MISSISSIPPI VALLEY STATE UNIVERSITY
STUDENT LEARNING OUTCOMES ANNUAL REPORT
2017-2018

OVERVIEW/METHODOLOGY [1]

To demonstrate effectiveness in educational programs, every academic program at MVSU, including the General Education program, goes through an annual assessment process. Each program identifies student learning outcomes, assesses the extent to which it achieves those outcomes, and uses the results of the assessment to make improvements. Additionally, special initiatives are undertaken to measure competencies in General Education.

The MVSU Mission Statement serves as the guiding document for developing broad categories of student learning. The Mission Statement sets the stage for student learning in that it articulates the University's intent to prepare students who are **1) critical thinkers, 2) exceptional communicators, 3) service-oriented, engaged and productive citizens 4) capable researchers and 5) accomplished in their disciplines**. Academic assessment reporting begins with an alignment to these broader goals.

Program Assessment

In this report, outcomes are grouped by the five categories and then summarized by competency. For each student learning outcome, at least one assessment marker is given, which includes a measure of performance. The total benchmarks met are divided by the total markers to arrive at a percentage of student learning outcomes met.

In 2017-2018, a majority of student learning outcomes were met in each of the broad learning categories aligned with the MVSU mission statement. More specifically, seventy-seven percent (77%) of student learning outcomes related to critical thinking were met or exceeded. Sixty-one percent (61%) of student learning

[1] This report is adapted from McNeese State University's compliance report for SACS standard 3.3.1.1. http://www.mcneese.edu/sacs/comprehensive_standard_3_3_1. McNeese has 3 student learning outcomes that are pursued university-wide as part of a master plan. MVSU uses its mission statement to identify its common student learning goals.

outcomes related to exceptional communication competencies were met or exceeded. Eighty-seven percent (87%) of student learning outcomes related to students' abilities to be service-oriented, engaged and productive citizens were met or exceeded. Sixty-seven (67%) of student learning outcomes related to student research, as well as seventy-two percent (72%) of outcomes related to subject mastery were met or exceeded. Summary statistics for each student learning outcome and related competencies are provided in Table 1 below. In addition, programs reported a total of 36 improvements, including 18 improvements in means of assessment, 15 improvements in teaching interventions, and 3 gains in student learning. These improvements are summarized in Table 2 and detailed by degree program in Table 3.

Appendix 1 shows the 3-year comparison (2015 – 2018) of reported student learning goals and improvements observed and Appendix 11 shows the 5-year (2013 – 2018) comparison.

Table 1. Program Benchmarks Summary

STUDENT LEARNING OUTCOMES (2017-2018)	**Benchmarks**		
	Total	**Number Met or Exceeded**	**Percentage Met or Exceeded**
I. Students will be critical thinkers.			
General Critical Thinking	36	28	78%
Critical Reading	31	25	81%
Mathematics	2	0	0%
Total	**69**	**53**	**77%**
II. Students will be exceptional communicators.			
Writing Proficiency	34	20	59%
Oral Proficiency	31	18	58%
Computer Literacy	15	11	73%
Total	**80**	**49**	**61%**
III. Students will be service-oriented, engaged, and productive citizens.			
Total	**68**	**59**	**87%**
IV. Students will Participate in Research			
Total	**75**	**50**	**67%**
V. Students will Master the Disciplines			
Total	**272**	**197**	**72%**

Table 2. Reported Improvements (2017-2018)

Means of Assessment	18
Interventions	15
Gains in Student Learning	3
Total	**36**

Table 3. Improvements by Degree Program

PROGRAM	IMPROVEMENTS	TYPE
Biology, BS	Utilized a new study guide for the exit exam	Intervention
Biology, BS	Emphasized the structure of report writing in the Senior Project Class	Intervention
Biology, BS	A concentrated effort to improve students' ability to calculate and make molar and percent solutions	Intervention
Bioinformatics	Selected a new artifact for assessment	Assessment
Criminal Justice, BS	Revised items on the Senior Exit Exam	Assessment
Criminal Justice, BS	Revised Senior Exit Survey in line with best practices used by other universities	Assessment
Criminal Justice, BS	Revised Internship Rubric in line with best practices used at other universities	Assessment
Criminal Justice, BS	Added a Pre-Post Test as a second means of assessment for Research Methods	Assessment
Communications, BS	Restructured First Amendment prompts on Exit Examinations	Assessment
Communications, BS	Changed means of assessment to a more feasible and measurable mode	Assessment
Communications, BS	Modified questions on Exit Exam to reflect changes in the means of assessment	Assessment

