



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	General Education
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input checked="" type="checkbox"/> Creative Arts (Art) <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

To produce students with the ability to use critical thinking skills. Including creative thinking, innovative inquiry, and analysis, evaluation, and synthesis of information

What overall improvements did you note from the 2013-2016 assessment cycle findings?

The 2013-2016 cycle was the period of continued development of rubrics, signature assignments for Art 135 and Art 137 courses. Students are able to use appropriate terminology and theories when analyzing artworks.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Collected data was used to modify course rubrics and assignments to better assess Critical Thinking skills. During the 2016-2019 cycle Art 131: Drawing & Composition was eliminated from the Creative Arts group and Art 139: African American Art & Culture was deleted from the Institutional option category of the General Education Core Curriculum. This significantly reduced the amount of collected data even as the objective can still be assessed.



Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Of the 66% (29 of 44) of students who did not meet the target, most have difficulty with questions addressing the identification of unique formal characteristics of individual art movements, and of individual artists. 34% (15 of 44) of students demonstrated adequate ability in identifying, analyzing. Faculty will give greater focus on how students can systematically identify and interpret artworks through reinforcing visual elements and visual principles in classroom discussions and written assignments. Faculty will use multiple opportunities for objectives to be measured.

Year 2 (2017-2018)

60% (50 of 83) of students demonstrated adequate ability in identifying and analyzing artworks. Of the 40% (33 of 83) who did not meet the target, most have difficulty with identifying and naming the visual elements used within artworks, identifying the styles of individual artists, and memorizing correct dates of when specific artworks were made. Faculty will continue focusing on developing methodologies that enable students to systematically identify and interpret artworks such as reinforcing visual elements and visual principles in classroom discussions and written assignments.

Year 3 (2018-2019)

Of the 29% (21 of 73) of students who did not meet the target, most have difficulty with identifying and naming the visual elements used within artworks, identifying the styles of individual artists, and memorizing correct dates of when specific artworks were made. 71% (52 of 73) of students demonstrated adequate ability in identifying, analyzing.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

2. Communication Skills(COM)

To produce students with the ability to communicate effectively
Including the effective development, interpretation and expression of ideas through written, oral, and visual communication



What overall improvements did you note from the 2013-2016 assessment cycle findings?

The 2013-2016 cycle was the period of continued development of rubrics, signature assignments for Art 135 and Art 137 courses. Students are progressing with articulating context, genre, and purpose of varied artworks via written assignments.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

The deletion of Art 131: Drawing & Composition and Art 139: African American Art & Culture from the General Education Core Curriculum required modifying the collection of assessment data in Art 135: Topics in Contemporary Art and Art 137: Introduction to African Art. Examples of which include Increased class exercises that divided students into groups to present analysis of an artwork. Emphasis on presenting appropriate visual art terms, elements, principles of art in analysis of artworks and artists.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

47% (32 of 68) of students did not meet the target score. This indicates there is a need to further modify the curriculum, rubric, and assignments to address the communication skills objectives. Action plan is to increase the amount of student presentations to emphasize communication of terminology and art theories relevant to art topics.

Year 2 (2017-2018)

61% (50 of 82) of students met the target score of 3 or better. Increase the number of In-class presentations, and assignments to encourage students' correct use of terminology, theory, in presenting art in context were increased.

Year 3 (2018-2019)

60% (44 of 73) of students met the target score of 3 or better. Course instructors will meet before start of next term to evaluate and modify assessment process.



Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

4. Teamwork (TW)

To produce students with the ability to work to work as a team including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Inclusion of collaborative assignments- students working in groups to achieve Teamwork goal.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

The deletion of Art 131: Drawing & Composition and Art 139: African American Art & Culture from the General Education Core Curriculum required modifying the collection assessment data in Art 135: Topics in Contemporary Art and Art 137: Introduction to African Art. Increase the number of assignments that required students to work in teams as opposed to working alone. Exercises include in class presentation/discussion on assigned topic; Viewing/writing on assigned artwork.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

51% (35 of 68) of students met target. Assessment was measured in single session. Future assessments will use multiple sessions to measure objective.

