

**MISSISSIPPI VALLEY STATE UNIVERSITY
STUDENT LEARNING OUTCOMES ANNUAL REPORT
2018-2019**

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 the program 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 2018-2019, over seventy percent of student learning outcomes were met in all but one of the broad learning categories aligned with the MVSU mission statement. More specifically, seventy percent (70%) of student learning outcomes related to critical thinking were met or exceeded. Sixty-two percent (62%) of student learning outcomes related to exceptional communication competencies were met or exceeded. Seventy-three percent (73%) of student learning outcomes related to students' abilities to be service-oriented, engaged, and productive citizens were met or exceeded. Seventy-three percent (73%) of student learning outcomes related to student research, as well as seventy-six percent (76%) 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 19 improvements, including three improvements in means of assessment, 10 improvements in teaching interventions, and six gains in student learning. These improvements are summarized in Table 2 and detailed by degree programs in Table 3.

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.

Appendix 1 shows the 3-year comparison (2016– 2019) of reported student learning goals and improvements observed and Appendix II shows the 5-year (2014 – 2019) comparison. Appendix III - **Programs’ SLO Map to Courses/ Artifacts** shows where in the curriculum and how each SLO is assessed.

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	35	24	69%
Critical Reading	31	23	74%
Mathematics	2	1	50%
Total	68	48	70%
II. Students will be exceptional communicators.			
Writing Proficiency	63	37	59%
Oral Proficiency	47	41	87%
Computer Literacy	17	1	6%
Total	127	79	62%
III. Students will be service-oriented, engaged, and productive citizens.			
Total	103	75	73%
IV. Students will Participate in Research			
Total	103	75	73%
V. Students will Master the Disciplines			
Total	268	203	76%

Table 2. Reported Improvements (2018-2019)

Means of Assessment	3
Interventions	10
Gains in Student Learning	6
Total	19

Table 3. Improvements by Degree Program

PROGRAM	IMPROVEMENTS	TYPE
Biology, BS	Improvements were seen in students' performance on SLO #1 in three of four categories: Preparedness for a career – from 2.9 to 3.2 Recommended Program – from 2.9 to 3.3 Place where they can achieve – from 2.9 to 3.0 Student ready for the work world – from 2.9 to 3.0	Gains in Learning
Bioinformatics	More time spent with students outside instruction times to work with them on research projects and the organization of materials for presentations.	Intervention
Criminal Justice, BS	Improvement seen in students aggregate mean on Senior Exit Exam from 2017-2018 in the following areas: Overall aggregate test score (7%); Criminology Content – (2%); Court Content – (2%); Research Methods Content (13%)	Gains in Learning
Criminal Justice, BS	Revised Pre-Post Test as a second means of assessment for Research Methods assessing students in four content areas instead of an overall aggregate mean.	Assessment
Criminal Justice, MS	Added the Research Proposal as a second means of assessment for Research competences.	Assessment
Elem Ed, MS	Increase in Pass/Fail rates –For 2018-2019 all students passed the Comprehensive Examination without retakes.	Gains in Learning
Early Childhood, BS	Practice session provided using the Edmentum software for the Praxis Core Exam	Intervention
Early Childhood, BS	Adopted a new textbook that provided students with a better understanding of the NAEYC standards	Intervention
Early Childhood, BS	Adopted a new method of teaching - students are now required to complete 60 field observation hours as opposed to the previous 40 hours.	Intervention
History, BS	Marked improvement in thesis identification observed – the disparity between instructors' and students' scoring in AY2015 – 2016 was 20%; the disparity between instructors' and students' scoring in AY 2018-2019 was 3%.	Gains in Learning
History, BS	Developed new rubric for assessing writing proficiency	Assessment
Teaching, MA	Developed criteria for children's picture book using 15 components, to serve as guidelines for students to complete the assignment.	Intervention
RPP&P, MS	Added practical policy study questions (scenarios) that students could choose from in outlining the research process.	Intervention
Secondary Ed. BS	To improve time management skills, Teacher interns received technical assistance to improve their planning and implementation skills.	Intervention