Communications, BS	Improvements were seen on Portfolios assessments, especially in the areas of creating projects and applying concepts to real-life situations	Learning
Elem Ed, BS	To improve time management skills, Teacher interns were assigned specific due dates to plan lessons and activities in a timely manner. Time management issues were discussed in weekly seminars.	Intervention
Elem Ed, BS	Improvement plans were initiated for Interns who scored (0) Unacceptable or a (1) Emerging on the assessment indicators	Interventions
Elem Ed, MS	Revised Scoring Rubrics for measuring Action Research Study	Assessment
Elem Ed, MS	Introduced new Scoring Rubrics for technology (Internet/Web) PowerPoint and Lessons in Technology assessment.	Assessment
Elem Ed, MS	Instituted a new Scoring Rubric for Comprehensive Exams	Assessment
Elem Ed, MS	Taught explicit steps in preparing a quality Literature Review in Action Research Project, and in creating an Action Research Project.	Intervention
Elem Ed, MS	Gave students explicit instructions on using technology in the classroom.	Intervention
Elem Ed, MS	Targeted instructions to assist candidates in achieving better scores on the Comprehensive Exam	Intervention
Elem Ed, MS	Moderate improvement was seen in students' knowledge of creating Literature Review in an Action Research Project compared to 2016-2017 Assessment period.	Learning
English	A new textbook was adopted for EN 308	Intervention
English	New rubrics adopted for assessing oral presentations; creative writing and research	Assessment
History, BS	Adopted a new Scoring Rubric from UMBC Center for History Education.	Assessment

History, BS	Faculty introduced in-class discussion assignments analyzing short scholarly journal article and applying the rubric for self-assessment	Intervention
History, BS	Emphasis on in-class discussions on analyzing reference citations, journal summaries, and applying rubric for self-assessment.	Intervention
Teaching, MA	Selected rubrics for measuring children's language learning process.	Assessment
Teaching, MA	Selected rubrics for measuring the ability to embrace children's literature as an instrument of literacy instruction.	Assessment
Teaching, MA	Selected rubrics for measuring skills of teaching reading in the elementary school.	Assessment
Math, BS	Based on the MFT, students in BS Mathematics showed improvement in upper-level algebra, with a mean percentage increase from 24 to 28.	Learning
RPP&P, MS	Created a database of possible questions used in preparatory sessions for the comprehensive exam.	Intervention
RPP&P, MS	Instituted refresher course in data analysis using SPSS.	Intervention
Secondary Ed. BS	To improve time management skills, Teacher interns were assigned specific due dates to plan lessons and activities in a timely manner. Time management issues were discussed in weekly seminars.	Intervention
Secondary Ed. BS	Improvement plans were initiated for Interns who scored (0) Unacceptable or a (1) Emerging on the assessment indicators	Intervention
Speech, BA	New rubrics developed for three content areas.	Assessment
Social Work, BS	A new undergraduate field evaluation form was instituted at the beginning of the assessment year. The new 4-point rating	Assessment

	scale, which replaced the 5-point scale previously used, gave a more accurate appraisal of students' performance.	

General Education Assessment

The University also measures student competencies fostered by the courses in its general core curriculum. The same categories are used as in Program Assessment so that all academic endeavors can be aligned with the University Mission. In 2017-18, competencies in General Education were measured through the University's Quality Enhancement Plan focusing on writing and signature assignments from speech and computer science classes. The results from those assessments are summarized in Tables 4-8.

Table 4. General Education Benchmarks Summary. (2017-2018)

COMPETENCY	BENCHMARKS			EVIDENCE
	Total	Number Met or Exceeded	Percentage Met or Exceeded	
I. Writing Proficiency				
English 101	10	7	**70%**	Table 5
English 102	11	11	**100%**	Table 6
II. Oral Proficiency				
Speech 201				Table 7

Table 5. Quality Enhancement Plan (QEP) Benchmarks. English 101.

	ENGLISH 101 (AY 2017-2018, n=69)		
Benchmarks (Rubric Components)	Number of Students Meeting Benchmark (2 or Higher)	Percentage of Students Meeting Benchmark (2 or Higher)	Overall Benchmark Met- 90%
Rhetorical Situation	67	**97.1%**	**Yes**
Organization	63	**91.3%**	**Yes**
Content Development	66	**95.65%**	**Yes**
Conventions	66	**95.65%**	**Yes**
Syntax & Mechanics	64	**92.75%**	**Yes**
Reflection	64	**92.75%**	**Yes**
Writing Process	66	**95.65%**	**Yes**
Valid Sources	30	**43.48%**	**No**
Integrated Sources	30	**43.48%**	**No**
Citations	30	**43.48%**	**No**

Table 6. Quality Enhancement Plan (QEP) Benchmarks. English 102.

	ENGLISH 102 (AY 2017-2018, n=59)		
Benchmarks (Rubric Components)	Number of Students Meeting Benchmark (2 or Higher)	Percentage of Students Meeting Benchmark (2 or Higher)	Overall Benchmark Met- 90%?
Rhetorical Situation	58	98.31%	Yes
Organization	57	96.61%	Yes
Content Development	58	98.31%	Yes
Conventions	58	98.31%	Yes
Syntax & Mechanics	57	96.61%	Yes
Reflection	55	93.22%	Yes
Writing Process	55	93.22%	Yes
Valid Sources	56	94.92%	Yes
Integrated Sources	56	94.92%	Yes
Internal Citation	56	94.92%	Yes
Bibliography	56	94.92%	Yes

Table 7. General Education Benchmarks: Speech 201.