Year 2 (2017-2018)

63% (52 of 82) of students met target. Added exercises that involved two or more students working together, and group identification, research, analysis, of artists, and artworks.

Year 3 (2018-2019)



74% (57 of 77) of students met target. Noted slight increase in number of successful students indicates more of these exercises are needed and possible modification of course. Faculty will meet and discuss alternate means of increasing the number of students achieving the objective.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

6. Social Responsibility (SR)

To produce students with awareness of Social Responsibility including intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Students are aware of the role social responsibility in both contemporary art and traditional African art. Articulation of this awareness in both written and oral formats is a challenge. The insertion of interactive assignments into the course schedules has increased identification, interpretation, and contextual awareness of visual art.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

The deletion of Art 131: Drawing & Composition and Art 139: African American Art & Culture from the General Education Core Curriculum required modifying the collection assessment data in Art 135: Topics in Contemporary Art and Art 137: Introduction to African Art. Increase assignments that request students to acknowledge the intercultural, social roles that visual art plays in all cultures. Implement various instructional platforms that keep the students engaged, such as viewing exhibits in person, viewing relevant online content, and follow-up discussions and activities.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)



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51% (35 of 68) of students met target. Although students are generally aware of the social responsibility of art and artists, it is a challenge to get them to successfully articulate this in either oral or written form.

Year 2 (2017-2018)

66% (54 of 82) of students met target. A minor improvement, however further course modification is needed. Increase the opportunities for students to demonstrate the Social Responsibility objective.

Year 3 (2018-2019)

68% (51 of 75) of students met target. It is not clear if the reduction is due to the smaller number of students in the assessed courses, the metric used, or another factor. Instructors will meet prior to start of next term to create a viable modification of metrics to improve annual assessment scores.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

The updated SLO's provided in Fall 2018 by the General Education Subcommittee will be re-examined by the faculty in Fall 2019 to update the rubric with SLO's that better align with the course objectives. Also Faculty will convene to investigate implementation of alternate pedagogies that can be used to increase student engagement with course content. Faculty will incorporate hands on projects dealing with the visual elements wherever possible in an effort to positively impact assessment of Communication and Critical Thinking Skills. For example assignments can incorporate the creation of artwork using a specific art technique, or a project imitating an artist style. Alternate pedagogies will be sought that focus on increasing the use of appropriate terminology in identifying visual art.

Please include a brief description of your assessment team and your area's assessment review process.

☑All faculty responsible for the individual courses/sections are considered part of the assessment team. All sections of each course provide assessment data each semester. Each faculty member completes the data spreadsheets developed for their course that includes raw data, discussion of findings and proposed action plans and submits to the General Education Subcommittee representative for Art. The representative, who also sits on the college-level assessment committee, checks and submits the data spreadsheets to the General Education Subcommittee for review. Because the courses used for assessment in the fine arts area



offered both Fall AND Spring, the final report for the full cycle cannot be compiled until after the submission of final grades in Spring. Therefore, the first opportunity to present the full cycle results to the faculty is at the opening faculty meeting in August of the following Fall semester.

Comments: This report needs two corrections:

- 1. ON the RED headings, make the FONT color WHITE, for legibility.**
- 2. Percentages must be a number over a number—this many out of this many, or this %. It's important to know how many students were assessed and then how many did or did not meet expectations.**



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	General Education – BIOL 143
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

The student will demonstrate the ability to: SLO 1.4) analyze information by being able to list/describe its components; SLO 1.5) evaluate information by being able to judge the relevance of its components; and SLO 1.6) organize and integrate components of information.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Prior to 2018, SLO 1.4, 1.5, 1.6 were not directly measured but inferred from students (n=379) overall final grades. Findings from 2018-2019 reveals no indications that students’ performances improved compared to previous years.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Four multiple-choice questions per SLO (n=12) will be administered to students as part of their final exam. Questions will come directly from Pearson, Inc test bank.



Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

This was not directly measured but inferred from students' final grade. Approximately, 45% of students met these goals. This course is taken mostly by non-science majors and remains a major challenge to many.