Secondary Ed. BS	Teacher interns interacted with Mentor Teachers, students, and supervising faculty in order to monitor, reflect, modify, and adjust lesson planning pedagogy.	Intervention
Secondary Ed. BS	Director of Field Experiences, Mentor Teacher and supervisory faculty provided support to Teacher Interns	Intervention
Secondary Ed. BS	Teacher Interns in ED 491 participated in planning and preparation sessions utilizing educational videos, observations, dialog with educational leaders P-12 setting, and reading of professional literature.	Intervention
Social Work, MSW	Improvements observed in students' level of practice compared to AY 2017-2018. Improvements recorded on Item 2a (11%); Item 7b (18%) and Item 10a (5%).	Gains in Learning
Social Work, MSW	Improvements observed on competency 8a – Social Work practice skills – Scores indicated a 40% improvement compared to AY 2017 – 2018 assessment.	Gains in Learning

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 2018-19, competencies in General Education were measured through Signature Assignments in SP 201 – Fundamentals of Public Speaking and CS 111 – Introduction to Data Processing. The results from those assessments are summarized in Tables 4 and 5.

Table 4. General Education Benchmarks: Speech 201.

	FALL 2018 (N=108)	
<u>Benchmarks (Rubric Components)</u>	Number of Students Meeting Benchmark (4 or 5)	Percentage of Students Meeting Benchmark (4 or 5)
General		
A. The speaker seemed committed to the topic	93	86.11
B. The speech fulfilled specifics of the assignment	83	76.85
C. The speech promoted identification among topics, audience, and speaker	100	92.57

D. The thesis was clearly stated	94	87.03
E. The topic was handled with imagination	92	85.19
F. The time limit was adhered closely	90	83.33
Substance and Structure		
A. The introduction aroused interest	102	94.44
B. The speech was easy to follow	90	83.33
C. The main points were easy to identify	89	82.41
D. The main points were supported with evidence and documentation	73	67.59
E. The conclusion helped to remember the speech	92	85.19
F. Transitions were used effectively	93	86.11
Presentation		
A. Language was clear, simple, direct, and expressive with appropriate projection	100	92.5
B. Grammar was correct	78	72.22
C. Presentation was conversational with the appropriate rate of speaking, use of Pauses, gestures, and body language	87	80.56
D. The speech was presented extemporaneously	88	81.48
E. Notes/note cards were not Used excessively	85	78.70

F. Speaker maintained good eye contact	91	84.26
Appearance		
A. Speaker was dressed appropriately, including shoes and accessories	99	91.67
B. Speaker was well-groomed (hair, face, etc.)	102	94.44
Mean Scores of 4 or Above:	19 of 20	95%

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

Table 5. General Education Benchmarks: Computer Science 111.

Application	Percentage of Content Understood (n=57) (Benchmark=60% for each category)
MS Access 2016	75%
MS Excel 2016	81%
MS PowerPoint 2016	89%
MS Word 2016	76%

APPENDIX 1

Table 1: Student Learning Goals - Three-Year comparison 2016-2017; 2017-2018; and 2018-2019