	Spring 2018 (Data not available for Fall 2017) (n=63)	
Benchmarks (Rubric Components)	Number of Students Meeting Benchmark (4 and 5)	Percentage of Students Meeting Benchmark (4 and 5)
General		
A. The speaker seemed committed to the topic	53	84.13

B. The speech fulfilled specifics of the assignment	**46**	**73.02**
C. The speech promoted identification among topic. audience and speaker	**60**	**95.24**
D. The thesis was clearly stated	**57**	**90.48**
E. The topic was handled with imagination	**59**	**93.65**
F. The time limit was adhered closely	**51**	**80.95**
Substance and Structure		
A. The introduction aroused interest	**60**	**95.24**
B. The speech was easy to follow	**57**	**90.48**
C. The main points were easy to identify	**58**	**92.06**
D. The main points were supported with evidence and documentation	**46**	**73.02**
E. The conclusion helped to remember the speech	**42**	**66.67**
F. Transitions were used effectively	**52**	**82.54**
Presentation		
A. Language was clear, simple, direct and expressive with appropriate projection	**58**	**92.06**
B. Grammar was correct	**38**	**60.32**
C. Presentation was conversational with an appropriate rate of speaking, use of Pauses, gestures, and body language	**55**	**87.30**

D. The speech was presented extemporaneously	**49**	**77.78**
E. Notes/note cards were not Used excessively	**57**	**90.48**
F. Speaker maintained good eye contact	**53**	**84.13**
Appearance		
A. Speaker was dressed appropriately, including shoes and accessories	**60**	**95.24**
B. Speaker was well-groomed (hair, face, etc.)	**60**	**95.24**
Mean Scores of 4 or Above:	**19 of 20**	**85%S**

*Rubric Scores: 5-Exceptional, 4-Above Average, 3-Average, 2-Below Average, 1-Poor.

Table 8. General Education Benchmarks: Computer Science 111.

Application	Percentage of Content Understood (n=55) (Benchmark=60% for each category)
MS Access 2016	72.60%
MS Excel 2016	70.80%
MS PowerPoint 2016	85.00%
MS Word 2016	69.50%

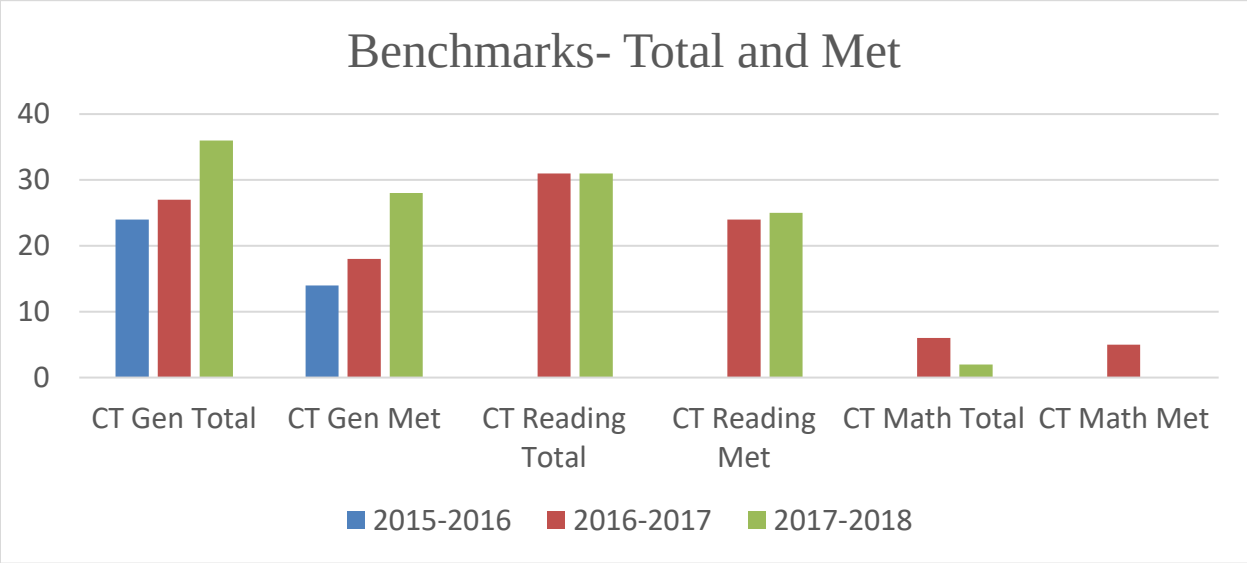
Table 1: Student Learning Goals - Three-Year comparison 2015-2016; 2016-2017; and 2017-2018

Student Learning Goals	BENCHMARKS					
1. Students will be critical thinkers	2015-2016		2016-2017		2017-2018	
	Total	Met	Total	Met	Total	Met
1a. General Critical Thinking	24	14	27	18	36	28
1b. Critical Reading	0	0	31	24	31	25
1c. Mathematics	0	0	6	5	2	0
TOTAL	**24**	**14**	**64**	**47**	**69**	**53**
2. Students will be exceptional Communicators						
2a. Writing Proficiency	57	38	34	20	34	20
2b. Oral proficiency	4	2	8	3	31	18
2c. Computer Literacy	6	2	4	2	15	11
TOTAL	**67**	**42**	**46**	**25**	**80**	**49**
3. Students will be service-oriented, engaged, and productive citizens						
TOTAL	**35**	**33**	**61**	**53**	**68**	**59**
4. Students will participate in research						
TOTAL	**43**	**39**	**104**	**96**	**75**	**50**
5. Students will master the discipline						
TOTAL	**240**	**173**	**287**	**227**	**272**	**197**