Year 2 (2017-2018)

This was not directly measured, but was inferred from students' final grades. Overall, 147 out of 331, or 44.50% of students met this goal. This course is taken mostly by non-science majors and remains a major challenge to many.

Year 3 (2018-2019)

Goals not met. Only 65.0% (SLO 1.4), 56.6% (SLO 1.5) and 52.0% (SLO 1.6) out of 789 students demonstrated the ability to analyze, evaluate, organize and integrate basic biological concepts. The multiple-choice questions used to assess these SLOs' required prior knowledge of the subject material that is only gained by prior studying. Based on the results, it is likely that many students did not study the subject material.

The department will continue to work with Pearson, Inc. to provide bundled access to vast online resources to students. Pearson, Inc. provides numerous resources such as videos, practice tests, and other learning tools. Our graduate students will continue to tutor students. Additionally, instructors will continue to provide more time for in-class tutorials, in-class and outclass assignments to help students better understand the material. In addition, in-class videos and extra credit exercises will be included during lectures to facilitate the learning.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

The department will continue to work closely with instructors (adjuncts) to ensure that all students are provided with the same opportunities and skillsets to succeed in the class. We will continue to provide tutoring services, in-class assignments, outclass assignments, videos to enhance what is being taught and opportunities to earn extra credit. Also, based on the findings above the assessment committee will revise the assessment questions for Spring 2019.



Please include a brief description of your assessment team and your area’s assessment review process.

To assess critical thinking skills, four multiple-choice questions per SLO (n=12) were embedded into the final exam. Answers per SLO will be recorded as 4 (Mastery: 4/4 correct), 3 (Proficient: ¾ correct), 2 (Developing: 2/4 correct), and 1 (Minimal: ¼ correct). Faculty will report results to BIOL 143 GenEd coordinator and results will be stored electronically in a shared folder

- Dr. Tennille Leak-Johnson (Adjunct Professor and BIOL GenED Coordinator)
- Dr. Mario Hollomon (Assistant Professor and BIOL 143 Coordinator)
- Dr. Cyprian Dike (Adjunct Professor)
- Dr. Jonathan Pamugo (Adjunct Professor)
- Erica Shead (Adjunct Professor)
- Zuri Dale (Adjunct Professor)
- Dr. Everton Brown (Adjunct Professor)

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

2. Communication Skills (COM)

Students will: SLO 2.2) develop, interpret, and express ideas effectively through written communication and SLO 2.3) develop, interpret, and/or express ideas effectively through visual communication such as graphs, maps, diagrams, and videos

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Not previously measured.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

In previous years SLO 2.2 and 2.3 were not directly measured but inferred from students (n=379) overall final grades. A question, or a set of questions will be given to students to assess are able to develop, interpret and express ideas effectively through written communication. The students should be able to write sensible, concise, and accurate description of a biological idea or principle. These question(s) will be given to students as part of their final exam.



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Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Not previously measured.

Year 2 (2017-2018)

Not previously assessed.

Year 3 (2018-2019)

Students did not do well for this SLO which assess Communication Skills. For SLO 2.2 majority of the students did not submit a writing sample which contributed to the low (41.9%) performance. To write the short essay, prior knowledge of the topic was required.

Additionally, the four multiple questions related to the assigned diagram for SLO 2.3 required prior knowledge of the subject that is only gained by prior studying. Only 22.4% of students were able to develop, interpret, and express through written and visual communication. Based on the results, it is likely that the majority of students did not study the subject material.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

We will implement writing assignments which focus on effectively interpreting biology data. These assignments will be designed to assist students to organize, integrate and apply basic biological concepts.

The department will continue to provide graphs and diagrams which take students through the process of interpreting and understanding biological data via lectures and assignments.

Lastly, we will continue to emphasize the importance of class attendance and participation.

Please include a brief description of your assessment team and your area's assessment review process.

