MISSISSIPPI VALLEY STATE UNIVERSITY
STUDENT LEARNING OUTCOMES ANNUAL REPORT
2014-2015

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 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

These categories were to summarize the achievements in assessment by the degree programs at Mississippi Valley State University. In reporting Program Assessment, outcomes are grouped by the five categories and then summarized by competency. For each student learning outcome, at least one assessment benchmark is given, which includes a measure of performance. The total benchmarks met are divided by the total benchmarks attempted to arrive at a percentage of student learning outcomes met.

In 2014-2015, a majority of student learning outcomes were met in each of the broad learning categories aligned with the MVSU mission statement. Summary statistics for each student learning category and related outcomes are provided in Table 1 below.

a majority of student learning outcomes were met in each of the broad learning categories aligned with the MVSU mission statement. Summary statistics for each student learning category and related outcomes are provided in Table 1 below.

---

[1] This report is adapted from McNeese Sate 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.

Based on the analysis of the benchmarks, a number of improvements were made. Assessment measures wee refined and interventions were undertaken to improve student learning. These improvements are summarized in Table 1 and detailed by degree program in Table 2.

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 2014-15 , competencies in General Education were measured through the University's Quality Enhancement Plan focusing on writing and signature assignments from speech and computer sciences classes. The results from those assessments are summarized in tables 3-7. During Academic Year 2014-15, there were no measures of any category other than effective communication. Plans are underway to expand General Education Assessment.

Table 1. Program Benchmarks Summary

STUDENT LEARNING OUTCOMES (2014-2015)	Benchmarks			Improvements		
	Total	Number Met or Exceeded	Percentage Met or Exceeded	Means of Assessment	Interventions	Gains in Student Learning
I. Students will be critical thinkers.						
General Critical Thinking	4	2	50%	0	2	
Critical Reading	4	4	100%	0	0	
Mathematics	10	5	50%	0	5	
Total	**18**	**11**	**61%**	**0**	**7**	
II. Students will be exceptional communicators.						
Writing Proficiency	11	9	82%	4	3	
Oral Proficiency	5	2	40%	0	1	
Computer Literacy	8	4	50%	0	2	
Total	**24**	**15**	**63%**	**4**	**6**	
III. Students will be service-oriented, engaged, and productive citizens.						
Total	**2**	**2**	**100%**	**0**	**1**	
IV. Students will Participate in Research						
Total	**8**	**5**	**63%**	**1**	**4**	
V. Students will Master the Disciplines						
Total	**39**	**28**	**72%**	**5**	**17**	

*The AY 2014-2015 reporting format did not encourage reporting student learning gains. This problem has been corrected in the AY 2016-2017 format.

Table 2. General Education Benchmarks Summary.

COMPETENCY	BENCHMARKS			EVIDENCE
	Total	Number Met or Exceeded	Percentage Met or Exceeded	
I. Writing Proficiency (QEP)				
English 101	11	10	**91%**	Table 4 (Appendix)
English 102	11	0	**0%**	Table 5 (Appendix)
II. Oral Proficiency				
Speech 201	40	29	**73%**	Tables 6-7 (Appendix)
III. Computer Literacy				
Computer Science 111	5	5	**100%**	Table 8 (Appendix)

*Data provided by the QEP Oversight Committee, the Department of Mass Communications, and the Department of Mathematics, Computer and Information Sciences.