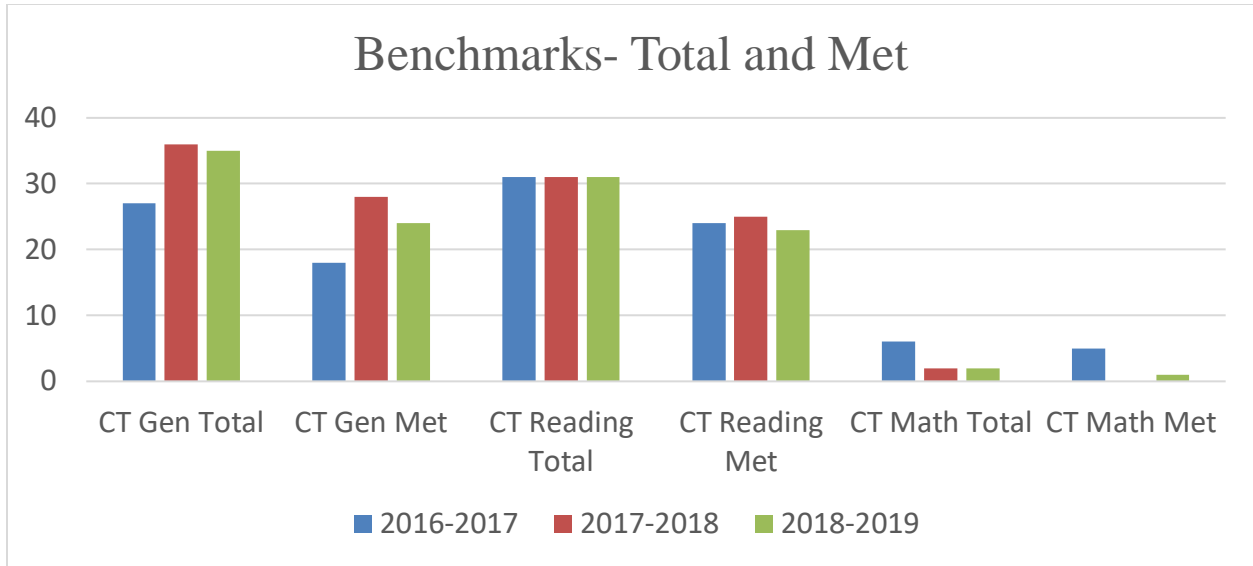
Student Learning Goals	BENCHMARKS					
	2016-2017		2017-2018		2018-2019	
	Total	Met	Total	Met	Total	Met
1. Students will be critical thinkers						
1a. General Critical Thinking	27	18	36	28	35	24
1b. Critical Reading	31	24	31	25	31	23
1c. Mathematics	6	5	2	0	2	1
TOTAL	64	47	69	53	68	48
2. Students will be exceptional Communicators						
2a. Writing Proficiency	34	20	34	20	63	37
2b. Oral proficiency	8	3	31	18	47	41
2c. Computer Literacy	4	2	15	11	17	1
TOTAL	46	25	80	49	127	79
3. Students will be service-oriented, engaged, and productive citizens						
TOTAL	61	53	68	59	103	75
4. Students will participate in research						
TOTAL	104	96	75	50	103	75
5. Students will master the discipline						
TOTAL	287	227	272	197	268	203

Table 2: Reported Improvements 3-Year Comparison: 2016-2017, 2017-2018 and 2018-2019

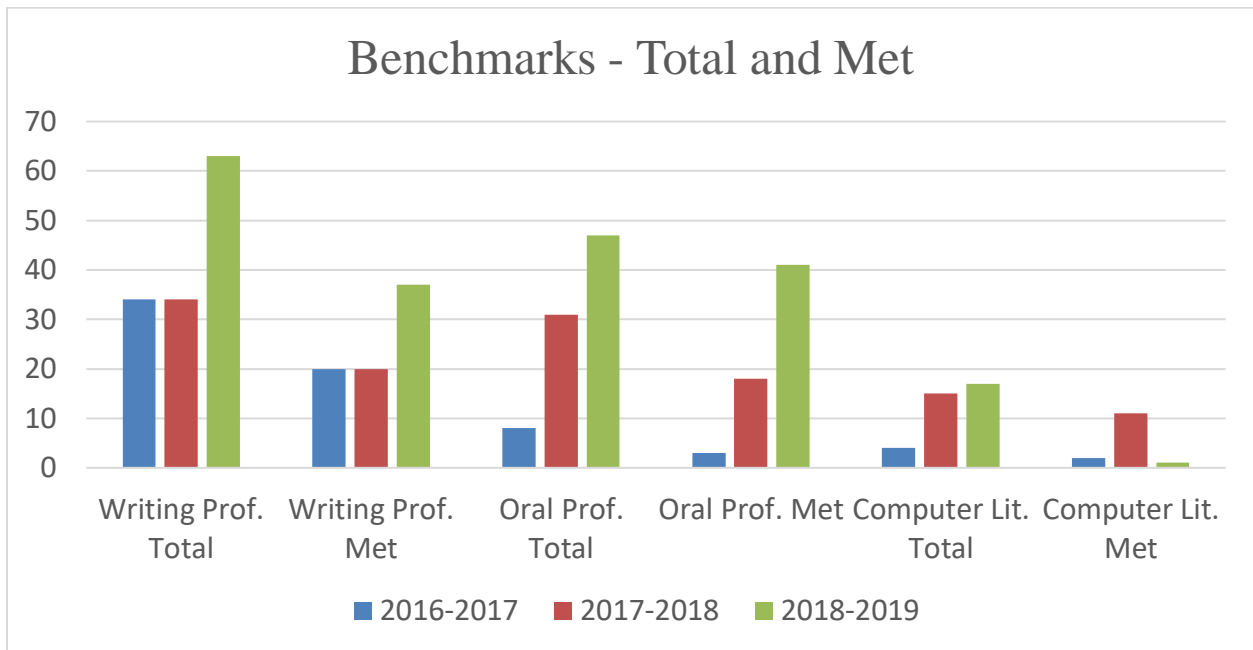
Reported Improvements	ACADEMIC YEARS		
	2016-2017	2017-2018	2018 - 2019
Means of Assessment	15	18	3
Interventions	9	15	10
Gains in Student Learning	12	3	6
TOTAL	36	36	19

