

**MISSISSIPPI VALLEY STATE UNIVERSITY
STUDENT LEARNING OUTCOMES ANNUAL REPORT
2015-2016**

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.

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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 were 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 (2015-2016)	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	24	14	58%	1	2	0
Critical Reading	0	0	0%	0	0	0
Mathematics	0	0	0%	0	0	0
Total	24	14	58%	1	2	0
II. Students will be exceptional communicators.						
Writing Proficiency	57	38	67%	4	2	2
Oral Proficiency	4	2	50%	1	0	0
Computer Literacy	6	2	33%	0	2	0
Total	77	42	55%	5	4	2
III. Students will be service-oriented, engaged, and productive citizens.						
Total	35	33	94%	0	1	0
IV. Students will Participate in Research						
Total	43	39	91%	0	2	0
V. Students will Master the Disciplines						
Total	240	173	72%	8	21	4

Table 2. General Education Benchmarks Summary. (2014-2015)

COMPETENCY	BENCHMARKS				EVIDENCE
	Total	Number Met or Exceeded	Percentage Met or Exceeded	Mean Scores	
I. Writing Proficiency					
English 101	11	0	0%		Table 4 (Appendix)
English 102	11	5	45%		Table 5-6 (Appendix)
II. Oral Proficiency					
Speech 201	40	29	73%		Table 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.

APPENDIX

Table 3. Improvements by Degree Program

<u>DEGREE PROGRAM</u>	<u>IMPROVEMENTS</u>	<u>TYPE</u>	<u>CATEGORY</u>
Applied Technology, BS	developed new SLOs and rubrics to assess student work.	Assessment	Discipline Mastery (5)
Accounting, BA	Faculty discussed assessment results and reviewed their syllabi to ensure that they reflect all topics and materials to be covered in each subject area so that our students will be able to gain the proficiency in the curriculum	Intervention	Discipline Mastery (5)
Art, BA	we have developed new SLOs and rubrics to assess student work	Assessment	Discipline Mastery (5)
Bioinformatics	bioinformatics faculty will continue to require students to have their theses reviewed in the campus writing center for acceptable grammar and syntax	Intervention	Discipline Mastery (5)
Bioinformatics	the faculty has put more focus on the strategy of diversifying student projects so that they can maximize the use of computational tools.	Intervention	Discipline Mastery (5)
Biology	Biology faculty are set to involve more interactive activities that include preparation of biological solutions	Intervention	Discipline Mastery (5)
Biology	each candidate henceforth must submit a rough draft of his/her research paper before midterm to his/her mentor	Intervention	Discipline Mastery (5)

Table 2. Continued...

Business Administration, B.S.	All of the course syllabi in the BSBA program need to be examined to ensure that valid, contemporary course contents are being covered.	Intervention	Discipline Mastery (5)
Business Administration, M.B.A.	All of the program's course syllabi should be examined to ensure that valid and contemporary course contents are being covered	Assessment	Discipline Mastery (5)
Chemistry	Modifying our presentation to include more review	Intervention	Discipline Mastery (5)
Criminal Justice, BS	The Senior Exit Survey (Indirect Measure) that addresses SLO 1 was added	Assessment	Discipline Mastery (5)
Criminal Justice, BS	faculty members will schedule review sessions for ... Senior Exit Exam	Intervention	Discipline Mastery (5)
Criminal Justice, MS	Common rubrics established for grading comprehensive exams	Assessment	Discipline Mastery (5)
Criminal Justice, MS	3-hour comprehensive review session was held	Intervention	Discipline Mastery (5)
Criminal Justice, MS	develop a statistic course to complement students' learning in Research Methods	Intervention	Research (4)
Early Childhood Ed	Reinforcement of the writing process and theory incorporation will be added more in EC 300 level courses	Intervention	Discipline Mastery (5)
Early Childhood Ed	Additional reading material will be embedded in for 300 level courses to help candidates develop pedagogical knowledge for Early Childhood Education teaching	Intervention	Discipline Mastery (5)

Table 3. Continued...

