2008-2009 Results Data

College of Arts and Sciences
Prairie View A&M University

- Army ROTC
- Biology
- Chemistry
- Communications
- English
- Geography
- History
- Mathematics
- Navy ROTC
- Philosophy
- Physics
- Political Science
- Social Work
- Spanish
2008-2009 Results Data
Request for information – Due July 31, 2009

College/School or Administrative Unit __Arts and Sciences/Army ROTC__________

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

1. **What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**
   
   • MS III Cadets – Of cadets attending Leadership Development Assessment Course, 4 of 16 passed the Land Navigation Course the first time
   
   • Army Physical Fitness Test – Of 74 cadets taking the APFT, 35 cadets passed. Less than half of the cadets tested did not pass the test.
   
   • Cadets mastering military expectations – Of 16 cadets taking the LDAC in summer 2009, 100% graduated. In summer 2007 we had 8 of 10 graduate (80%), 2008 we had 11 of 12 cadets graduate (92%). This is significant because LDAC serves as the culmination of three years ROTC training, both in the classroom and during lab exercises. Furthermore, LDAC performance and graduation is evidence of understanding and mastery of the Student Learning Objectives for ROTC.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

   • Will increase the training time on the fundamentals of Land Navigation twice each semester.
   
   • Cadets weak in the different categories of the APFT (running, push-ups, and sit-ups) will be broken down in to the different groups for assistance or given one-on-one training.
2008-2009 Results Data
Request for information – Due July 31, 2009

College/School or Administrative Unit: Brailsford College of Arts and Sciences/Biology

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery? The results given are from the Major Fields Tests in Biology. The tested categories were Cell Biology, Molecular Biology and Genetics, Organismal Biology and Population Biology, Evolution, Ecology. Graduating seniors were administered the Southeastern Exit Survey.

The Major Fields Tests in Biology and the Southeastern Exit Survey was administered to graduating seniors (n=23) in the Spring of 2009 to assess student learning or service delivery, respectively.

Student Learning
- Major Field - 73% of the graduating Seniors Overall Score was within the National Mean.
- Cell Biology
  - 83% of the graduating Seniors Cell Biology sub score was within the National Mean.
- Molecular Biology and Genetics
  - 91% of the graduating Seniors Molecular Biology and Genetics sub score was within the National Mean.
- Organismal Biology
  - 61% of the graduating Seniors Organismal Biology sub score was within the National Mean.
- Population Biology, Evolution, Ecology
  - 39% of the graduating Seniors Population Biology, Evolution, and Ecology sub score was within the National Mean.

Service Delivery
- The overall satisfaction / service delivery component of the Southeastern Exit Survey is listed below:
  - Clarity of the degree requirements as outlined in the catalog and/or curriculum sheets:

<table>
<thead>
<tr>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.35</td>
<td>0.00</td>
<td>4.35</td>
<td>30.43</td>
</tr>
</tbody>
</table>

91.3% - Satisfied – Very Satisfied

- Overall quality of your department:
2008-2009 Results Data
Request for information – Due August 31, 2009

College/School or Administrative Unit #2 Chemistry

Assessment of the following Courses: CHEM 1033, 1032, 1043, 1042, 2033, 2032, 2043, 3423, 4001, 4051, 4061, 4023, 4043, 4063, 4053 and 4052

A. Demonstrate an Understanding of basic Principles in Chemistry -CHEM 1033, 1032, 1043, 2033 and 2043.

CHEM 1033 and 1043 (Dr. Fan, Coordinator),
The assessment data in CHEM 1033 and 1043 indicated that majority had a good understanding of materials and can grasp the information without much struggle. the common final given in these classes shows a steady increase of passing rate. For example, in 2007-2008 assessment 68% of 246 students participated in the final answer correctly the embedded assessment questions. In 2008-2009 assessment 71% of 258 students participated in the final answer correctly the embedded assessment questions compared to 68% in 2007-2008. The tutorial service provided by the Department of Chemistry and US Department of Education MSEIP grant has shown its effectiveness in helping our students in these gateway courses. The grade improvement is reflected in the assessment data.

2. How do you plan to utilize your assessment data to improve student learning and/or service delivery.

One approach that has proven effective is the peer tutoring. It is currently supported by US Department of Education MSEIP grant. The tutorial can be co-opted within class teaching. The assessment data still shows more than 25% students in these gateway courses have not demonstrated acceptable knowledge skills in the basic chemistry. To identify their needs and motivate these students is the key for improvements of student learning. True outcomes and Rubrics would be used more to assess the current status.

3. Future plan(s) with respect to improving student learning

Applying for external funding to support the students’ tutorial service will be pursued
Utilizing True outcomes for on-the-fly assessment and evaluation
Seeking administrative support to cut down the class size.
Looking for other in class and outside of classroom activities to connect students.

CHEM 2033 (Dr. Carty and Dr. Amarasekara)

1. Student assessment data shows that students are performing well in questions related to hybridization of carbon compounds, electrophilic addition to alkenes, and nomenclature of simple carbon compounds.

Further, these assessments have shown that they perform poorly in questions related to stereochemistry, mechanisms of reactions, and multistep reactions.
2. The student assessment data will be utilized to improve the learning outcomes as follows:
(a). Extra review questions will be given in weaker areas such as stereochemistry, mechanisms of reactions, and multistep reactions.
(b). There will be the use of molecular models and computer graphics to explain the stereochemistry of carbon compounds.
(c). Students will be encouraged to work problems prior to attending class. Students, who attended MEISIP tutorial sessions and worked problems, outperformed other students. MEISIP tutors had extra tutorial sessions prior to each exam, and maintained data on students attending sessions and their level of participation.
(d). Students will be encouraged to attended class regularly and participate by answering questions during the lecture, especially on previously covered material and also to see how their answers fit with the current lecture. This is demonstrated in the regular Friday quizzes designed to help students understand the material covered in previous lecture(s) to see who have been working the problems.
Students with final grade of A or B are those who attend class and do well on the quizzes as demonstrated on the class role.