Student Learning Goals – Three-Year Comparison

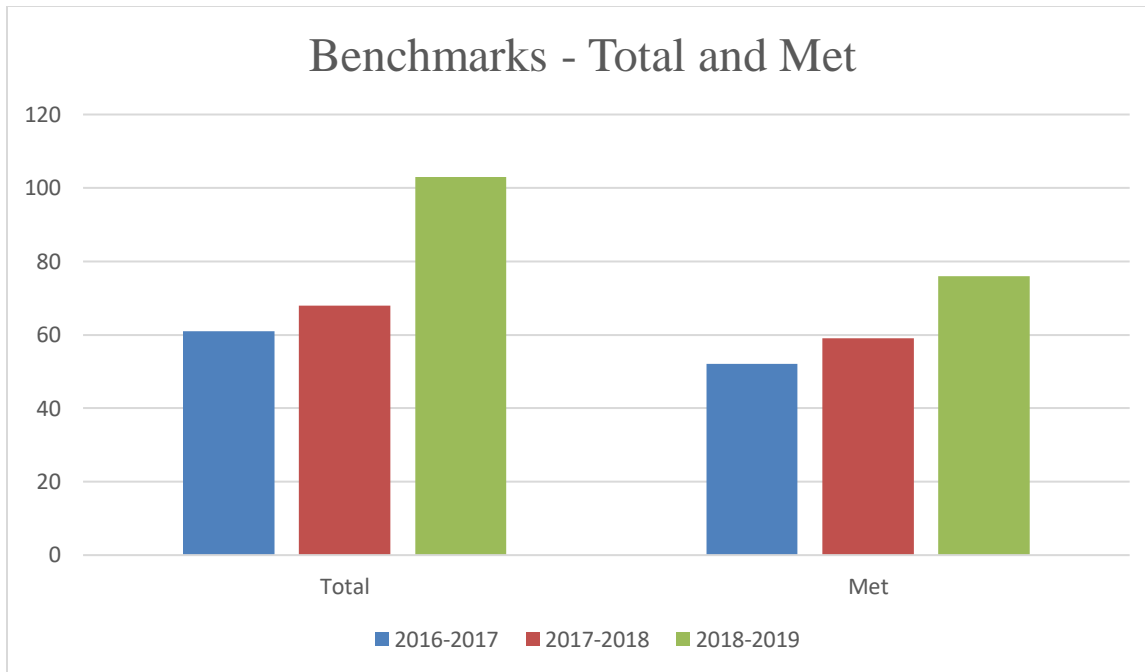
Goal #1: Students will be Critical Thinkers:



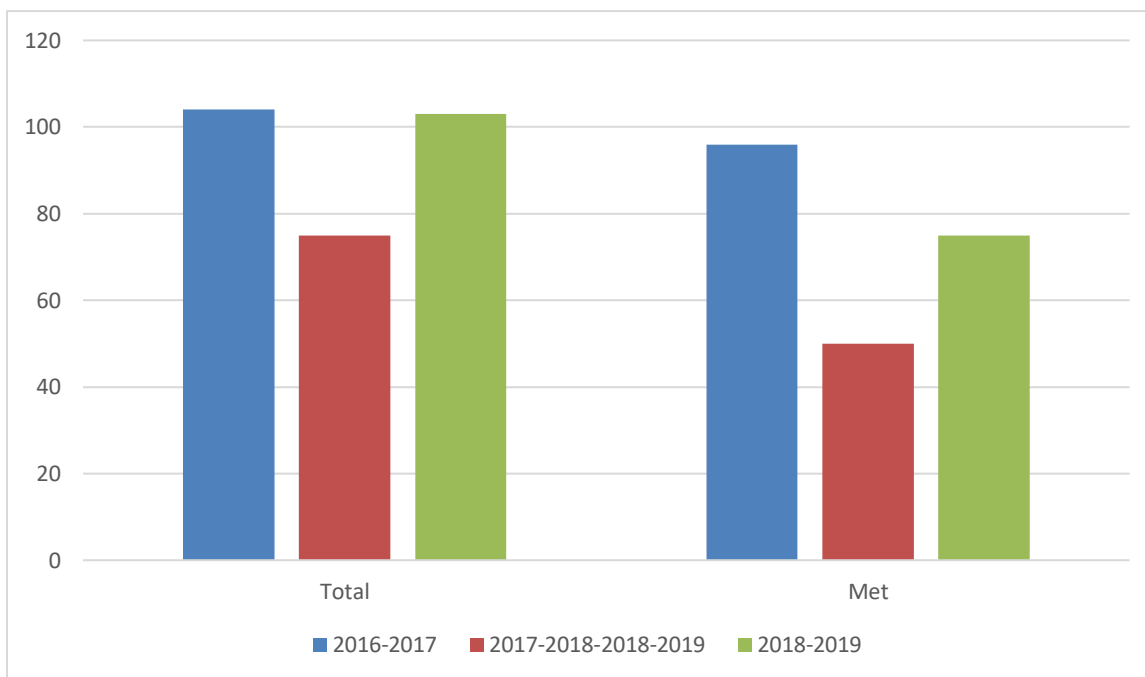
Goal #2. Students will be Exceptional Communicators



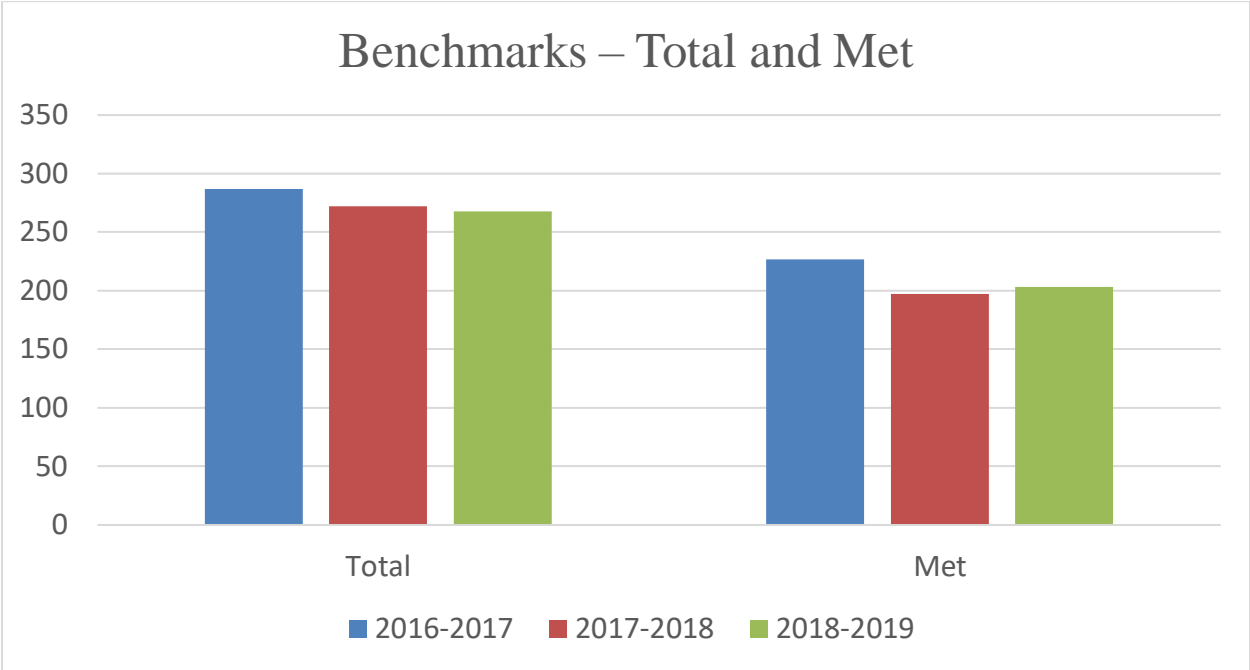
Goal #3. Students will be Service-Oriented, Engaged, and Productive Citizens



