. Spring 2016 is the first year the ETS data were compared to several peer groups with national, doctoral, and land-grant averages. Seeing that MSU scores are above the national average and on par with other research institutions is reassuring. Also knowing that we can continue to strive toward our land-grant peers gives us a stretch goal for the future.															
	<p>Starkville - EN 1103 – Instructors will require students to write four essays in three drafts: literacy narrative, analysis, comparative analysis, and argument.</p> <p>A department standard grading rubric will be used to evaluate students enrolled in EN 1103 (English Comp I). For purposes of assessment, instructors will report scores for the final essay (argument), which encompasses all major components of the expected outcomes.</p> <p>This writing assessment is different from 2014 when we administered two timed writing assignments (40 minutes), once during the first week of class and the second during the final week of class or during the final examination period. Our change was</p>	<p>Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met Sample size for the argument essay was 1077 students (71.4% of the 1508 students who completed the course). The number and percentage scoring 75% or higher on the first writing was:</p> <table><tr><td>Intro:</td><td>911</td><td>84.6%</td></tr><tr><td>Body:</td><td>1025</td><td>95%</td></tr><tr><td>Conc:</td><td>899</td><td>83.5%</td></tr><tr><td>Corr:</td><td>694</td><td>64.4%</td></tr><tr><td>Total</td><td>796</td><td>73.9%</td></tr></table> <p>Results indicate that overall, expected writing outcomes were met: students met or exceeded the benchmark in three categories (introduction, body, and conclusion), slightly fell short of the benchmark in total score, and significantly fell short of the benchmark in correctness.</p> <p>Compared to scores from 2014, these scores are a more accurate reflection of students’ performance in EN 1103.</p>	Intro:	911	84.6%	Body:	1025	95%	Conc:	899	83.5%	Corr:	694	64.4%	Total	796	73.9%	<p>Use of Results (Column 4): Fall, 2015 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:</p> <ul style="list-style-type: none">• Enhance training, observation, and guidance of graduate teaching assistants and adjunct lecturers.• 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.
Intro:	911	84.6%																
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	<p>prompted by two main factors: in EN 1103, students are never required to submit timed writings for a major grade, so they have little to no practice in this method of composition; because the two timed ' writings counted very little toward students' final grades, they were rather unmotivated to perform well on these assignments.</p> <p>Criterion (Column 2) : Following the departmental rubric for EN 1103, 75% of the students enrolled will demonstrate a minimum proficiency of 75% on the argument essay in the following categories:</p> <p>Introduction: 15 value points Body: 40 value points Conclusion: 15 value points Correctness: 30 value points</p>		
	<p>Starkville - EN 1113 – Instructors will require students to complete a research project, which includes:</p> <ul style="list-style-type: none"> • Generating a research question • Conducting research on that question • Presenting, in writing, the results of that research • Forming a research argument • Conducting a second round of research • Creating an annotated bibliography • Writing a research essay that 	<p>Assessment Result Year: 2015 - 2016 Criterion Met?: No-Criterion Not Met Sample size for the research essay was 963 students (72.6% of the 1327 students who completed the course). The number and percentage scoring 75% or higher was:</p> <p>Intro: 676 70.1% Body: 727 73.5% Conc: 727 75.4% Corr: 581 60.3%</p> <p>Total: 578 60%</p>	<p>Use of Results (Column 4): Spring, 2016 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 shortcomings, the Composition Committee must consider the following actions:</p> <ul style="list-style-type: none"> • Enhance training, observation,

<i>Expected Outcomes (Column 1)</i>	<i>Assessment Procedures (Column 2)</i>	<i>IE Results</i>	<i>Use of Results (Column 4)</i>
	<p>utilizes a minimum of 7 sources</p> <p>Using the department standard grading rubric, instructors will evaluate students' performance on the research essay.</p> <p>Criterion (Column 2) : Following the departmental rubric for EN 1113, 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>and guidance of graduate teaching assistants and adjunct lecturers.</p> <ul style="list-style-type: none"> • Seek supplemental resources that provide students additional opportunities to address and remediate grammar concerns. • Review the method of assessment to determine whether the current approach fully captures student learning.
	<p>Starkville - Instructors will administer a timed written test (50 minutes), once during the first week of class and the other during the final examination period.</p> <p>Criterion (Column 2) : On the second written test, worth 75 value points, 75% of students will score 75% (56 points) or higher.</p>	<p>Assessment Result Year: 2015 - 2016</p> <p>Criterion Met?: No-Criterion Not Met</p> <p>Sample size for the written test was 1093 students (72.5% of the 1508 students who completed the course). Results for the two tests are as follows:</p> <p>Pre-test: 51 students, 4.6%, scored 75% or higher.</p> <p>Post-test: 589 students, 53.8%, 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>Use of Results (Column 4): Fall, 2015 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:</p> <ul style="list-style-type: none"> • Enhance training, observation, and guidance of graduate teaching assistants and adjunct lecturers. • 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.