3. Future plans with respect to improving student learning
(a). Change the text book to Organic Chemistry. John E. McMurry 7th edition, to encourage students to learn the material instead of memorizing previous exam questions. Very few students make passing grades if questions are taken from a different test bank, even if the questions are much easier.
(b). Secure funds for programs such as MEISIP (PI, Dr. Fan) for continuation of our tutorial center with qualified undergrad tutors (only students who made an “A” in the class they are hired to tutor).
(c). Adopt an online homework system, OWL or Sapling-Learning for Organic Chemistry courses.
(d). In addition to common final exams, regular exams should be similar in both sections, to ensure students taking Organic II, will do well regardless of which section they register for.
(e). Most importantly continue to administer quizzes, especially on Fridays, to encourage students to work problems, learn the material and attend class regularly.

CHEM 2043

1. Student assessment data shows that students are performing well in questions related to free radical reactions of carbon compounds, electrophilic addition to aromatic systems, nomenclature of carbonyl compounds, and drawing resonance structures.
Further, these assessments have shown that some students perform poorly in questions related to use of IR, UV, MS, NMR spectroscopic methods in the
identification of organic compounds, mechanisms of reactions, and multistep reactions involving carbonyl compounds.

2. The student assessment data will be utilized to improve the learning outcomes as follows:
   (a). Students need to be encouraged to work problems in the text and review questions in the areas of IR, UV, MS, NMR spectroscopic methods, mechanisms of reactions, and multistep reactions involving carbonyl compounds.
   (b). Students need to be encouraged to attend tutorial sessions, as demonstrated by students whose grades improved after attending tutorial sessions with MEISIP program. Data confirmed by MEISIP tutors with data of who attended the sessions and their level of participation.

3. Future plans with respect to improving student learning:
   (a). Change the textbook to Organic Chemistry. John E. McMurry 7th edition, to encourage students to learn material and not memorize answers from old exams. Switching test banks on regular exams indicated that students did poorly, even if the questions were much easier.
   (b). Students with a grade of D or F in CHEM 2033 should not be allowed to register for CHEM 2043, since these students do not do well on the exams.
   (c). Adopt an online homework system, OWL or Sapling-Learning for organic chemistry courses.
   (d). Most importantly continue to administer quizzes, especially on Fridays, to encourage students to work problems, learn the material and attend class regularly.
   (e). For students receiving poor grades, in the future it would be helpful to students if told by administrators to attend class regularly and work problems prior to attending class. Encouraging students to put their complaints in writing and having a subsequent investigation is not beneficial to students or teachers, especially if evidence indicates that the professor is always available to help students.

CHEM 1032 and 1042 (Mark Williams)

1. In the past academic years students were required to provide their own lab manual/books and safety goggles. This led to a number of problems

   I. Book store sold out or did not order enough.
   II. Late purchases and/or financial hardship.
   III. Pre labs not done and/or incomplete assignments.
   IV. Experiments not read.
   V. General students’ unpreparedness.

This organization proved faulty in that the students’ performance were below par and both student and faculty morale was low.
In our attempt to rectify this situation the department moved to a system of providing laboratory manuals to each student. Student’s preparedness and the completion of assignments were improved. A better understanding of the laboratory concepts led to improve grades and overall student learning as shown from Pre and Post lab performances.

3. **Future plan(s) with respect to improving student learning**

To further stimulate our students’ intellectual curiosity, we have and introduced Vernier Technology to our General Chemistry labs. These devices are standalone and/or computer interfaced, giving the student the flexibility to acquire data in the field and uploading to a laboratory or personal computer. In keeping stride with the environmental concerns introduction of these devices will allow us to perform experiments on a micro-scale. The Vernier Lab Quest Interface will not only introduce technology, but will motivate students and challenge them intellectually, as well as sharpen their perspective on responsibility and accountability. I believe that the student will enjoy learning as much as the instructor will enjoy teaching. Further more, Service Learning Projects will be incorporated into the laboratory curriculum.

B. **Reinforcement and Knowledge Integration : CHEM 2012, 3423, 4023, 4032, 4043, 4042, 4051,4053, 4052 and 4063 Seminar**

1. **What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

Chem 4023 (lecture) The assessment data (tests, projects, informal surveys) showed that students had some retention of general and advanced chemistry concepts from previous courses. We were able to apply those skills to the application of forensics.

Chem 4032 (lab) Students used techniques and applied concepts learned in lecture. Assessment tools were lab reports and quizzes. Competencies in the following Instruments were tested: Fourier transform FTIR, High Performance Liquid Chromatography and gas Chromatography

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

Chem 4023 Will use the information to design better assessment tools for future course offerings. Will also use the data to help organize and optimize the course material to improve student learning.

Chem 4032 Will use the data to design better assessment tools for future course offerings. Will also use the data to help organize and optimize the course material to improve student learning.

3. Future plan(s) with respect to improving student learning
Chem 4023 Will reorganize syllabus and topics in course with special emphasis on incorporating more interdisciplinary content and bridge learning gaps. Dr. Porter attended national Science Workshop on Teaching Forensic Chemistry and will start implementation of necessary changes in both lecture and Laboratory.

Chem 4032 Will continue to use the experiments but will retool the lab reports to further enhance student learning and self-assessment.

Chem 5534 Will cut out some of the material covered in the course to better focus on key concepts (i.e. reduce breadth to enhance depth).

