Assessment: Assessment Unit Four Column

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.
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Location(s): Starkville, Meridian, Distance

Annual Updates

2016-2017

Reflection on Improvements or Accomplishments: We are doing well in Natural Sciences and Writing, but we are behind our Carnegie peers in Humanities and Social Sciences. We have identified rubrics to help us measure how our students are doing on assignments in these areas. Conversations underway to help pilot these rubrics.

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
Mathematics and statistics - Students will understand and use the basic approaches and applications of mathematics and statistics for analysis and problem-solving. **Outcome Status:** Currently Assessing **Outcome Type(s):** Student Learning **Start Date:** 07/01/2013	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. **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:** 2016 - 2017 **Criterion Met?:** No-Criterion Not Met or Not Applicable In spring 2017, 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: 115.06 (n = 543) Carnegie Peers: 115.7 (n = 34,736; 47 institutions) Land-grant institutions: 117.3 (n = 9,641; 11 institutions) National average for four-year institutions: 114.2 (n = 177,168; 278institutions) 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: 116.03 (n = 208)	**Use of Results (Column 4):** Although the overall senior score is not at or above our Carnegie peers, the scores of students who have transferred less than 30 hours is above our Carnegie peers. (05/25/2017)

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
		MSU seniors with more than 30 transfer hours: 113.78 (n = 235) In a 2-tailed, independent samples t-test, these scores were significantly different from one another at the less than .001 level. (05/25/2017)	
	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:** 2016 - 2017 **Criterion Met?:** No-Criterion Not Met or Not Applicable During 2016-2017, 1,079 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 69.0%. This was a 0.5% decrease over the previous year (69.5%). It is the third highest percentage in the last six years. Review of exam results indicated that students' struggled with probability, percentile rank, and probability of sampling error. (08/18/2017)	**Use of Results (Column 4):** Even though the overall rate of success did not meet the goal, we had one of our highest percentages recent history 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 81%. It is evident that progress has been made. There are certain types of problems that faculty need to give more direct attention this year. This fall we will spend an extra week on the standard normal table and probabilities associated with it in order to master the concepts better. (08/18/2017)
	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:** 2016 - 2017 **Criterion Met?:** No-Criterion Not Met or Not Applicable In Fall 2016, 74.9% of students scored 70% or better on benchmark i, 80.3% scored 70% or better on benchmark ii, and 71.5% scored 70% or better on benchmark iii. In Spring 2017, 74.6% of students scored 70% or better on benchmark i, 78.9% scored 70% or better on benchmark ii, and 57.3% scored 70% or better on benchmark iii. (08/17/2017)	**Use of Results (Column 4):** Although the benchmark was not met in the spring on benchmark iii, the professor thinks this could be an anomaly since the criterion has been met in previous cycles. (08/17/2017)
Natural and physical sciences - Students will apply science to natural systems and understand its impact on society.	A sample of MSU seniors will participate in the national examination, ETS Proficiency Profile in the spring semester. This norm	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** No-Criterion Not Met or Not Applicable In spring 2017, MSU and a number of other four-year institutions across the nation participated in the ETS	**Use of Results (Column 4):** MSU seniors who have transferred in less than 30 hours have higher scores in natural sciences than our