Humanities - Students will

Starkville - A sample of MSU seniors

Assessment Result Year: 2015 - 2016

Use of Results (Column 4):

<i>Expected Outcomes (Column 1)</i>	<i>Assessment Procedures (Column 2)</i>	<i>IE Results</i>	<i>Use of Results (Column 4)</i>
<p>understand the diverse dimensions of human cultures.</p> <p>Outcome Status: Currently Assessing</p> <p>Outcome Type(s): Student Learning</p> <p>Start Date: 07/01/2013</p>	<p>will participate in the national examination, ETS Proficiency Profile in spring semester. This norm /criterion-referenced achievement examination assesses proficiency in Humanities.</p> <p>Criterion (Column 2) : Students will perform at or above the mean score of Carnegie peers (doctoral-granting institutions with high or very high research activity)</p>	<p>Criterion Met?: No-Criterion Not Met</p> <p>In spring 2016, MSU and a number of other four-year institutions across the nation participated in the ETS Proficiency Profile with the following mean scores for senior students:</p> <p>MSU seniors: 115.79 (n = 479) Carnegie Peers: 116.6 (n = 34,203; 61 institutions) Land-grant institutions: 117.8 (n = 5,195; 12 institutions) National average for four-year institutions: 115.6 (n = 185,872; 300 institutions)</p> <p>Further analysis indicates a difference in students who transfer in more than 30 hours than those who either transfer in fewer hours if any at all. MSU seniors with less than 30 transfer hours: 116.46 (n = 326) MSU seniors with more than 30 transfer hours: 114.47 (n = 158) In a 2-tailed, independent samples t-test, these scores were significantly different from one another at the less than .01 level.</p>	<p>Although, MSU seniors are above the national average of all four-year institutions in terms of Humanities, they are below Carnegie and land-grant peers. Even the native seniors are below the Carnegie peer group, but only by .14 points. Transfer students do have significantly lower Humanities scores than the native students.</p>
	<p>Starkville - 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.</p> <p>Criterion (Column 2) : At least 70% of the students will show proficiency by scoring a 70% or above on the final exam.</p>	<p>Assessment Result Year: 2015 - 2016</p> <p>Criterion Met?: Yes-Criterion Met</p> <p>71% (216 out of 305) of randomly sampled students enrolled in HI 1063 scored a 70% or above on their final exam.</p>	<p>Use of Results (Column 4):</p> <p>Instructors continued to assign both textbook and primary source readings which capture the historical experiences of people living in the early U.S. from a variety of perspectives i.e. Native Americans, African Americans, European immigrants. They paid special attention to variations in race, class, gender, and ethnicity.</p>
	<p>Starkville - 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</p>	<p>Assessment Result Year: 2015 - 2016</p> <p>Criterion Met?: Yes-Criterion Met</p> <p>82% (473 out of 571) of randomly sampled students enrolled in HI 1073 scored a 70% or above on their final exam.</p>	<p>Use of Results (Column 4):</p> <p>Instructors continued to assign both textbook and primary source readings which capture historical experiences of people living in the</p>