Early Childhood Ed	Emphasis on each key element of this standard will be addressed through guided teaching and modeling	Intervention	Discipline Mastery (5)
Education, M.S.	Instructors will dedicate more class time to developing software literacy	Intervention	Effective Communication (2)
Engineering Technology	a writing component was added to all department courses	Assessment	Effective Communication (2)
Engineering Technology	results from the assessment were used to place on emphasis in areas where students scored lowest	Intervention	Engagement (3)
English	enhance teaching and learning in these two courses: EN 453/454-Creative Writing and EN 450-Senior Research	Intervention	Effective Communication (2)
English	starting the research requirements earlier and visiting the library more often	Intervention	Effective Communication (2)
Environmental Health, B.S.	More review sessions were held with students to help prepare them better for the exams	Intervention	Discipline Mastery (5)
Environmental Health, B.S.	Rubric categories were re-evaluated for any inconsistency that could impact student performance and grade	Assessment	Effective Communication (2)
Environmental Health, M.S.	The high passing rate reflects student preparation for the exam and success of faculty mentoring	Student Learning	Effective Communication (2)
History	specific writing components using analytical assignments on published historical research	Intervention	Research (4)

Table 4. Continued...

History	faculty continue to use various peer assessment assignments and commit to encouraging students to understand the value of criticism	Student Learning	Effective Communication (2)
Government & Politics, BA	Refined rubrics and survey instruments were developed to measure communication skills	Assessment	Effective Communication (2)
Mathematics	We are using the results of the [MFT] test to make changes in the instructional component of the math curriculum	Intervention	Discipline Mastery (5)
Mass Communications, B.S.	we will redesign the exit exam to reflect the course contents more accurately	Assessment	Discipline Mastery (5)
Rural Public Policy	faculty continue to conduct preparatory session for the students before they sit for comprehensive examination	Intervention	Discipline Mastery (5)
Social Work, BS	require students to complete an actual research project	Intervention	Discipline Mastery (5)
Social Work, BS	Make instruction clearer and discuss more about the importance of advocacy	Intervention	Discipline Mastery (5)
Social Work, MS	Some corrections and changes were made to the 1st instrument	Assessment	Discipline Mastery (5)
Sociology	We have discussed using new/more appropriate undergraduate materials to teach SO 401/402	Intervention	Discipline Mastery (5)
Sociology	Our assessment results indicate that these measures were highly effective in meeting several of our program goals.	Student Learning	Discipline Mastery (5)
Speech			

Table 5. Continued...

Theater (Minor)	evidence shows that the change made in teaching methods worked to improve performance	Student Learning	Discipline Mastery (5)
Pre-Law/Mock Trial	Refined rubrics and survey instruments were developed to measure communication skills	Assessment	Effective Communication (2)
Pre-Law/Mock Trial	A new forum for Mock Trial was created	Intervention	Effective Communication (2)

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

	ENGLISH 101 (Fall 2015, n=117)		
<u>Benchmarks</u> (Rubric Components)	Number of Students Meeting Benchmark (2 or Higher)	Percentage of Students Meeting Benchmark (2 or Higher)	Overall Benchmark Met- 90%
Rhetorical Situation	90	77%	No
Organization	93	79%	No
Content Development	94	80%	No
Syntax & Mechanics	90	77%	No
Writing Process	92	79%	No
Conventions	88	75%	No
Reflection	81	69%	No
Valid Sources	10	9%	No
Internal Citation	9	8%	No
Integrated Sources	8	7%	No
Bibliography	9	8%	No

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

	ENGLISH 102 (Fall 2015, n=31)		
<u>Benchmarks</u> (Rubric Components)	Number of Students Meeting Benchmark (2 or Higher)	Percentage of Students Meeting Benchmark (2 or Higher)	Overall Benchmark Met- 90%?
Rhetorical Situation	25	81%	No
Organization	25	81%	No
Content Development	25	81%	No
Syntax & Mechanics	24	77%	No
Writing Process	25	81%	No
Conventions	21	68%	No
Reflection	21	68%	No
Valid Sources	25	81%	No
Internal Citation	25	81%	No
Integrated Sources	24	77%	No
Bibliography	25	81%	No

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

	ENGLISH 102 (Spring 2016, n=76)		
<u>Benchmarks</u> (Rubric Components)	Number of Students Meeting Benchmark (2 or Higher)	Percentage of Students Meeting Benchmark (2 or Higher)	Overall Benchmark Met- 90%
Rhetorical Situation	74	97%	Yes
Organization	73	96%	Yes
Content Development	71	93%	Yes
Syntax & Mechanics	73	96%	Yes
Writing Process	75	99%	Yes
Conventions	32	42%	No
Reflection	70	92%	Yes
Valid Sources	34	45%	No
Internal Citation	33	43%	No
Integrated Sources	33	43%	No
Bibliography	29	38%	No

Table 7. General Education Benchmarks: Speech 201.