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
Outcome Status: Currently Assessing **Outcome Type(s):** Student Learning **Start Date:** 07/01/2013	/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)	Proficiency Profile with the following mean scores for senior students: MSU seniors: 115.66 (n = 543) Carnegie Peers: 116.2 (n = 28,092; 47 institutions) Land-grant institutions: 115.9 (n = 8,929; 11institutions) National average for four-year institutions: 115.7 (n = 177,168; 278 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: 116.77 (n = 308) MSU seniors with more than 30 transfer hours: 114.22 (n = 235) In a 2-tailed, independent samples t-test, these scores are significantly different at the less than .001 level. (05/25/2017)	Carnegie peers; however, more work is needed to close the gap between those who have transferred in more than 30 hours and those who have not. (05/25/2017)
	Students in CH 1043 (Survey of Chemistry) will take a comprehensive final exam. **Criterion (Column 2) :** Of the students taking the final exam 60% will demonstrate accuracy of 70% or higher.	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met 85.8% of students taking the final exam scored 70 and above. (08/16/2017)	**Use of Results (Column 4):** Free tutoring offered for students in this course to aid understanding in concepts and applications. CH1051, Experimental Chemistry Lab, employs these concepts through experiments and short quizzes. (08/16/2017)
	Students in CH 1211 Investigations in Chemistry (Lab) will complete at least 10 lab quizzes during the semester. **Criterion (Column 2) :** 75% of the students will average 70% or higher on the 10 quizzes.	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met 88.6% of students taking the prelab quiz scored a 70% or higher on the 11 quizzes. (08/16/2017)	**Use of Results (Column 4):** To further improve the understanding and study methods of the students preparing for the quizzes, prelab assignments have been given and prelab instructional videos have been created. The students will complete the prelab assignments and watch the prelab videos before attempting the quiz. (08/16/2017)

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
	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:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met Fall 16 Section 01: 78.46 Section 02: 79.47 Spring 17 Section 01: 80.84 Section 02: 83.39 (09/12/2017)	**Use of Results (Column 4):** No action necessary. (09/12/2017)
	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:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met Fall 16 Section 01: 78.46 Section 02: 79.47 Spring 17 Section 01: 80.84 Section 02: 83.39 (09/12/2017)	**Use of Results (Column 4):** No action necessary. (09/12/2017)
	Students in GR 1114 (Elements of Physical Geography) will complete a comprehensive final exam. **Criterion (Column 2) :** At least 75% of the students will answer the questions with at least 70% accuracy level.	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met In total, 177 out of 209 students (84.7%) scored 70% or higher on their final exams. (09/06/2017)	**Use of Results (Column 4):** We continue to monitor performance metrics for this course to ensure instructional standards are being met. (09/06/2017)
	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. **Criterion (Column 2) :** At least 75% of the students will complete these exercises with at least 80% accuracy level.	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met In total, 193 out of 209 students (92.3%) scored 70% or higher on their final exams. (09/06/2017)	**Use of Results (Column 4):** We are continuing to train TAs in the same manner to ensure quality instruction in the laboratory sections of the course. (09/06/2017)

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
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	Students enrolled in ART 1013 (Art History) will take a cumulative final exam will with 100 questions at the end of the semester, testing their understanding of the vocabulary and major concepts of art and art history. **Criterion (Column 2) :** 75% of students will answer the questions with a 70% accuracy level.	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met 82% of the students answered the questions with a 70% accuracy level. (05/25/2017)	**Use of Results (Column 4):** Throughout the semester students practiced identifying "unknown" works of art – they learned how to use their visual skills, knowledge of known works, assess material, style, and subject matter to identify the periods and cultures of works that were "unknown". This practice was done during class followed by the professor leading the students through the analysis for each object's identification. To support in-class learning, students in the Spring 2017 course met during one class period at the Lois Dowdle Cobb Museum of Archeology where they could see and handle works of art from the cultures and periods discussed in class. Students saw and felt some of the materials used to make the artworks studied in class – bronze, terracotta, and marble. At the end of both semesters students were given a review guide with vocabulary and works of art to help them study. These items were reviewed during the last day of lecture for the class. The students present for in-class review and to receive the review sheets performed better on the final exam. (05/25/2017)
Writing - Students will write clearly and effectively. **Outcome Status:** Currently Assessing **Outcome Type(s):** Student Learning	A sample of MSU seniors will participate in the national examination, ETS Proficiency Profile in the spring semester. This norm	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met In spring 2017, MSU and a number of other four-year institutions across the nation participated in the ETS	**Use of Results (Column 4):** MSU seniors and Carnegie peer scores are roughly the same. MSU