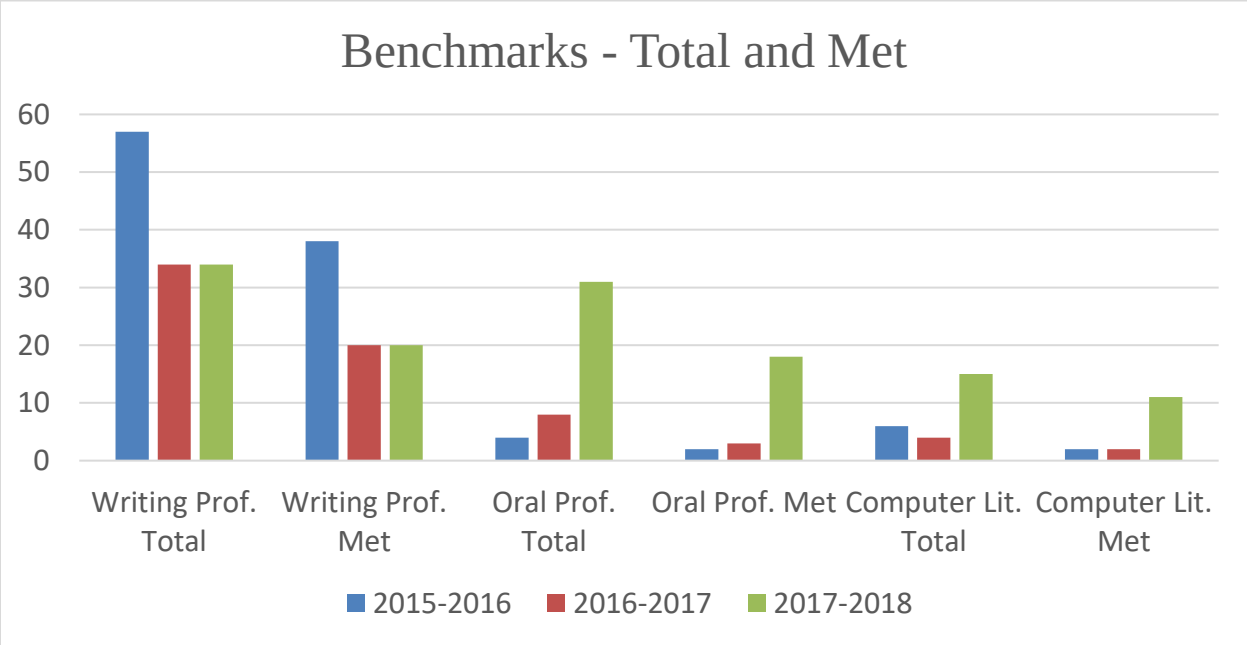
Table 2: Reported Improvements 3-Year Comparison; 2015-2016; 2016-2017, and 2017-2018

Reported Improvements	YEARS		
	2015-2016	2016-2017	2017-2018
Means of Assessment	20	15	18
Interventions	36	9	15
Gains in Student Learning	8	12	3
TOTAL	**64**	**36**	**36**

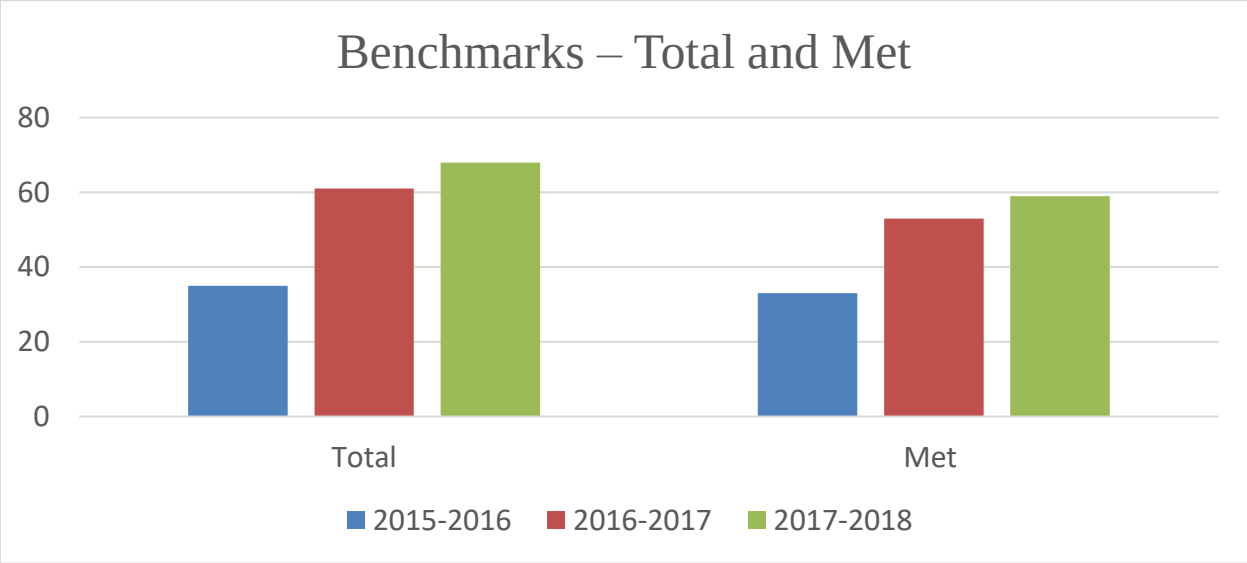
Goal #1: Students will be Critical Thinkers:



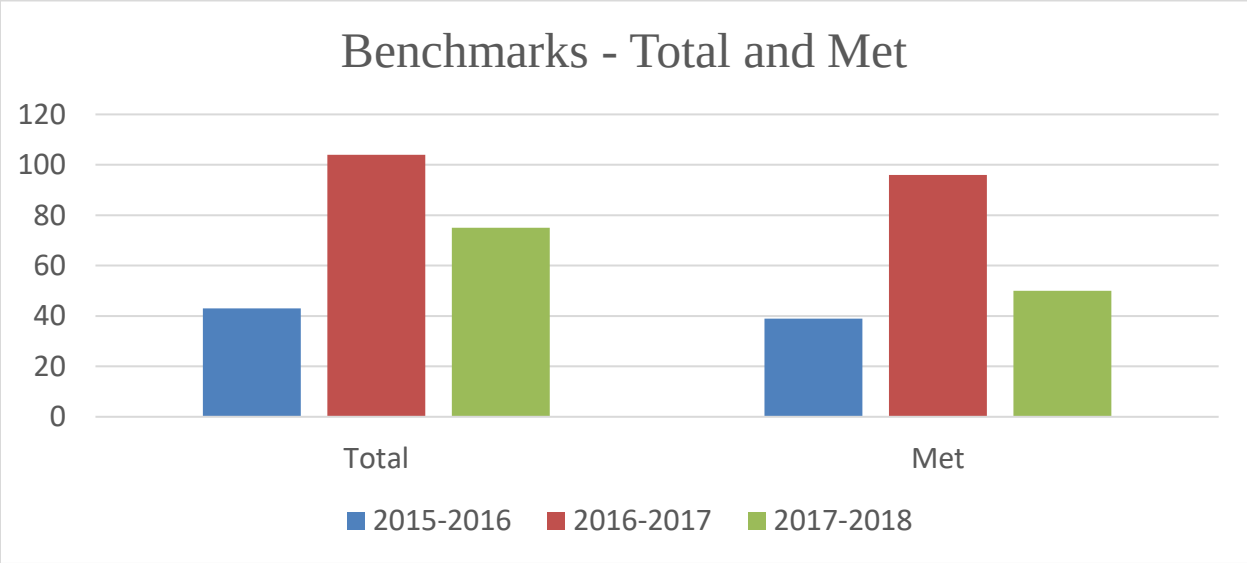
Goal #2. Students will be Exceptional Communicators



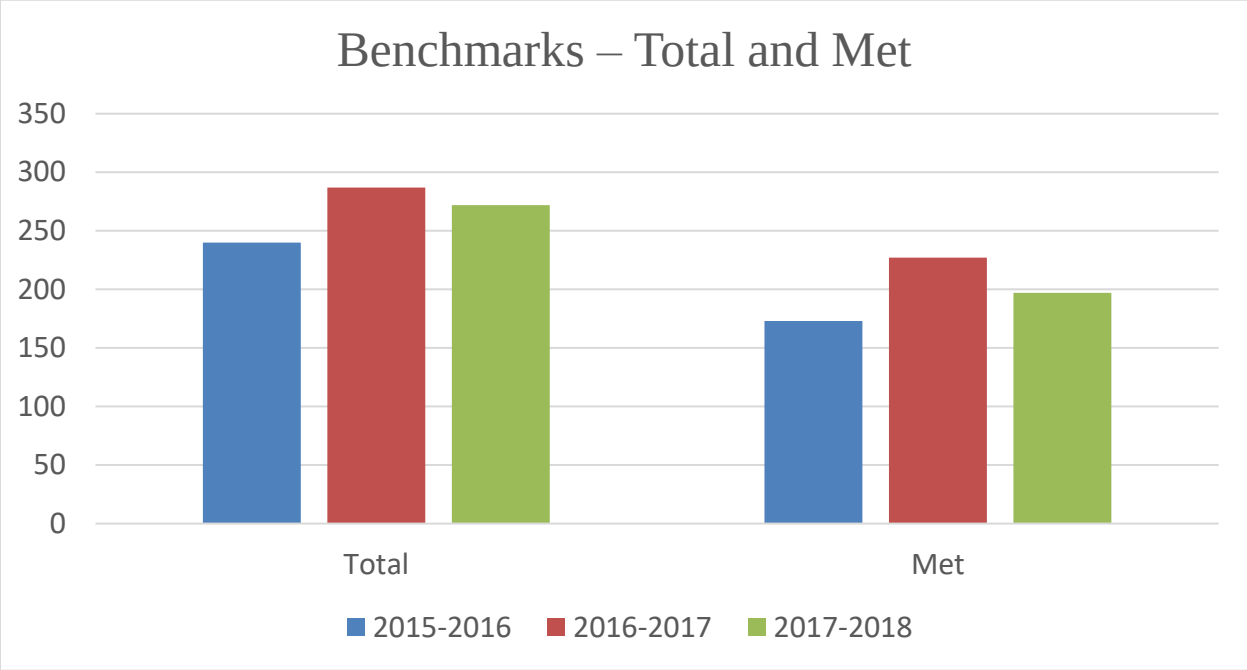
Goal #3. Students will be Service-Oriented, Engaged, and Productive Citizens