	FALL 2015 (n=112)		SPRING 2016 (n=89)	
Benchmarks (Rubric Components)	Number of Students Meeting Benchmark (4 or 5)	Percentage of Students Meeting Benchmark (4 or 5)	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	88	78.57	78	87.64
B. The speech fulfilled specifics of the assignment	68	60.71	66	74.16
C. The speech promoted identification among topic, audience and speaker	109	97.32	81	91.01
D. The thesis was clearly stated	109	97.32	86	96.63
E. The topic was handled with imagination	98	87.50	80	89.89
F. The time limit was adhered closely	103	91.96	80	89.89
Substance and Structure				
A. The introduction aroused interest	102	91.07	84	94.38
B. The speech was easy to follow	95	84.82	77	86.52
C. The main points were easy to identify	97	86.61	76	85.39
D. The main points were supported with evidence and documentation	65	58.04	56	62.92
E. The conclusion helped to remember the speech	95	84.82	69	77.53
F. Transitions were used effectively	95	84.82	70	78.65

Table 7. Continued...

	FALL 2014 (n=112)		SPRING 2015 (n=89)	
Benchmarks (Rubric Components)	Number of Students Meeting Benchmark (4 or 5)	Percentage of Students Meeting Benchmark (4 or 5)	Number of Students Meeting Benchmark (4 or 5)	Percentage of Students Meeting Benchmark (4 or 5)
Presentation				
A. Language was clear, simple, direct, and expressive with appropriate projection	87	77.68	79	88.76
B. Grammar was correct	65	58.04	56	62.92
C. Presentation was conversational with appropriate rate of speaking, use of Pauses, gestures, and body language	89	79.46	72	80.90
D. The speech was presented extemporaneously	88	78.57	73	82.02
E. Notes/note cards were not Used excessively	89	79.46	71	79.78
F. Speaker maintained good eye contact	91	81.25	75	84.27
Appearance				
A. Speaker was dressed appropriately, including shoes and accessories	104	92.88	83	93.26
B. Speaker was well-groomed (hair, face, etc.)	107	95.54	87	97.75
Mean Scores of 4 or Above:		17 of 20		18 of 20

*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=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%

Proficiency Profile Baseline Data

What follows are summaries of baseline data from the first year of administering the Educational Testing Service PPT, which measures several student proficiencies. The concluding 3 tables compare our students' performance with other institutions. Benchmarks will be set and plans developed following the second administration. Full analysis of this data is not possible until benchmarks are set.

Table 9. Student Essay Scores from PPT

Percent at each score level	
6	0.00%
5	12.70%
4	34.50%
3	32.70%
2	12.70%
1	7.30%
Percent with a score of at least...	
6	0.00%
5	12.70%
4	47.30%
3	80.00%
2	92.70%
1	100.00%
Mean Score	3.3
Standard Deviation	1.1
Number of Students Tested	56
Number of Students Included in Statistics	55

Table 10. Summary of Proficiency Classifications from the PPT

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	13%	29%	58%
Reading, Level 2	9%	4%	87%
Critical Thinking	0%	2%	98%
Writing, Level 1	20%	31%	49%
Writing, Level 2	2%	13%	84%
Writing, Level 3	2%	4%	93%
Mathematics, Level 1	20%	27%	53%
Mathematics, Level 2	4%	9%	87%
Mathematics, Level 3	0%	2%	98%
Number of Students Tested	58		
Number of Students Included in Statistics	45		