<i>Expected Outcomes (Column 1)</i>	<i>Assessment Procedures (Column 2)</i>	<i>IE Results</i>	<i>Use of Results (Column 4)</i>
	Americans' historical experience between 1877 and the present. Criterion (Column 2) : At least 70% of the students will show proficiency by scoring a 70% or above on the final exam.		modern U.S. from a variety of perspectives i.e. African Americans, wealthy and poor Americans of European descent, and women. They paid special attention to variations in race, class, and gender.
	Starkville - Students enrolled in HI 1163 (World History before 1500) in the fall semester will take a comprehensive final exam. Criterion (Column 2) : At least 70% will show proficiency by scoring 70% or higher on the exam.	Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met 95% (123 out of 130) students scored a 70% or higher on the final exam.	Use of Results (Column 4): The instructor focused on societies, governments, warfare, ideas, and cultures of people around the globe prior to 1500. The instructor assigned both primary sources and fiction written before 1500, both of which focused building student understanding various ancient and pre-modern world cultures.
	Starkville - 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. Criterion (Column 2) : 70% of the students will score 75% (15 points) or higher on the essay.	Assessment Result Year: 2015 - 2016 Criterion Met?: No-Criterion Not Met The average score on the analytic essay, essay 1, (15.11) stands just above our 75% benchmark. The score indicates a modest (0.24 points) increase from the 2015 essay average of 14.87. From the sample, 62.66% of students achieved the 75% benchmark, a mildly disappointing result.	Use of Results (Column 4): Results indicate that EN 2203 students have limited success reaching one of the course's objectives, learning to analyze works of literature and to understand how a work's theme may be developed. Instructors are asked to consider how to interest students in reaching more deeply into works of literature and locating deeper themes.
	Starkville - 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	Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met The average score on the personal response essay, essay 2, (17.06) is well above our benchmark and represents a continued increase (+0.27 points) from 2015 scores (16.79). From the sample, 85.38% of students achieved the	Use of Results (Column 4): Results indicate that the department is succeeding in transmitting basic essay skills to students and in teaching students to make connections between literary

<i>Expected Outcomes (Column 1)</i>	<i>Assessment Procedures (Column 2)</i>	<i>IE Results</i>	<i>Use of Results (Column 4)</i>
	of 20 possible points. Criterion (Column 2) : 70% of the students will score 75% (15 points) or higher on the essay.	benchmark, a very strong performance.	themes and personal experiences. Grades on the personal response essay indicate that students are finding literature relevant to their lives and are understanding the issues raised in works of literature.
Human and social behavior - Students will understand and appreciate human behavior and social structure, processes, and institutions. Outcome Status: Currently Assessing Outcome Type(s): Student Learning Start Date: 07/01/2013	Starkville - 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. Criterion (Column 2) : Students will perform at or above the mean score of Carnegie peers (doctoral-granting institutions with high or very high research activity)	Assessment Result Year: 2015 - 2016 Criterion Met?: No-Criterion Not Met In spring 2016, MSU and a number of other four-year institutions across the nation participated in the ETS Proficiency Profile with the following mean scores for senior students: MSU seniors: 114.11 (n = 479) Carnegie Peers: 115.1 (n = 34,203; 61 institutions) Land-grant institutions: 116.6 (n = 5,195; 12 institutions) National average for four-year institutions: 114.2 (n = 185,872; 300 institutions) Further analysis indicates a difference in students who transfer in more than 30 hours than those who either transfer in fewer hours if any at all. MSU seniors with less than 30 transfer hours: 114.37 (n = 326) MSU seniors with more than 30 transfer hours: 113.73 (n = 158) In a 2-tailed, independent samples t-test, these scores were not significantly different from one another.	Use of Results (Column 4): Social Sciences is the only area in which MSU seniors scored below all of the comparative peer groups, including the national peer group. The native seniors do have higher averages than the national peers, but the native scores are not significantly different from the transfer scores; therefore, the aggregate number is just as indicative of both groups of students. Spring 2016 is the first year the ETS data were compared to several peer groups with national, doctoral, and land-grant averages. Seeing that MSU scores are above the national average and on par with other research institutions is reassuring. Also knowing that we can continue to strive toward our land-grant peers gives us a stretch goal for the future.
	Starkville - 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.	Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met Of the 515 students taking the exam, the average score on Recognition and Understanding questions rose from 68.0% (pre) to 76.5% (post) for a gain of 8.5%.	Use of Results (Column 4): The criteria was met, but with a smaller gain than in recent years. Additional class time has been allocated to basic recognition of economic concepts.