Goal #4. Students will participate in Research



Goal #5. Students will Master the Discipline



Appendix II:

Table 3: Student Learning Goals – Five -Year comparison 2014-2015; 2015-2016; 2016-2017; 2017-2018 and 2018-2019:

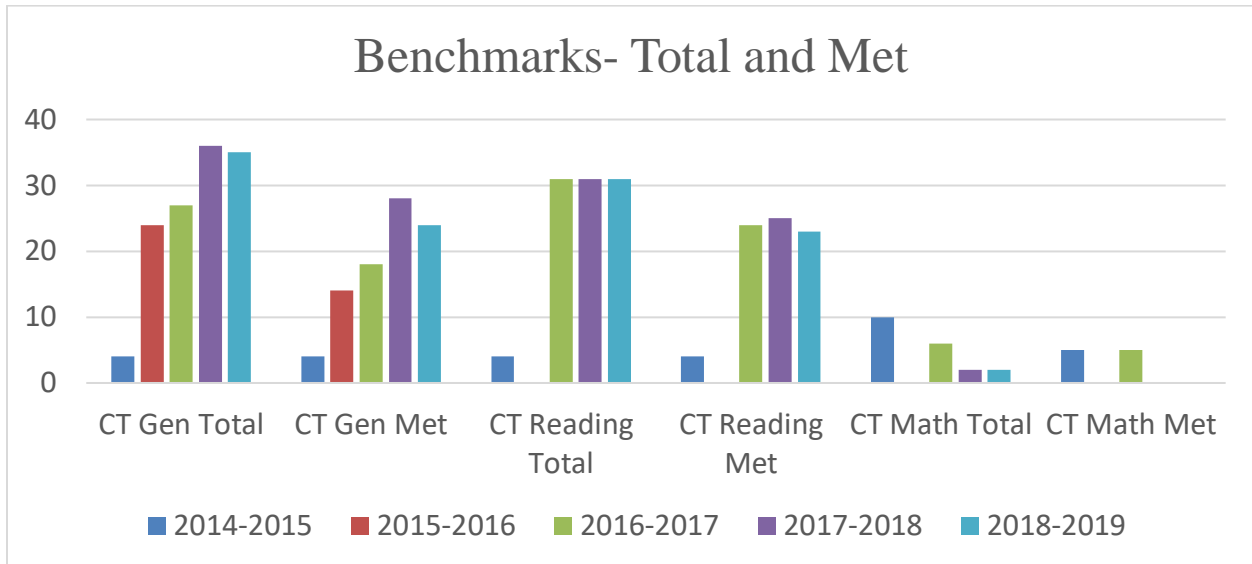
Student Learning Goals	BENCHMARKS									
	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	Total	Met	Total	Met	Total	Met	Total	Met	Total	Met
1. Students will be critical thinkers										
1a. General Critical Thinking	4	2	24	14	27	18	36	28	35	24
1b. Critical Reading	4	4	0	0	31	24	31	25	31	23
1c. Mathematics	10	5	0	0	6	5	2	0	2	1
TOTAL	8	11	24	14	64	47	69	53	68	48
2. Students will be exceptional Communicators										
2a. Writing Proficiency	11	9	57	38	34	20	34	20	63	37
2b. Oral proficiency	5	2	4	2	8	3	31	18	47	41
2c. Computer Literacy	8	4	6	2	4	2	15	11	17	1
TOTAL	24	15	67	42	46	25	80	49	127	79
3. Students will be service-oriented, engaged, and productive citizens										
TOTAL	2	2	35	33	61	53	68	59	103	75
4. Students will participate in research										
TOTAL	8	5	43	39	104	96	75	50	103	75
5. Students will master the discipline										
TOTAL	39	28	240	173	287	227	272	197	268	203