Table 3. Improvements by Degree Program

DEGREE PROGRAM	IMPROVEMENTS	TYPE	CATEGORY
Bioinformatics	Extra attention is being given to the category 'Protein/Gene Function', which did not meet requirements.	Intervention	Critical Thinking (1)
Bioinformatics	The curriculum was revised to focus on deficiencies in "SQL."	Intervention	Critical Thinking (1)
Bioinformatics	The program is continuing having all first-year graduate students present at the university's Graduate Research Day	Intervention	Research (4)
Biology	Altered Protocols for Submitting Research	Intervention	Research (4)
Biology	Altered Protocols for Oral Presentations	Intervention	Effective Communication (2)
Biology	Including more interactive activities that will include preparation of biological solutions and virtual labs.	Intervention	Research (4)
Chemistry	Students are including their final lab exam data in the data collection process.	Intervention	Discipline Mastery (5)
Communications	Means of assessment have been adjusted	Assessment	Discipline Mastery (5)
Computer Science	Professor is CS 455 increased focus on software design documents (SDD)	Intervention	Effective Communication (2)
Computer Science	Course instruction was modified to allow smaller projects leading up to the main project in CS 323	Intervention	Critical Thinking (1)
Criminal Justice, BS	Additional reading materials were selected for courses.	Intervention	Discipline Mastery (5)
Early Childhood Ed	Redesigned the theory component in a series of courses. Redesigned the field experience observation for EC 320 Practicum with emphasis in the field observation.	Intervention	Effective Communication (2)
Early Childhood Ed	Reinforced knowledge of motor development in the 300 level SPED courses.	Intervention	Discipline Mastery (5)
Early Childhood Ed	More teaching of instructional planning is now provided throughout the semester.	Intervention	Discipline Mastery (5)
Engineering Technology	Writing component was added to all department courses.	Intervention	Effective Communication (2)
Engineering Technology	Developed common measures for writing proficiency in three courses	Assessment	Effective Communication (2)
English	New guidelines were issued for improving instruction.	Intervention	Research (4)

Table 2. Continued…

DEGREE PROGRAM	IMPROVEMENTS	TYPE	CATEGORY
English	Decided to use the senior presentation at the Howard Lecture Series as a graduation requirement.	Intervention	Research (4)
English	Sequencing of assignments was adjusted.	Intervention	Engagement (3)
History	The practice of requiring revisions was embedded into all writing intensive courses	Assessment	Effective Communication (2)
History	Standard reading exercises were implemented in reading intensive courses.	Intervention	Critical Thinking (1)
History	The program modified its instructional focus to stress development of a thesis for research	Assessment	Effective Communication (2)
Mathematics	Instruction was adjusted in algebra courses to bring the program closer to national norms.	Intervention	Critical Thinking (1)
Mathematics	Instruction was adjusted in calculus courses to bring the program closer to national norms.	Intervention	Critical Thinking (1)
Rural Public Policy	RP 515 made mandatory for all students	Intervention	Research (4)
Rural Public Policy	Students are now required to critique research studies based on the elements of good research.	Intervention	Research (4)
Secondary Ed-Eng Ed	More emphasis is given to due dates for submission of completed first drafts of assignments .	Intervention	Discipline Mastery (5)
Secondary Ed-Math Ed	Added more instructional time/materials on infusing technology into classroom lessons.	Intervention	Critical Thinking (1)
Secondary Ed-Math Ed	Instruction was adjusted in math courses to bring the program closer to national norms.	Intervention	Critical Thinking (1)
Secondary Ed-Math Ed	New instructional materials were selected.	Intervention	Discipline Mastery (5)
Social Work, BS	Redesigned assessment Instruments for SW 420	Assessment	Research (4)
Social Work, BS	Redesigned assessment rubric	Assessment	Research (4)
Sociology	The programs piloted a focus group that revealed strengths and weaknesses in writing.	Assessment	Effective Communication (2)
Sociology	Program has reinstituted a locally developed exit exam	Assessment	Research (4)
Speech	Faculty modified instructional methods, as well using a different textbook.	Intervention	Discipline Mastery (5)
Speech	Exit exam has been redesigned to reflect the course content more accurately	Assessment	Discipline Mastery (5)

Table 4. Quality Enhancement Plan (QEP) Benchmarks. English 101.

Benchmarks (Rubric Components)	ENGLISH 101 (Fall 2014, n=11)		
	Number of Students Meeting Benchmark (2 or Higher)	Percentage of Students Meeting Benchmark (2 or Higher)	Overall Benchmark Met- 90%
Rhetorical Situation	11	100%	Yes
Organization	11	100%	Yes
Content Development	11	100%	Yes
Syntax & Mechanics	11	100%	Yes
Writing Process	11	100%	Yes
Conventions	11	100%	Yes
Reflection	11	100%	Yes
Valid Sources	11	100%	Yes
Internal Citation	11	100%	Yes
Integrated Sources	11	100%	Yes
Bibliography	9	82%	No

Table 5. Quality Enhancement Plan (QEP) Benchmarks. English 102.