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
Start Date: 07/01/2013	/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 research activity)	Proficiency Profile with the following mean scores for senior students: MSU seniors: 115.54 (n = 543) Carnegie Peers: 115.6 (n = 34,736; 47 institutions) Land-grant institutions: 115.9 (n = 9,641; 11 institutions) National average for four-year institutions: 114.7 (n = 177,168; 278 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: 116.57 (n = 308) MSU seniors with more than 30 transfer hours: 114.19 (n = 235) In a 2-tailed, independent samples t-test, these scores were significantly different from one another at the less than .001 level. (05/25/2017)	seniors who transferred in less than 30 hours score higher than even our land-grant peers, who are usually higher than the Carnegie peers. (05/25/2017)
	EN 1103 – Instructors will require students to write four essays in three drafts: literacy narrative, analysis, comparative analysis, and argument. 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. Instructors will administer a timed written test (50 minutes) once during the first week of class and again during the final examination period	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met Sample size for the argument essay was 456 students (28.8% of the 1579 students who completed the course). The number and percentage of those scoring 75% or higher on the argument essay was: Intro: 395 87% Body: 334 73% Conc: 383 84% Corr: 305 67% Total: 339 74% (08/25/2017)	**Use of Results (Column 4):** Fall, 2016 scores indicate that students in EN 1103 are meeting, even exceeding, most of the program's intended learning outcomes. The Composition Committee must consider the following actions to ensure continued improvement: • Require students in EN 1103 to take advantage of writing consultation opportunities, both with their instructors and with Writing Center tutors. • Utilize departmentally adopted course materials more effectively by training all instructors in effective usage. • Conduct teaching workshops to demonstrate effective classroom instruction and grading feedback

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
			for all teachers of EN 1103.
	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: Introduction: 15 value points Body: 40 value points Conclusion: 15 value points Correctness: 30 value points Students will score a minimum of 75% on the second test.		Results indicate that students are not reaching the intended benchmark. In addition to working with all teachers to improve the quality of classroom instruction, the Composition Committee will consider setting a benchmark for growth from the pre-test to the post-test rather than focusing on the 75% standard (08/25/2017)
	Students will write clearly and effectively. EN 1113 – Instructors will require students to complete a research project, which includes: • 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 utilizes a minimum of 7 sources Using the department standard grading rubric, instructors will evaluate students' performance on the research essay. Following the departmental rubric for EN 1113,	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** No-Criterion Not Met or Not Applicable Assessment Year: 2016-2017 Sample size for the research essay was 936 students (65.7% of the 1424 students who completed the course). The number scoring 75% or higher was: Intro: 647 69% Body: 643 69% Conc: 717 77% Corr: 618 66% Total: 603 64% (08/25/2017)	**Use of Results (Column 4):** Scores from spring, 2017 indicate that students are meeting the benchmark of 75% in only one category. These results show a decline from the 2015-2016 year. To address these deficiencies, the Composition Committee must consider corrective action: • Enhance training and supervision of graduate teaching assistants and adjunct lecturers. • Encourage participation in professional development opportunities for all teachers of EN 1113. • Require students in EN 1113 to take advantage of writing consultation opportunities, both with their instructors and with Writing Center tutors. • Utilize departmentally adopted

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
	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 Assessment Year: 2016-2017		course materials more effectively. (08/25/2017)

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
    Assessment Year: 2016-2017

Sample size for the research essay was 936 students (65.7% of the 1424 students who completed the course). The number scoring 75% or higher was:

Intro: 647   69%
Body: 643   69%
Conc: 717   77%
Corr: 618   66%

Total: 603   64%   No   Scores from spring, 2017 indicate that students are meeting the benchmark of 75% in only one category. These results show a decline from the 2015-2016 year.