Goal #4. Students will participate in Research



Goal #5. Students will Master the Discipline



Appendix 11 –

Table 3: Student Learning Goals – Five -Year comparison 2013-2014; 2014-2015; 2015-2016; 2016-2017; and 2017-2018s:

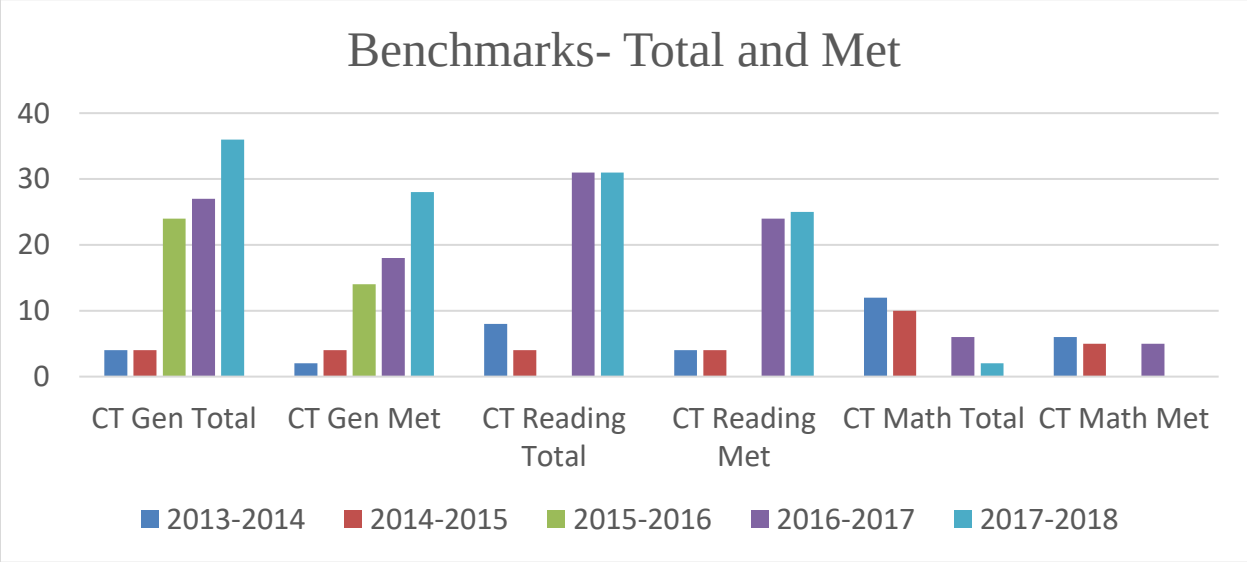
Student Learning Goals	BENCHMARKS									
1. Students will be critical thinkers	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Total	Met	Total	Met	Total	Met	Total	Met	Total	Met
1a. General Critical Thinking	4	2	4	2	24	14	27	18	36	28
1b. Critical Reading	8	4	4	4	0	0	31	24	31	25
1c. Mathematics	12	6	10	5	0	0	6	5	2	0
TOTAL	**24**	**12**	**8**	**11**	**24**	**14**	**64**	**47**	**69**	**53**
2. Students will be exceptional Communicators										
2a. Writing Proficiency	27	20	11	9	57	38	34	20	34	20
2b. Oral proficiency	7	4	5	2	4	2	8	3	31	18
2c. Computer Literacy	5	1	8	4	6	2	4	2	15	11
TOTAL	**39**	**25**	**24**	**15**	**67**	**42**	**46**	**25**	**80**	**49**
3. Students will be service-oriented, engaged, and productive citizens										
TOTAL	**12**	**9**	**2**	**2**	**35**	**33**	**61**	**53**	**68**	**59**
4. Students will participate in research										
TOTAL	**28**	**28**	**8**	**5**	**43**	**39**	**104**	**96**	**75**	**50**
5. Students will master the discipline										
TOTAL	**134**	**99**	**39**	**28**	**240**	**173**	**287**	**227**	**272**	**197**

Reported Improvements 5-Year Comparison; 2013-2014; 2014-2015; 2015-2016; 2016-2017, and 2017-2018