Figure 1. Summary of Proficiency Classifications from the PPT

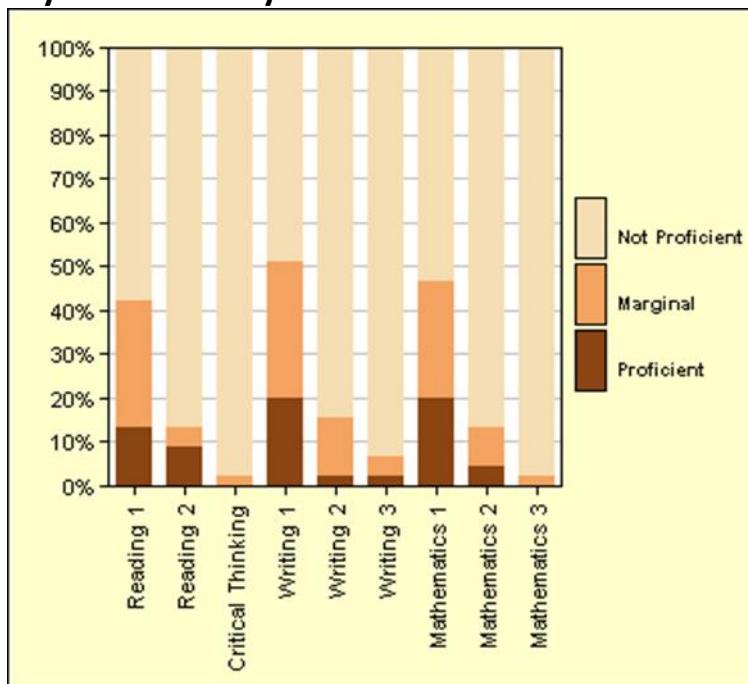


Table 11. Summary of Proficiency Classifications from the PPT

	Possible Range	Mean Score	95% CI	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	420.71	418 to 423	13.99	410	419	428
Skills Subscores:							
Critical Thinking	100 to 130	105.56	104 to 107	4.21	103	104	107
Reading	100 to 130	109.96	108 to 111	5.76	106	109	113
Writing	100 to 130	108.58	107 to 110	5.11	105	108	111
Mathematics	100 to 130	108.6	107 to 110	4.27	106	108	111
Context-Based Subscores:							
Humanities	100 to 130	109.49	108 to 111	5.21	107	109	111
Social Sciences	100 to 130	106.69	105 to 108	4.35	103	106	108
Natural Sciences	100 to 130	108.91	108 to 110	4.26	106	109	112
Number of Students Tested				58			
Number of Students Included in Statistics				45			

Table 12.

2015 Comparative Data Guide
Distribution of Institutional Mean Subscores—All Students,
Master's (Comprehensive) Colleges and Universities I and II
July 2010 through June 2015.

Skill	Number of Institutions	Mean	Standard Deviation
Critical Thinking	133	111.1	2.1
Reading	133	117.3	2.5
Writing	133	113.9	1.7
Mathematics	133	113.3	2.4
Humanities	133	114.1	1.9
Social Sciences	133	112.8	1.9
Natural Sciences	133	114.8	2.0

Table 13.

**2015 Comparative Data Guide
Distribution of Individual Students' Subscores—All Students,
Master's (Comprehensive) Colleges and Universities I and II
July 2010 through June 2015.**

	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Number of Students	140,410*	140,410*	140,410*	140,410*	140,410*	140,410*	140,410*
Mean Score	111.0	117.1	113.8	113.0	114.0	112.6	114.6
Standard Deviation	6.2	7.0	5.1	5.9	6.4	6.2	5.9
Percentile	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
90th	120	126	121	121	123	121	123
75th	115	123	117	116	119	118	120
50th	110	118	114	113	113	112	114
25th	106	112	110	108	109	108	110
10th	104	107	107	106	107	105	107

Table 14.

**2015 Comparative Data Guide
Summary of Proficiency Classifications—All Students,
Master's (Comprehensive) Colleges and Universities I and II
July 2010 through June 2015.**

Total Number of Students	Weighted Number of Students
179,272	140,410*

Percent of Students Classified

Skill Dimension and Level	Classified as Proficient	Classified as Marginal	Classified as Non-Proficient
Critical Thinking	4%	16%	80%
Reading, Level 2	31%	20%	49%
Reading, Level 1	60%	20%	20%
Writing, Level 3	7%	22%	71%
Writing, Level 2	16%	35%	49%
Writing, Level 1	58%	29%	13%
Mathematics, Level 3	6%	14%	80%
Mathematics, Level 2	26%	25%	49%
Mathematics, Level 1	52%	26%	23%