Table 4: Reported Improvements 5-Year Comparison; 2014-2015; 2015-2016; 2016-2017, 2017-2018 and 2018-2019

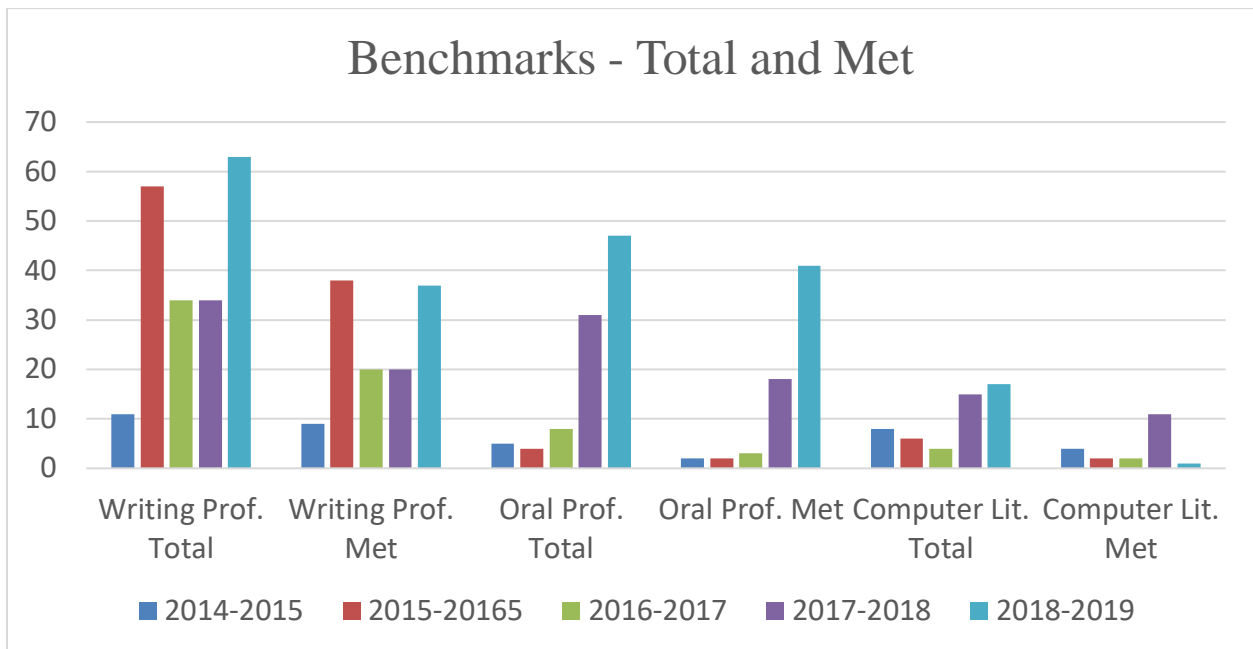
Reported Improvements	ACADEMIC YEARS				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Means of Assessment	10	20	15	18	3
Interventions	35	36	9	15	10
Gains in Student Learning	0	8	12	3	6
TOTAL	45	64	36	36	19