**CHEM 4001, 4051:** Students will demonstrate the ability to Research, comprehend and present needed information from scientific literature (Oral, Written and Critical thinking Skills)

**CHEM 4001:** Students are trained in using different Search engines to retrieve chemical information in CHEM 4001. The Department acquired SCi-Finder Scholar for Science searches.

Student assessment data indicated that:
(a) The class pool included biology majors who are also chemistry minor, and making the class size too large (18 students).
(b) There was not enough time for students to answer questions after their oral presentation, because of the large number of students in the class.
(c) Most students were Biology majors taking the class to avoid taking Biochemistry lab and were not necessarily interested in doing a good job researching the literature on their projects.
(d) Most students did not understand enough chemistry to do an effective job interpreting their literature findings.

Future plans to help improve learning outcome:
(a) Class size should be limited to no more than 10 students, to allow adequate time for questions and answers after each presentation.
(b) The class should not be offered as an option to Biology majors who are not willing to take Biochemistry, unless students have a scheduling problem and need the class to graduate on time.
(c) In CHEM 4001, Competences in the basic content of organic, inorganic, analytical, physical, and biochemistry are assessed based on the quality of their presentation.
(d) Students competent in the above areas of Chemistry should be able to utilize critical thinking skills to analyze chemical problems as well as the results of searches from the chemical literature.
(e) Students with better Chemistry background should display effective communication of scientific results through both oral and written skills.
The following chart displays the rubrics used for the assessment of the literature search and oral presentation during spring 2009.

<table>
<thead>
<tr>
<th>Element</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate the ability to organize the literature search results and orally present them.</td>
<td></td>
</tr>
<tr>
<td><strong>Exemplary (85-100):</strong></td>
<td><strong>Satisfactory (65-84):</strong></td>
</tr>
<tr>
<td>The presentation is carefully organized and provides convincing evidence to support conclusions.</td>
<td>The presentation has a focus and provides some evidence which supports conclusions.</td>
</tr>
<tr>
<td>2. The content is accurate and complete. Listeners are likely to gain new insights about the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Exemplary (85-100):</strong></td>
<td><strong>Satisfactory (65-84):</strong></td>
</tr>
<tr>
<td>The content is accurate and complete. Listeners are likely to gain new insights about the topic.</td>
<td>The content is generally accurate, but incomplete. Listeners may learn some isolated facts, but they are unlikely to gain new insights about the topic.</td>
</tr>
<tr>
<td>3. The Students have to clearly present their results and findings in</td>
<td></td>
</tr>
<tr>
<td><strong>Exemplary (85-100):</strong></td>
<td><strong>Satisfactory (65-84):</strong></td>
</tr>
<tr>
<td>The speaker is relaxed and comfortable, speaks without</td>
<td>The speaker is generally relaxed and comfortable, but too often relies</td>
</tr>
</tbody>
</table>
oral presentation. undue reliance on notes, and interacts effectively with listeners. on notes listeners are sometimes ignored or misunderstood. uncomfortable, and read notes, rather than speaks. Listeners are largely ignored.

CHEM 4051, (Research and Presentation Skills) Seminar:

1. 70% of students who participated in Independent research also presented there work either at regional meeting or national conference. 1 student received a national award at the minority biomedical science symposium. The quality of students presentation at the symposium organized on campus showed satisfactory performance by judges. Increase in grant received by faculty members that also support research students. Nine Invited speakers in diverse chemical fields gave presentations to our student.

2. The result data shows that all of our majors are now familiar with importance of research engagement in knowledge reinforcement and active learning. Through research participation and seminar engagement students are able to develop broader career scope in the chemistry related fields.

3. In future we also want to expand on the group biweekly/monthly research discussion meeting to include members in other groups and also encourage more students participation.
2008-2009 Results Data
Request for information – Due July 31, 2009

College/School or Administrative Unit: Communication BA

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

**Outcome 1:** The assessment data indicate students have developed the skills stated in this outcome to a satisfactory level as measured in SPCH 2103 assignment: #5 (Definition of Theories) = 2.73 out of 3, and #6 (Provides Examples from Film) = 2.80 out of 3; and embedded questions from COMM 3703 final exam: Questions #1 (Ownership Concentration Models) = 48.18 out of 50, #2 (Concept of Objectivity) = 46.31 out of 50, and #3 (Cultural Imperialism Thesis) = 46.37 out of 50.

These results are consistent with students perceptions of their abilities measured on exit surveys of graduating seniors: #14 ("I feel that I will be able to apply the concepts, models and theories gained from my studies to my chosen career") = 4.07 out of 5.

**Outcome 3:** The results show our students have achieved this goal. Measurements included COMM 3202 assignment rubric element #5 (Sensitivity to Audience) = 34.74 out of 40, and SPCH 2103 peer presentation rubric = 191 out of 200.

This is consistent with students’ own perceptions as measured on the exit survey of graduating seniors: #5 ("I gained knowledge and respect for my culture") = 4.14 out of 5, and #6 ("I gained knowledge and respect for other cultures") = 4.50 out of 5.

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

**Outcome 1:** We will continue to emphasize this outcome in SPCH 2103 and possibly other courses. Instead of using COMM 3703, we think there is a better opportunity to assess this outcome using SPCH 4013 which was originally intended. SPCH 4013 is a theory class offered only in the fall; therefore the assessment will take place in the fall semester of the assessment year.

**Outcome 3:** Given the high results from these measures, we will re-examine the requirements to make assignments a bit more rigorous. COMM 3203 may include a specific reference to one or more subcultures, and instructors for SPCH 2103 will re-evaluate the requirements and the grading rubric for the next assessment cycle.
2008-2009 Results Data
Request for information – Due July 31, 2009

College/School or Administrative Unit _English BA_

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome.