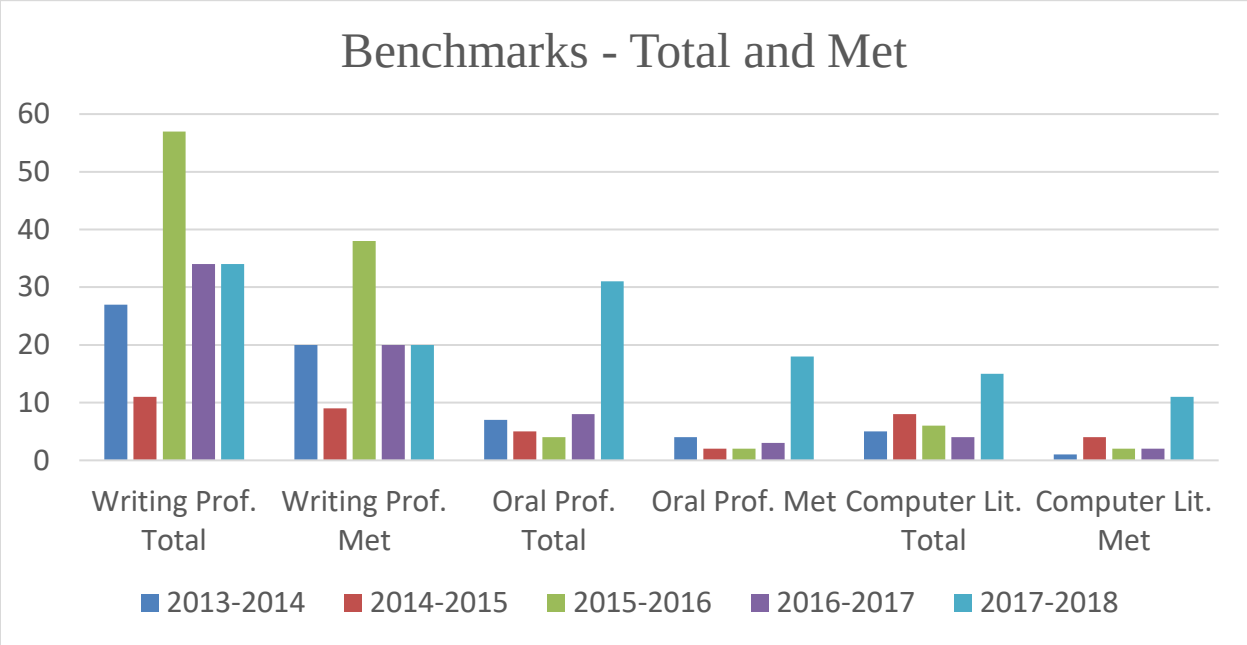
Reported Improvements	YEARS				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Means of Assessment	3	10	20	15	18
Interventions	28	35	36	9	15
Gains in Student Learning	0	0	8	12	3
TOTAL	**31**	**45**	**64**	**36**	**36**

Student Learning Goals – Five-Year Comparison

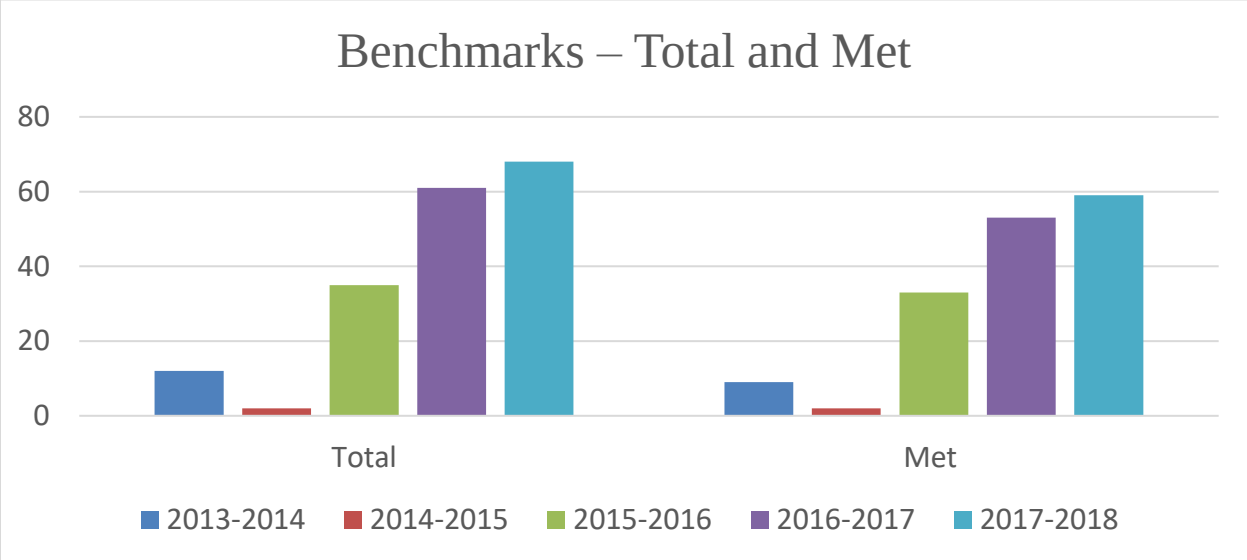
Goal #1: Students will be Critical Thinkers:



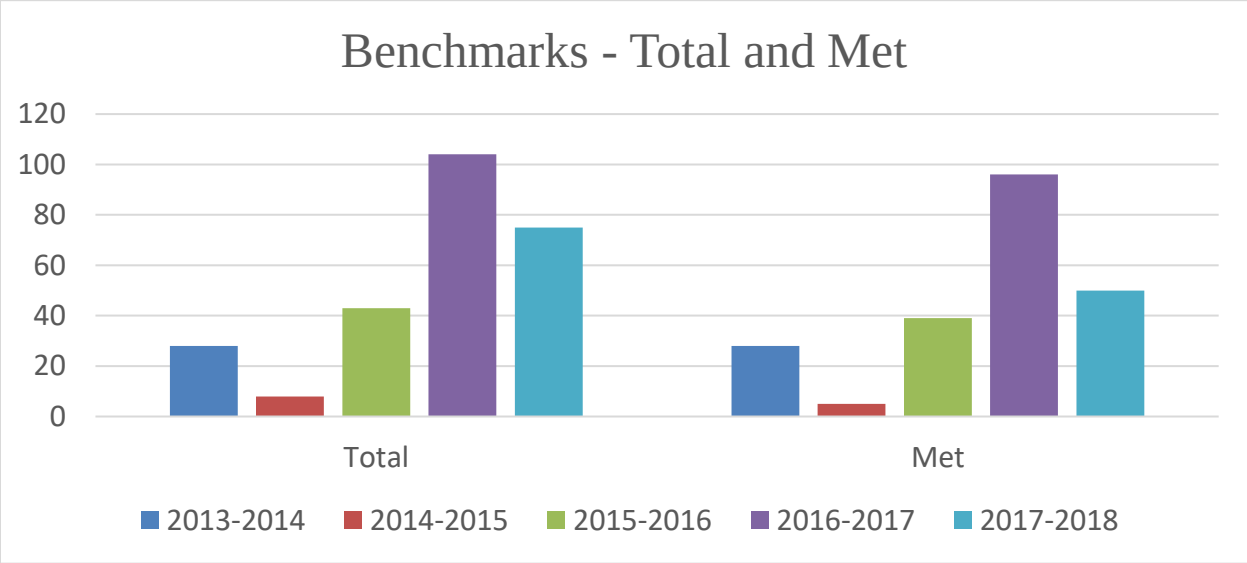
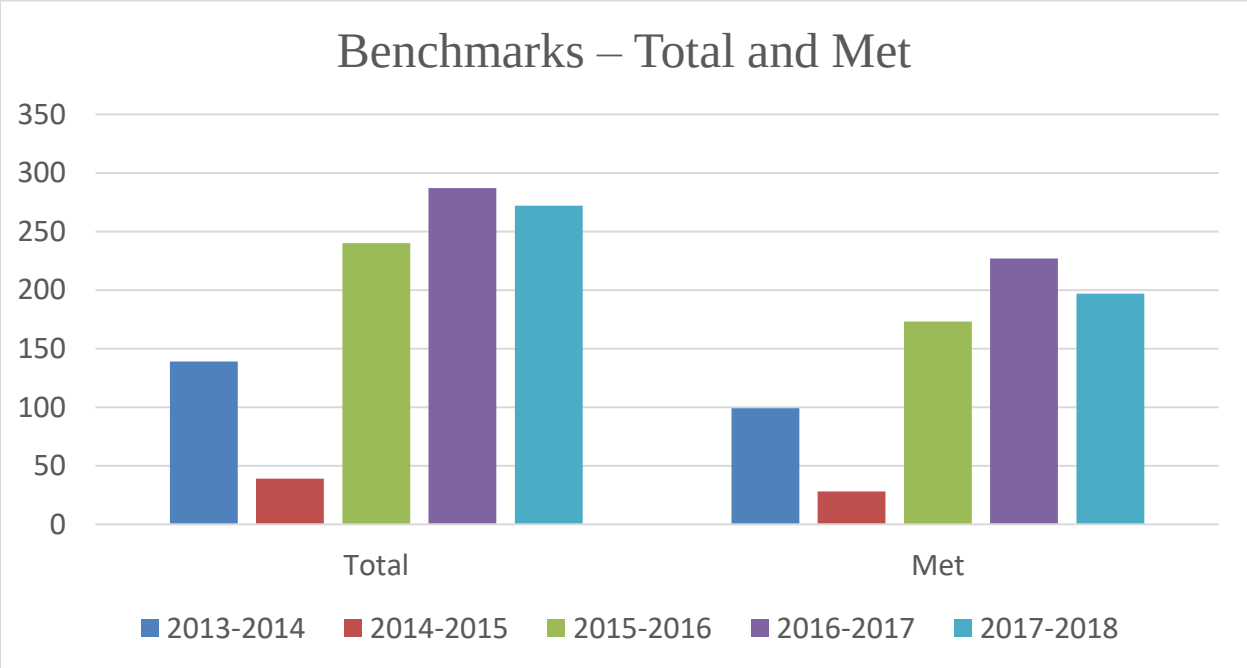
Goal #2. Students will be Exceptional Communicators



Goal #3. Students will be Service-Oriented, Engaged, and Productive Citizens



Goal #4. Students will participate in Research



Goal #5. Students will Master the Discipline