<i>Expected Outcomes (Column 1)</i>	<i>Assessment Procedures (Column 2)</i>	<i>IE Results</i>	<i>Use of Results (Column 4)</i>
	Criterion (Column 2) : Students will achieve at least a 5% gain in their scores.		
	Starkville - 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. Criterion (Column 2) : Students will achieve at least a 5% gain in their scores.	Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met Of the 515 students taking the exam, the average score on Explicit Application questions rose from 66.2% (pre) to 77.3% (post) for a gain of 11.2%.	Use of Results (Column 4): No action necessary.
	Starkville - 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. Criterion (Column 2) : Students will achieve at least a 5% gain in their scores.	Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met Of the 515 students taking the exam, the average score on Implicit Application questions rose from 58.9% (pre) to 66.8% (post) for a gain of 7.9%.	Use of Results (Column 4): No action necessary.
	Starkville - Students in PSY 1013 (General Psychology) will complete an examination covering the theoretical underpinnings and research findings on learning and memory. Criterion (Column 2) : At least 70% percent of General Psychology students will score 70% or higher on the learning and memory domain examination.	Assessment Result Year: 2015 - 2016 Criterion Met?: Yes-Criterion Met Students demonstrated an average improvement of 14% on the pre/post test (51% to 65%) on the learning and memory domain.	Use of Results (Column 4): To address issues from last year, the Undergraduate Committee revised the questions on the test to better represent the domain of knowledge tested and students completed the exam during regularly scheduled classes. The committee plans to go through another round of revision to the questions to match them to content covered across all sections of the course. The committee also plans to address and implement ways of improving student learning in these areas.
	Starkville - Students PSY 1013 (General Psychology) will complete	Assessment Result Year: 2015 - 2016 Criterion Met?: No-Criterion Not Met	Use of Results (Column 4): To address issues from last year, the

<i>Expected Outcomes (Column 1)</i>	<i>Assessment Procedures (Column 2)</i>	<i>IE Results</i>	<i>Use of Results (Column 4)</i>
	<p>an examination covering the theoretical underpinnings and research findings on social, abnormal, and personality correlates of human behavior.</p> <p>Criterion (Column 2) : At least 70% percent of General Psychology students will score 70% or higher on the social, abnormal, and personality correlates domain examination.</p>	<p>Students demonstrated an average improvement of 9% on the pre/post test (42% to 51%) on the social, abnormal, and personality domain.</p>	<p>Undergraduate Committee revised the questions on the test to better represent the domain of knowledge tested and students completed the exam during regularly scheduled classes. The committee plans to go through another round of revision to the questions to match them to content covered across all sections of the course. The committee also plans to address and implement ways of improving student learning in these areas.</p>
	<p>Starkville - 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.</p> <p>Criterion (Column 2) : At least 70% percent of General Psychology students will score 70% or higher on the biological and research domain examination.</p>	<p>Assessment Result Year: 2015 - 2016</p> <p>Criterion Met?: No-Criterion Not Met</p> <p>Students demonstrated an average improvement of 3% on the pre/post test (52% to 55%) on the biological and research domain.</p>	<p>Use of Results (Column 4): To address issues from last year, the Undergraduate Committee revised the questions on the test to better represent the domain of knowledge tested and students completed the exam during regularly scheduled classes. The committee plans to go through another round of revision to the questions to match them to content covered across all sections of the course. The committee also plans to address and implement ways of improving student learning in these areas.</p>
	<p>Starkville - 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.</p>	<p>Assessment Result Year: 2015 - 2016</p> <p>Criterion Met?: Yes-Criterion Met</p> <p>In the 2015-2016 academic year the departmental assessment exam was administered in PS 1113 (American Government). A total of 1443 students completed the assessment. Of those, 1035 (71.7%) earned a score of 70% or higher on the assessment.</p>	<p>Use of Results (Column 4): The department continues to assess student comprehension in the four core areas of PS 1113 in the 2016-2017 academic year. Instructors are now offered the option of conducting the</p>

<i>Expected Outcomes (Column 1)</i>	<i>Assessment Procedures (Column 2)</i>	<i>IE Results</i>	<i>Use of Results (Column 4)</i>
	Criterion (Column 2) : 70% of the students will score 70% or higher on the exam.		assessment via scantron to address concerns regarding the integrity of an online version of the exam.