1. **What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

**Outcome 1:** The results of the Spring 2009 Portfolio assessment are similar to those from 2006: Q #6 ("expresses ideas completely and precisely")=2.9, down from 3.4 in 2008, up from 2.6 in 2006. Q#7 ("develops sound organizational and logical patterns to support a thesis")=2.5, down from 3.4 in 2008, down from 2.8 in 2006

Results are consistent with drop in student perceptions since 2007 on Alumni Surveys. Q#23 ("I am skillful at organizing written material using different composing processes")=4.3, up from 4.25 in 2008, down from 4.625 in 2007

**Outcome 3:** The results of the Fall 2008 Literary Theory assessment indicates significant gains since 2007: Q#17 ("analyze literary work representing a wide range of historical periods, cultures, genres, and styles")=3.5, up from 3.4 in 2007, up from 2.7 in 2006

Results are consistent with gains in student perception indicated on the Alumni Survey of the curriculum's influence on their mastery of this outcome: Q#5 ("English courses in which they were enrolled covered an extensive body of literature and literary genres and that these courses gave them the opportunity to read diverse types of literature")=4.8 in 2009, up from 4.75 in 2007, up from 4.5 in 2006.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

**Outcome 1:** There is still improvement over 2006 scores in this area. The program however will emphasize revision of the final term project over the course of the semester and ensure that student begin the final project by the second month of class.

**Outcome 3:** A thematic approach to the ENGL 4433 Capstone Course worked well in 2008 and continues to improve scores in this area. The unit will use a broad thematic approach with emphasis on multiple genres for the course rather than on a narrow period of literature with an emphasis on only one genre.
2008-2009 Results Data
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College/School or Administrative Unit: English MA

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome.

3. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

**Outcome 1:** The results of the 2008 Comprehensive Oral Exam for Q#4 ("The examinee demonstrated understanding of the major periods in the history of British, American and world literatures")=5.0/6. Results of Masters Paper for Q#11 ("The writer analyzes a work contextually considering historical period, culture, and style as appropriate")=3.0/4.0.

Results are consistent with Student Survey: Q#1 ("I have had exposure to an extensive body of literature and literary genres and opportunities to read diverse types of literature as a source for exploring and interpreting human experiences")=4.4/5 (but one student wrote "A wider range of literary periods is needed").

**Outcome 2:** The results of the 2008 Comprehensive Oral Exam for Q #5 ("The examinee demonstrated understanding of the similarities and differences among literatures")=5.3/6. Results of Masters Paper for Q#11 ("The writer analyzes a work contextually considering historical period, culture, and style as appropriate")=4.0/5.

Results are consistent with Student Survey: Q#2 (whether students felt they had "The ability to synthesize information from diverse sources in order to generate and refine ideas for literary, theoretical, or English language arts related writing or oral presentations")=4.0/5.

**Outcome 3:** The results of the 2008 Comprehensive Oral Exam for Q#8 ("The examinee demonstrated knowledge of theoretical approaches to literary texts")=5.0/6. Results of the Masters Paper for Q#8 ("The writer demonstrates knowledge of research theory and findings in English language arts")=3.0/4.

Results from Student Survey indicate that they perceive the curriculum to offer knowledge and practice in literary theory: ("The M.A. in English curriculum to this point in my degree program has provided the ability to apply theoretical approaches to literary texts and the use of standard terminology for advanced literary study")=5.0/5

4. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.
**Outcome 1:** Conduct a self study to determine whether new courses are needed to address outcome more fully (note: this was done following this assessment in January 2009 and new courses have been proposed).

**Outcome 2:** Conduct a self study to determine whether new courses are needed to address outcome more fully (note: this was done following this assessment in January 2009 and new courses have been proposed).

**Outcome 3:** Instructors of all literature courses at the graduate level need to emphasize use of theoretical reasoning in class discussion and writing assignments to prepare students for the M.A. exam and seminar essays.
2008-2009 Results Data
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College/School or Administrative Unit: Geography

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

1. **What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

Computer application skills in GIS classes
The 2008 and 2009 students worked on group and individual projects applying GIS to a research problem. The 2008 posters were presented at research symposium. 2 of the 12 posters won 2nd and 3rd position. 10 received above average rating. The 2009 posters were reviewed by faculty members from the students’ respective departments. 85% of the students were rated above average.

More than 88% of the students (in Geography of Texas) completed their class activities with above average rating on the rubric.

In Introduction to Geography, 95% of the students received an above average rating.

In World Regional Geography, 85% of the paper on a foreign country, were rated 2 and above on the rubric.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

More application skills will be integrated and students will be encouraged to spend more time working on their individual projects.

More time will be allocated to class activities in the Geography of Texas.
2008-2009 Results Data
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College/School or Administrative Unit: History Program

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Learning Outcome 2:

- (N=6) Individual student scores (Scaled scores) on the ETS-MFT were: 122, 123, 124, 125, 134, 163. Based on the ETS score distribution chart for Feb. 2003-June 2008, two student scored in the bottom 1% in comparison to other students taking the exam. Two students scored in the bottom 5%; one student scored in the bottom 20%; and one student scored in the top 15%. Institutionally, our program scored in the bottom 5% according to the ETS-MFT Institutional Means Total Score Distribution chart.

Learning Outcome 3:

- (N=6) 67% of the students who completed the assignment made a “2” or better on the HIST 3913 oral presentations grading rubric.

Learning Outcome 4:

- (N=9) Student scores were: 3.5, 2.6, 2.8, 2.8, 2.6, 2.3, 2.1, 2.3 and 2.2. 100% of the students scored above a 2.0, meeting the minimal standard established by the faculty of the History Program. The lowest aggregate scores for the students were in citations of their references.