Benchmarks (Rubric Components)	ENGLISH 102 (Fall 2014, n=13)		
	Number of Students Meeting Benchmark (2 or Higher)	Percentage of Students Meeting Benchmark (2 or Higher)	Overall Benchmark Met- 90%?
Rhetorical Situation	11	85%	No
Organization	11	85%	No
Content Development	11	85%	No
Syntax & Mechanics	11	85%	No
Writing Process	11	85%	No
Conventions	11	85%	No
Reflection	11	85%	No
Valid Sources	11	85%	No
Internal Citation	11	85%	No
Integrated Sources	11	85%	No
Bibliography	11	85%	No

Table 6. General Education Benchmarks: Speech 201. (Fall 2014)

Benchmarks (Rubric Components)	FALL 2014 (n=128)		
	Number of Students Meeting Benchmark (4 or 5)	Percentage of Students Meeting Benchmark (4 or 5)	Mean Score
General			
A. The speaker seemed committed to the topic	80	62.50%	3.1
B. The speech fulfilled specifics of the assignment	76	59.38%	4.26
C. The speech promoted identification among topic. audience and speaker	84	65.63%	4.23
D. The thesis was clearly stated	83	64.84%	4.23
E. The topic was handled with imagination	73	57.03%	3.88
F. The time limit was adhered closely	90	70.31%	4.18
Substance and Structure			
A. The introduction aroused interest	80	62.50%	4.08
B. The speech was easy to follow	80	62.50%	4.08
C. The main points were easy to identify	78	60.94%	4.1
D. The main points were supported with evidence and documentation	81	63.28%	3.97
E. The conclusion helped to remember the speech	75	58.59%	3.89
F. Transitions were used effectively	75	58.59%	3.63

Table 6. Continued…

Presentation			
A. Language was clear, simple, direct, and expressive with appropriate projection	88	68.75%	4.2
B. Grammar was correct	74	57.81%	4.05
C. Presentation was conversational with appropriate rate of speaking, use of Pauses, gestures, and body language	93	72.66%	4.09
D. The speech was presented extemporaneously	88	68.75%	4.07
E. Notes/note cards were not Used excessively	92	71.88%	3.96
F. Speaker maintained good eye contact	97	75.78%	4.24
Appearance			
A. Speaker was dressed appropriately, including shoes and accessories	97	75.78%	4.22
B. Speaker was well-groomed (hair, face, etc.)	107	83.59%	4.48

Table 7. General Education Benchmarks: Speech 201. (Spring 2015)

	SPRING 2015 (n=151)		
Benchmarks (Rubric Components)	Number of Students Meeting Benchmark (4 or 5)	Percentage of Students Meeting Benchmark (4 or 5)	Mean Score
General			
A. The speaker seemed committed to the topic	105	68.21%	3.95
B. The speech fulfilled specifics of the assignment	89	58.94%	3.73

C. The speech promoted identification among topic. audience and speaker	135	89.40%	4.52
D. The thesis was clearly stated	118	78.15%	4.36
E. The topic was handled with imagination	112	74.17%	4.19
F. The time limit was adhered closely	124	82.12%	4.34
Substance and Structure			
A. The introduction aroused interest	124	82.12%	4.36
B. The speech was easy to follow	103	68.21%	4.29
C. The main points were easy to identify	104	68.87%	4.2
D. The main points were supported with evidence and documentation	75	49.67%	3.44
E. The conclusion helped to remember the speech	108	71.52%	4.17
F. Transitions were used effectively	109	72.19%	4.09

Table 7. Continued…

Presentation			
A. Language was clear, simple, direct, and expressive with appropriate projection	120	79.47%	4.36
B. Grammar was correct	84	55.63%	3.6
C. Presentation was conversational with appropriate rate of speaking, use of Pauses, gestures, and body language	104	68.87%	4.05
D. The speech was presented extemporaneously	104	68.87%	4.03
E. Notes/note cards were not Used excessively	89	58.94%	3.97
F. Speaker maintained good eye contact	107	70.86%	4.11
Appearance			
A. Speaker was dressed appropriately, including shoes and accessories	145	96.03%	4.85
B. Speaker was well-groomed (hair, face, etc.)	145	96.03%	4.85

Table 8. General Education Benchmarks: Computer Science 111.

Application	Percentage of Content Understood (n=72) (Benchmark=60% for each category)
Internet Explorer 9	82%
MS Access 2010	64%
MS Excel 2010	74%
MS PowerPoint 2010	75%
MS Word 2010	80%