Student Learning Goals – Five-Year Comparison

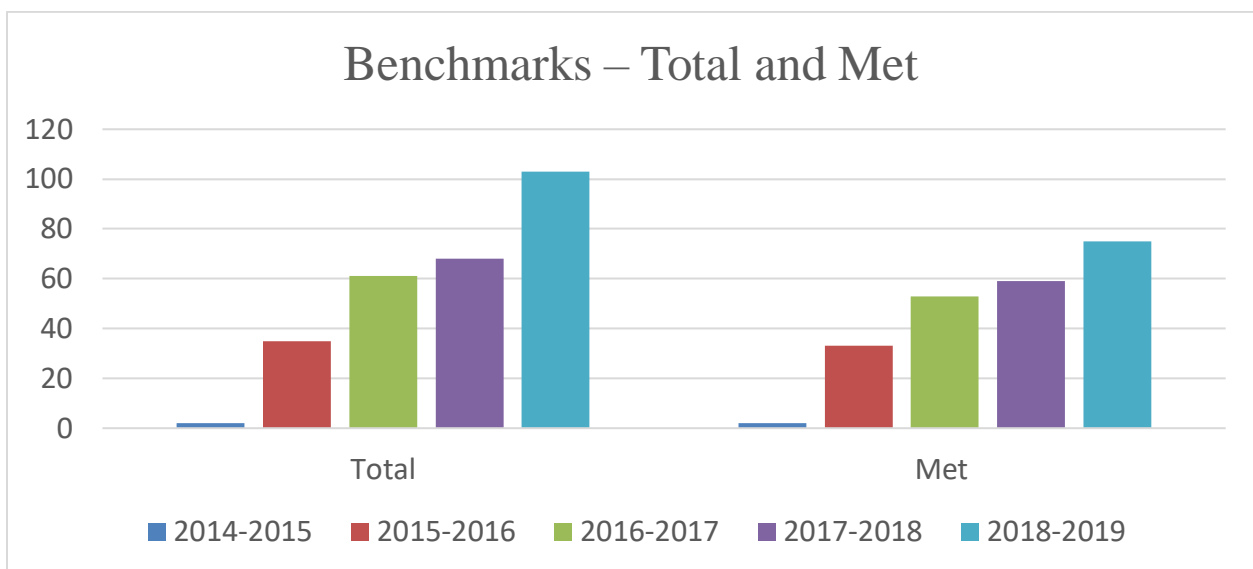
Goal #1: Students will be Critical Thinkers:



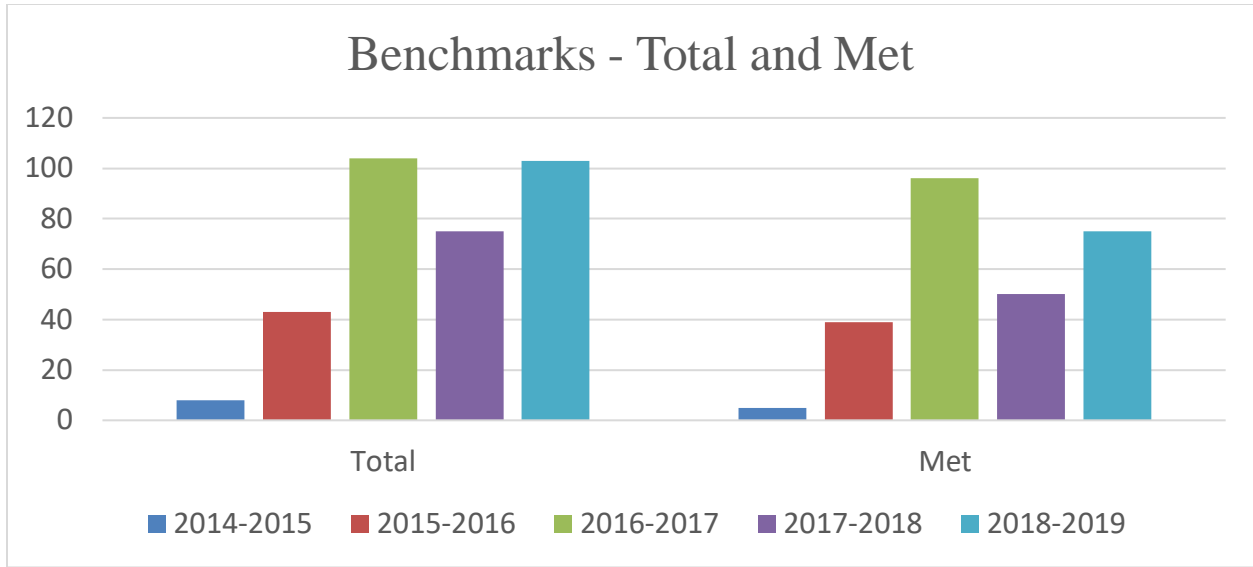
Goal #2. Students will be Exceptional Communicators



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