Learning Outcome 5:

- (N=23) Examining the top fall 2008 post-test 33% or more of the students missed questions (4, 5, 12, 22, 23, 26, 35, 39). All these questions except 26 and 35 assessed understanding of European history in all of the eras examined in the course. Question 26 was related to religion in Southeast Asia and question 35 was related to ethnic groups in Pre-Columbian Central America. In total only 10% of the students made 80% or better on the exam (30% scored 70% or better).
2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

Learning Outcome 2:
- Based on the results of the ETS-MFT, the faculty is considering making some minor changes to the history curriculum. One area that our students are at a disadvantage in taking the exam is in European history. Currently, the history program does not offer any European history courses. The faculty is in the process of creating two new history courses that specifically focus on European history. The petition for these additional courses will be submitted in the fall semester of 2009. Additionally, the history department is planning on devising an internal history exam that will be administered to history majors and minors in their junior year. This exam will help students prepare for taking a broad field exam and will prepare them for the ETS-MFT. It will also give the faculty time to evaluate individual student deficiencies in their knowledge of United States, European, African, Asian, and Latin American histories.

Learning Outcome 3:
- Based on the students’ performances, the program needs to make improve in the following areas: Time Management of presentations, reinforce the ideas of how historians use evidence to support a thesis (purpose of presentation), and reinforce student understand of historical causation. These are areas that the program can emphasize in all courses offered in the program. The program might consider expanding its use of oral presentations in other upper level courses offered.

Learning Outcome 4:
- While students met the minimal standards established by the faculty of the History Program, some did not do as well as expected in citing their reference materials. The faculty has decided to strengthen its efforts in ensuring that students are introduced to proper referencing of source materials in the lower level history courses. Additionally, the History Program has added to its course listing HIST 1343: Introduction to Historical Methods. This course will introduce students to proper historical methodology, including how to proper cite secondary and primary sources. Additionally, students will be required to purchase the most recent addition of Kate Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations* in the HIST 1343 course (as well as other research oriented history courses). The faculty will encourage students to keep this book throughout their tenure as a student in the History Program so that it might be referred to in other history courses when appropriate.

Learning Outcome 5:
- Overall the post-test confirms that the History program is deficient in courses focusing on European history and Western Civilization. With limited introduction to these subjects in high school courses, our students fail to gain an appropriate understanding of European/Western Civilizations. To remedy this problem more time should be spent emphasizing the region and the origins and impact of Western Civilization. Furthermore, the program will begin plan to recommend the addition of European history courses to the history program.
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College/School or Administrative Unit: Department of Mathematics

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

   → Student Learning Mathematics:

   • Over 70% of 1000- and 2000-level courses were pre-post tested with performance assessments in order to measure levels of academic growth throughout the course.

   • A comparison was made for each section and on each course collectively. This measured the improvement in the courses over the semester.

   • $p$-values of items were found. The $p$-value were used to document students’ problem areas across the correlated objectives tested.

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

   → Student Learning Mathematics:

   • The Faculty will be given confidential departmental results concerning performance assessments. These results will be shared and, then, best practices will be emphasized regarding the teaching of the identified problem areas.
Examples

1. **What does your assessment data tell you about student learning and/or service delivery?**
   - **Student Learning Example (English/Composition):**
     - 90% of graduates identified 87% of errors on the ______ test. However, grammatical conventions regarding punctuation were not consistently applied.
   - **Student Learning Example (Computer application/skills):**
     - 60% of graduates’ computer applications/skills were judged acceptable on the first review by the faculty panel. 40 student projects were reviewed. The average project score was 3.87 on the “computer proficiency” rubric.
   - **Service Delivery Example:**
     - 90% of students completing a point-of-contact survey indicated “very satisfied” or “satisfied” with “overall experience” with the __________ Center. However, 40% of the students indicated “not satisfied” with the “_________” services of the center.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**
   - **Student Learning Example (English/Composition):**
     - Faculty use of commonly accepted practices regarding punctuation in reviewing upper division papers has been emphasized.
   - **Student Learning Example (Computer application/skills):**
     - More personal computer applications/skills were integrated into the core __________ classes. In each class…additional applications that include ________ and skills building have been implemented.
   - **Service Delivery Example:**
     - While the center’s point-of-contact criteria were met, the criteria for ______ services were not. Staff training will be provided to improve service delivery in this area.
2008-2009 Results Data
Request for information – Due July 31, 2009

College/School or Administrative Unit _______ Naval ROTC _________________

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome.

1. **What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

   • 100% of our graduating seniors received commissions in the US Navy and Marine Corps.

   • All students completed the basic requirements for commissioning and successfully fulfilled all six of our program learning outcomes.

   • Historical data (Academic / Physical / Military Aptitude) has been recorded in the Officer Development database.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

   • The military staff will continue to uphold the standards set forth by the Department of the Navy to ensure qualified officers make it to the fleet. GPA, physical fitness level and overall military aptitude requirements have to be met in order to meet the standards for the commission.

   • Degree and program requirements are in constant flux to meet the needs of the NROTC program; therefore, historical data is used to analyze trends in student performance in order to ensure the same level of instruction is given to different commissioning year groups.
2008-2009 Results Data
Request for information – Due July 31, 2009

College/School or Administrative Unit: Division of Behavioral, Social and Political Sciences (Philosophy Department)

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?
   - Student Learning Example (Philosophy)
     - 65% of students enrolled in Introduction to Philosophy were unable to identify the meaning of central philosophical concepts and theories.
     - 55% of students enrolled in Ethics were unable to identify the meaning of central ethical concepts and theories.