To address these deficiencies, the Composition Committee must consider corrective action:
• Enhance training and supervision of graduate teaching assistants and adjunct lecturers.
• Encourage participation in professional development opportunities for all teachers of EN 1113.
• Require students in EN 1113 to take advantage of writing

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
	consultation opportunities, both with their instructors and with Writing Center tutors. • Utilize departmentally adopted course materials more effectively. **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		
Humanities - Students will understand the diverse dimensions of human cultures. **Outcome Status:** Currently Assessing **Outcome Type(s):** Student Learning **Start Date:** 07/01/2013	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. **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:** 2016 - 2017 **Criterion Met?:** No-Criterion Not Met or Not Applicable In spring 2017, 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: 114.49 (n = 543) Carnegie Peers: 116.5 (n = 34,736; 47 institutions) Land-grant institutions: 116.2 (n = 9,641; 11 institutions) National average for four-year institutions: 115.5 (n = 177,168; 278institutions) 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: 115.4 (n = 308) MSU seniors with more than 30 transfer hours: 113.31 (n = 235) In a 2-tailed, independent samples t-test, these scores were significantly different from one another at the less than .	**Use of Results (Column 4):** Humanities is an area of weakness for MSU. Our MSU senior average is even below the average for all 4-year institutions. MSU seniors who have transferred less than 30 hours are at the same average of the 4-year institutions. The chair of UCCC is contemplating adopting better measures for humanities, which can help make incremental changes to the humanities general education core. The results of these interventions will not be available for several years. (05/25/2017)

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
		001 level. (05/25/2017)	
	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. **Criterion (Column 2) :** At least 70% of the students will show proficiency by scoring a 70% or above on the final exam.	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met 373 out of 531 (70%) of sampled students enrolled in HI 1063 scored a 70% on the final exam. (08/16/2017)	**Use of Results (Column 4):** Instructors placed emphasis on the diverse political, cultural, and social systems various groups of colonists brought with them to colonial America, as well as the beliefs and practices of indigenous peoples. Students engaged with these themes in reading, writing, and discussion exercises. (08/16/2017)
	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. **Criterion (Column 2) :** At least 70% of the students will show proficiency by scoring a 70% or above on the final exam.	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met 193 out of 242 (80%) of sampled students enrolled in HI 1073 scored a 70% or above on the final exam. (08/16/2017)	**Use of Results (Column 4):** Instructors emphasized the influence of diverse cultures on modern America, addressing topics such as immigration, identity formation and consciousness, and civil rights movements. They presented themes of race, class, gender, and sexuality to show the diversity of identities and experiences amongst Americans over time. Students engaged with these themes and ideas in reading, writing, and discussion exercises. (08/16/2017)
	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:** 2016 - 2017 **Criterion Met?:** No-Criterion Not Met or Not Applicable 116 of 195 (59%) students in HI 1163 scored a 70% or above on the final exam. (08/16/2017)	**Use of Results (Column 4):** Instructors continued to emphasize the diversity of cultures and religions in early world history. They focused attention on world religions such as Islam, Confucianism, and Buddhism. They also focused on early Africa and Meso-America.

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
			Students were asked to display their knowledge through weekly in-class writings. (08/16/2017)
	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:** 2016 - 2017 **Criterion Met?:** No-Criterion Not Met or Not Applicable The average score on the analytic essay, essay 1, (15.96) stands above our 75% benchmark. The score indicates a significant (0.85 points) increase from the 2016 essay average of 15.11. From the sample, 63.90% of students achieved the 75% benchmark (06/13/2017)	**Use of Results (Column 4):** Results suggest our instructors are achieving a high rate of success with some students but less success in reaching all students than desirable. It will be suggested that instructors work to motivate students toward deeper understanding by establishing more effectively the link between understanding a literary work and finding it relevant to their apprehension of human cultures in their variety and richness. (06/13/2017)
	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. **Criterion (Column 2) :** 70% of the students will score 75% (15 points) or higher on the essay.	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met The average score on the personal response essay, essay 2, (16.99) is well above our benchmark and reflects little change (-0.07 points) from 2016 scores (17.06). From the sample, 77.17% of students achieved the benchmark, a very strong performance, though it was lower than last year's 84.74%. (06/13/2017)	**Use of Results (Column 4):** Instructors are succeeding in transmitting basic essay skills to students as well as inspiring students to make connections between literary themes and personal experiences. Students are finding literature relevant to their lives and are understanding the issues raised in works of literature. (06/13/2017)
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	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	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** No-Criterion Not Met or Not Applicable In spring 2017, 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:	**Use of Results (Column 4):** Social Sciences are an area of weakness on the ETS Proficiency Profile. MSU seniors are below the national average for all four-year institutions, and MSU seniors who transfer in less than 30 hours is