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.
   - Student Learning Example (English/Composition):
     - Faculty use of philosophical concepts and theories has been emphasized.
     - Faculty use of ethical concepts and theories has been emphasized.
Examples

1. What does your assessment data tell you about student learning and/or service delivery?

   • Student Learning Example (English/Composition):
     o 90% of graduates identified 87% of errors on the ______ test. However, grammatical conventions regarding punctuation were not consistently applied.

   • Student Learning Example (Computer application/skills):
     o 60% of graduates’ computer applications/skills were judged acceptable on the first review by the faculty panel. 40 student projects were reviewed. The average project score was 3.87 on the “computer proficiency” rubric.

   • Service Delivery Example:
     o 90% of students completing a point-of-contact survey indicated “very satisfied” or “satisfied” with “overall experience” with the ________ Center. However, 40% of the students indicated “not satisfied” with the “________” services of the center.

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

   • Student Learning Example (English/Composition):
     o Faculty use of commonly accepted practices regarding punctuation in reviewing upper division papers has been emphasized.

   • Student Learning Example (Computer application/skills):
     o More personal computer applications/skills were integrated into the core ________ classes. In each class…additional applications that include ________ and skills building have been implemented.

   • Service Delivery Example:
     o While the center’s point-of-contact criteria were met, the criteria for ______ services were not. Staff training will be provided to improve service delivery in this area.
Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

**Course Assessed: PHSC 3083 – Science of Every Day Life:** The main objective of this course is to provide a level of enthusiasm and interest in science for majors in education. As such, hardly any mathematics was used. The data collected, apart from grades, was purely anecdotal. The assessment is based upon the assignments – Research Papers, Presentations at Mid-Term and Final Examination periods, and two Panel Discussions.

1. **What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

   - **Student Learning Example (Research Papers):** A topic from a current event or product in science was assigned such as suntan lotion, gas usage of automobiles, household chemical products, plastics and our effect on the environment.
     - While all students did an adequate job on their assignments, 4 out of 16 students performed exceedingly well. Their analysis of the given problem was complete, accurate and well researched.
     - While the enthusiasm for generally high, the writing capability of most of the students was below par, considering that most of the students were at the senior level.

   - **Student Learning Example (Presentations):**
     - Presentation skills were also generally not adequate. Two students were above par. Four students literally could not read the text on their presentations.

   - **Student Learning Example (Panel Discussions):**
     - Two panel discussions were conducted. One was on individual practices on employing household chemicals in their lives. The other was on education in schools and what changes were needed to become globally competitive.
     - **Panel Discussion 1: Household Chemicals in Lives:** The 12 students taking part in the discussion participated well. Typical comments heard were: the students were not aware of the chemical differences between products; the effect they have on the earth’s atmosphere, especially the Ozone layer, as well as the effects on their personal health; and that they were going to choose their products more wisely due to the new awareness.
     - **Panel Discussion 2: Educational Paradigms in Schools – What Changes Need to be Made** *(video of this session is available on request)*: This was a very animated and stimulating discussion. The students were provided literature on some substantive changes being made in schools across the US, and asked to participate as future schoolteachers and school administrators. The entire class responded well.
       - Salient points mentioned were:
Three students felt that students in schools should not be passed on to the next grade unless they are made ready.

- All children are smart but the system is broken. A different approach is needed to keep the children enthused and going.
- One student said that when she entered her classroom (observation period) excited she noticed the students paid more attention.
- One student said that kids today don’t want to learn, they want to be taught.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

This course, taught for the fourth time, has changed its delivery based upon student interaction and feedback. The style and content during the spring semester seemed to attract a lot more interest than in earlier semesters. The course will be offered again during fall 2009, when the data collected will be more quantitative in addition to anecdotal.

- **Student Learning Example (Research Papers):**
  - Topics for Future Instruction: Students were asked to pick a given type of chemical used to conduct research on. During fall 2009 every student will be given the same topic so that a common platform can be used for individual assessment of knowledge and capability.
  - Attempts will be made to correct the poor writing and reading skills of the students. One solution is to visit the Writing Center in the Department of Language and Communications.

- **Student Learning Example (Presentations):**
  - Students will be given more opportunities to present in the fall so that they have more opportunities to better themselves. Previously they were given papers and tips on presentations. Next time they will be shown some videos on successful presentations in science and engineering so that they can see more clearly what is required in such presentations.

- **Student Learning Example (Panel Discussions):**
  - Panel discussion sessions will be continued. Comments made by students in the Educational Paradigms session were used in the development of our new proposal to NSF (currently under preparation). In particular the middle –high school transition arose from this discussion.
2008-2009 Results Data
Request for information – Due July 31, 2009

College/School or Administrative Unit:  Political Science

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Outcome 1:

N for pre-test=147. N for post-test= 101
Students recorded significant improvement in overall performance from pre-test to post-test by an average of 15 percentage points across all 25 questions. Despite the overall improvement across 21 questions, on only 10 questions (40 percent) did 70 percent or more of the students answer correctly. In 20 questions at least 50 percent of the students got them right. For three questions (on veto powers, on constitutional amendments, and on foreign policy), students showed a decrease from the pre-test to the post-test, though the decrease was slight. In one of the questions relating to congressional action and presidential veto powers, 48 percent of the students got the question incorrect on the pretest and 55 answered the question incorrectly on the posttest. For the question relating to constitutional amendments during the civil war era, 27 percent of the students got the question wrong on the pretest and 33 percent of the students answered the question incorrectly on the posttest. For the question relating to US foreign policy 75 percent of the students got the question wrong on the pretest and 83 percent answered the question incorrectly on the posttest.

Outcome 3

While 6 students volunteered to take the MFT, only 5 were able to do so. The MFT for Political Science Majors has three assessment indicators: 1) analytical and critical thinking; 2) methodology; and 3) political thought. Given the above learning outcome, which wishes to promote critical thinking skills, the Political Science faculty are most concerned with the first MFT assessment measure (critical thinking). On that measure, the mean score for students was 66%, only slightly below target of 70%. When the other two assessment measures are factored in, performance indicators are lower: the mean score on methodology was only 42% and for political thought, it was even lower: 30%.
The test results can be tabulated in other ways as well, for instance by sub-field. Students scored comparatively better in the International Politics sub-field than in the other two measured sub-fields (US Government/Politics and Comparative Politics).

Although it was not originally part of the Political Science Assessment Plan to compare PVAMU’s Political Science majors with Political Science majors across the country, the MFT provides the opportunity to compare PVAMU students to students from 122 colleges and universities who also took the MFT. The average overall score for students from all these institutions is 150 (out of 200) and the overall score for the five PVAMU students was 139. The overall mean score for the U.S. Government/Politics sub-field was 50 while it was 44 for PVAMU students. The overall mean for Comparative Politics was 49, while it was 37 for PVAMU students (note that most of the five students who took the MFT have NOT yet taken their Comparative Politics course). The overall score for the International Relations sub-field was 50 and it was 46 for the PVAMU students.

Outcome 4:

A total of forty students’ research papers were assessed in POSC 2413 Introduction to Research and POSC 3543 International Relations. The mean score for the first element, substantive content, was 3.1. The mean score for the second element, quality of writing, was 2.79. The mean score for organization and flow was 2.99. The mean score for the fourth element, research and reference, was 2.78. While these figures essentially meet the target goal of students scoring in the 2.0 or higher range, faculty note that the students’ writing and research/reference skills (2.79 and 2.78 respectively) lag behind their ability to identify substantive content that goes in a term research paper (3.1).

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

Outcome 1:

Faculty plan to refine the pre/post test to make it an embedded assessment that is incorporated right into the actual “real-time” exams that students take for actual grades since the students take such exams far more seriously than the end-of-semester assessment tests. Faculty also plan to add an additional short writing assignment that will hopefully deepen and broaden the students’ knowledge about the substance and process of United States foreign policy.

Outcome 3:

Faculty plan to increase the theoretical components of their respective upper level major courses to strengthen the students’ theoretical underpinnings. This would include assigning a critical thinking/writing exercise on at least one “foundation” reading in a
majors course, which reading focuses on theoretical components applicable to that course, such as a gender theory, legal theory, international relations theory and so on.

Also, the next time POSC students take the MFT only seniors will be asked to take the exam and the exam will be modified with questions submitted by the PVAMU faculty in order to test the students’ in specific areas that PVAMU faculty judge important but which are not well covered in the standard MFT provided through the Educational Testing Service.

Faculty also plan to offer more active learning exercises, particularly where class size permits. These include classroom simulations, structured academic debates and role play.

Faculty agree that the POSC curriculum needs considerable revision in several areas: 1) to cleanse the course the inventory of courses that have not been taught for many years; 2) to add a senior-level capstone course, such as a “Special Topics” course; 3) and to consider creating separate “tracks” in the POSC Programs emphasizing such traditional political science sub-fields as law, public administration, and comparative/international politics.

Outcome 4:

Faculty plan to pick a different text in POSC 2413 Introduction to Research in hopes that students purchase and read the new adoption. Faculty plan to make targeted assignments using material from the text in order to prompt students to read the text and then to apply its research methodologies to their own assignments.
2008-2009 Results Data
Request for information – Due July 31, 2009

College/School or Administrative Unit _______ Social Work _______

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

1. **What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

   **Student Learning (Composition)**
   2009 data reported that 85% of students were able to adequately understand human behavior as it influences the bio-psycho-social factors between individuals and social systems as presented in a journal assignment on life-span development based on pre-developed rubric. Student reported adequate application of content, organization and style in writing.

   **Student Learning (Oral Presentation)**
   2009 data reported that 80% of student’s adequately presented integrated journal projects orally as evaluated with pre-developed rubric.

   **Service Delivery Assessment (self-efficacy survey data)**
   Student self-efficacy surveys results for 2009 reported that 80% of students strongly agreed that they were able to apply the knowledge and theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and social environment to life situations among individuals and between individuals and social systems. Specifically, students reported understanding the characteristics of large groups, communities, organizations, and institutions as they impact client systems in both rural and urban settings.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery?**

   **Student Learning (composition)**
   Faculty used the data to help improve writing performance of students including being able to provide a clear thesis, making sure that essays have
symmetry/organization including unified paragraphs and grammatical errors are
minimized.

Student Learning (oral presentation)

Faculty integrated strategies to increase student’s application of knowledge
related to biological, psychological, social, and cultural aspects of human
behavior and its interaction between individuals and larger groups.

Service Delivery (student self-efficiency surveys)

Data will be used to determine program and teaching effectiveness as well as
assist with the Educational Policy and Accreditation Standards (EPAS)
recertification of social work program. Data will also help instructors provide
learners with feedback in an effort to improve students’ performances toward
acquiring learning objectives and in enhancing students’ direct practice as well as
critical thinking skills
2008-2009 Results Data
Request for information – Due July 31, 2009

College/School or Administrative Unit: Social Work

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Student Learning (Research Paper/Composition)

2009 data reported that 80% of graduates were able to demonstrate a proficiency in writing and understanding the research process – including the development of a research proposal, literature review and methodology based on pre-developed rubric. Proficiency was noted in sentence structure, content, organization including flow and transition, and consistent use of in-text references.