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
	perform at or above the mean score of Carnegie peers (doctoral-granting institutions with high or very high research activity)	MSU seniors: 113.24 (n = 543) Carnegie Peers: 115.0 (n = 34,736; 47 institutions) Land-grant institutions: 115.3 (n = 9,641; 11 institutions) National average for four-year institutions: 114.0 (n = 177,168; 278institutions) 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: 114.15 (n = 308) MSU seniors with more than 30 transfer hours: 112.06 (n = 235) In a 2-tailed, independent samples t-test, these scores were significantly different from one another at the less than .001 level. (05/25/2017)	only slightly higher than the national average for all four-year institutions. The UCCC chair has proposed the adoption of a humanities rubric, which will help courses evaluate their students' competencies several years before they take the ETS Proficiency Profile exam. Hopefully, this implementation will help academic programs make better decisions about what specific improvements are needed. (05/25/2017)
	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. **Criterion (Column 2) :** Students will achieve at least a 5% gain in their scores.	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met Of the 247 students taking the exam, the average score on Recognition and Understanding questions rose from 66.4% (pre) to 78.6% (post) for a gain of 12.2%. (09/05/2017)	**Use of Results (Column 4):** The criteria was met. Since the criteria has been met for the last couple of years, the faculty have revised procedures and criteria to be implemented in the next assessment cycle (09/05/2017)
	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:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met Of the 247 students taking the exam, the average score on Explicit Application questions rose from 69.0% (pre) to 78.4% (post) for a gain of 9.4%. (09/05/2017)	**Use of Results (Column 4):** The criteria was met. Since the criteria has been met for the last couple of years, the faculty have revised procedures and criteria to be implemented in the next assessment cycle. (09/05/2017)
	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	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met Of the 247 students taking the exam, the average score on Implicit Application questions rose from 56.8% (pre) to 67.9% (post) for a gain of 11.1%. (09/05/2017)	**Use of Results (Column 4):** The criteria was met. Since the criteria has been met for the last couple of years, the faculty have revised procedures and criteria to be

Expected Outcomes (Column 1)	Assessment Procedures (Column 2)	IE Results	Use of Results (Column 4)
	achieve at least a 5% gain in their scores.		implemented in the next assessment cycle. (09/05/2017)
	Students in PSY 1013 (General Psychology) will complete a pre- and post-test assessing their knowledge of key concepts in Psychology, including learning, memory, social, abnormal, personality, and biological psychology, as well as the principles of psychological research. **Criterion (Column 2) :** General Psychology students will score an average of 10 or more percentage points higher on the post-test assessment than the pre-test assessment.	**Assessment Result Year:** 2016 - 2017 **Criterion Met?:** Yes-Criterion Met The average pre-test score for the assessment period was 46.10%, and the average post-test score was 59.47%. (09/01/2017)	**Use of Results (Column 4):** The Psychology Undergraduate Committee and department head have discussed the problems inherent with the current pre- and post-test system of assessment, and have agreed to pilot a new system for the F17 – S18 year, whereby a test assessing key concepts relevant to the subjects listed in the PSY 1013 course description will be developed and administered via Qualtrics. This will eliminate the need for instructors to devote class time to the test, or to grade and process the results. The hope is that this will increase the representativeness of our sample, and allow for us to gather students from all sections of PSY 1013 within our assessment. (09/01/2017)