Student Learning (Oral Presentations)

2009 data reported that 70% of students were able to give a formal oral presentation of their research findings to a public audience based on pre-developed rubric.

Service Delivery Assessment (self-efficacy survey data)

Post student self-efficacy survey results reported that 80% strongly agreed that they understood the research process – including discussing the relationship between theory and research, explaining the forms of research design, understand the components of a research protocol, following the steps of the research process, develop a proposal, conducting a literature review, develop a methodology and give a formal presentation of research findings. Additionally, 80% strongly agreed that they understood the ethical issues of research.

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

Student Learning (Research Paper/Composition)

Faculty used the data to implement new researching and writing workshops to improve student’s performance on research proposals and literature reviews.
Student Learning (Oral presentations)

Faculty used data to assess student’s knowledge of the research process. As such communication skills workshops will be incorporated into future classes.

Service Delivery (student self-efficiency surveys)

Data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program. Data will also help instructors provide learners with feedback in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ direct practice as well as critical thinking skills.
2008-2009 Results Data
Request for information – Due July 31, 2009

College/School or Administrative Unit ______ Social Work _______

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

1. **What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

**Student Learning (Essay/Composition)**

2009 data reported that 70% of graduates were able to apply micro, mezzo, and macro levels of social work practice on essays regarding direct practice as assessed by pre-developed rubric.

**Student Learning (Oral Presentation)**

2009 data reported that 87% of students were able to proficiently present an oral presentation applying direct practice from their volunteer experience as assessed by pre-developed rubric.

**Service Delivery Assessment (self-efficacy survey data)**

Student self-efficacy surveys results for 2009 reported that 80% of students strongly agreed that they were able to incorporate social work knowledge, values, ethics, skills, and methods in practice with systems of all sizes in rural and urban settings. Additionally, 80% strongly agreed that they were able to apply problems solving techniques to practice for planned social change at the micro and mezzo systems levels. Further, students reported that they could also identify core social work practice skills (brokering, advocacy, and out-reach). Lastly, student reported being skilled at understanding the relationship of interviews and psychosocial histories to assessment and intervention.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery?**

**Student Learning (Essay/Composition)**
Faculty used the data to improve writing performance of students including content, symmetry/organization and style of writing including grammar and punctuation.

Student Learning (Oral presentations)

Faculty used the data to integrate into the practice classes strategies that include knowledge building systems and structures within organizations and communities that effect change.

Service Delivery (student self-efficiency surveys)

Data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program. Data will also help instructors provide learners with feedback in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ direct practice as well as critical thinking skill.
2008-2009 Results Data
Request for information – Due July 31, 2009

College/School or Administrative Unit ______ Social Work ______

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Student Learning (policy paper)
2009 data reported that 80% of graduates demonstrated a proficient understanding of the antecedents of social policies and welfare services on the policy analysis research paper assessed by a pre-developed rubric. Proficiency was also noted in written language including style and citations.

Student Learning (oral presentation)
2009 data reported that 87% of students were able to proficiently discuss with evidence from research the policy analysis research through oral presentation as assessed by pre-developed rubric.

Service Delivery Assessment (self-efficacy survey data)
Student self-efficacy survey results for 2009 reported that 80% of students strongly agreed that they understood of the historical and philosophical antecedents of social policies and welfare services and their impact on current social welfare policy and services. Additionally, 80% strongly agreed that they could analyze the impact of the social welfare legislative process on social policies in terms of social and economic justice.

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

Student Learning (policy paper)
Faculty used data to increase student writing performances to correct style errors in writing such as with punctuation, spelling, and citations. Furthermore, through the assessment data, the faculty recognizes the need to use the writing lab to improve student writing performance.

Student Learning (oral communication skills)
2008-2009 Results Data
Request for information – Due July 31, 2009

College/School or Administrative Unit  **Spanish BA**

Using data from your college/school or administrative unit’s assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome.

1. **What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

**Outcome 1:** All students reached or passed the criteria of 60% vocabulary (N=35) and 69% of the students reached or passed the criteria of 60% on grammar (N=35).

**Outcome 6:**

a. A pre-test in SPAN 4043 showed that students did not have a grasp of concepts related to phonetics (class average of 23.9%) or of phonetic processes (11.7%) upon entering class.

b. The final exam for Spanish 4043 tested three separate areas: knowledge of phonetic concepts, ability to write grammatically-correct essay responses describing phonetic processes, and to phonetically transcribe Spanish text. Results showed that students were able to correctly define phonetic concepts (half of the students performed above the criteria level of 70%, N=6). They were less able to correctly classify consonants and vowels (one third of the students performed above the criteria level of 70%, N=6). Two thirds performed just under or above the criteria level of 70%, N=6) in writing grammatically-correct essay answers describing phonetic processes and no students reached the criteria level of 70% for phonetic transcriptions, N=6). Results for Spanish 4063 showed that students were generally able to correctly learn and apply concepts of grammar to the teaching, learning and acquisition of Spanish to a high degree (eighty-six percent of the class, N=7, surpassed the criteria level of 70%.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery?**

**Outcome 1:** The results indicate that the instructors need to work more on the grammatical structures in class and outside of class (with the online exercises from My Spanish Lab). Instead of limited numbers of students being required to complete online grammar and vocabulary exercises in My Spanish Lab, instructors teaching all sections of Spanish 1013 and 1023 assigned these beginning January, 2009.

**Outcome 6:** The next time that Spanish 4043 is taught there will be much more in-class practice with phonetic transcriptions.
A new phonetic text was used for this class, one that could not be purchased at used book prices. As a result, most students did not purchase the required text. In the future an older text will be used so that students can purchase it online at a big discount.