The above SLO assessed communication skills via written and visual communication. Students were assigned to write a short 100 – 200 - word essay and four multiple choice questions related to an assigned diagram. These questions were embedded in the final exam. Answers per SLO will be recorded as 4 (Mastery: 4/4 correct), 3 (Proficient: ¾ correct), 2 (Developing: 2/4 correct), and 1 (Minimal: ¼ correct). Faculty will report results to BIOL 143 GenEd coordinator where results will be stored electronically in a shared folder.



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Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

3. Empirical and Quantitative Skills (EQS)

Students will: SLO 3.1) demonstrate the ability to manipulate numerical data and SLO 3.2) be able to analyze collected/observed data to draw a conclusion

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Not previously assessed.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

A set of four multiple choice questions per SLO (n=8 total) will measure students’ ability to understand, interpret and manipulate numerical data. These questions will be given to students as part of their final exam.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Not previously assessed.

Year 2 (2017-2018)

Not previously assessed.



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Year 3 (2018-2019)

SLO 3.1 and 3.2 assessed the student's empirical and quantitative skills. Approximately, 67% of the students demonstrated proficient understanding of empirical and quantitative data.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

To improve instruction and learning by students, instructors will provide extra effort to teaching students how to manipulate quantitative data related to science experiments. Also, more problem sets involving numerical manipulations will be provided by instructors.

Please include a brief description of your assessment team and your area's assessment review process.

Students were assigned two bar graphs from two well-known scientific studies and 4 multiple choice questions related each graph. The graphs and questions were embedded into the final exam. Answers per SLO will be recorded as 4 (Mastery: 4/4 correct), 3 (Proficient: ¾ correct), 2 (Developing: 2/4 correct), and 1 (Minimal: ¼ correct). Faculty will report results to BIOL 143 GenEd coordinator where results will be stored electronically in a shared folder.

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- Zuri Dale (Adjunct Professor)
- Dr. Everton Brown (Adjunct Professor)

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

4. Teamwork (TW)

Students will demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Not previously assessed due to large class size.



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How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Students worked together in groups of 4-12 students depending on class size to prepare a PowerPoint Presentation on an assigned biology topic.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Not previously assessed.

Year 2 (2017-2018)

Not previously assessed.

Year 3 (2018-2019)

SLO 4.1 assessed the student's ability to work as part of a team. Students worked together in groups of 4-12 persons (depending on class size) to prepare a PowerPoint Presentation on an assigned topic. Overall, students failed to demonstrate teamwork with approximately 60% of the students demonstrating proficiency. No prior knowledge was required for this SLO.

Very few students directly participated in this team work activity, many depended primarily on their teammates (i.e. high performing students) to complete their part of the assignment. The lack of student participation in several classes lowered the overall student performance for this SLO. To ensure fair grading every student per group was given the opportunity to grade their teammates.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

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Group assignments will be assigned earlier in the semester to ensure more student participation. We will also provide more opportunities for in-class group activities (e.g. quiz bowl review games)

Please include a brief description of your assessment team and your area's assessment review process.

Students worked together in groups of 4-12 students (depending on class size) to prepare a PowerPoint Presentation based on a topic in biological science. Students were graded on presentation, participation, bibliography and student evaluations.



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Answers per SLO will be recorded as 4 (Mastery), 3 (Proficient), 2 (Developing), and 1 (Minimal). Faculty will report results to BIOL 143 GenEd coordinator where results will be stored electronically in a shared folder

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- Dr. Everton Brown (Adjunct Professor)

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

5. Personal Responsibility (PR)
Click here to enter text.

What overall improvements did you note from the 2013-2016 assessment cycle findings?
Click here to enter text.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?
Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.
Year 1 (2016-2017)
Click here to enter text.
Year 2 (2017-2018)
Click here to enter text.



Year 3 (2018-2019)

Click here to enter text.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area’s assessment review process.

Click here to enter text.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

6. Social Responsibility (SR)

Click here to enter text.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.



Year 1 (2016-2017)
Click here to enter text.
Year 2 (2017-2018)
Click here to enter text.
Year 3 (2018-2019)
Click here to enter text.
What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.
Click here to enter text.
Please include a brief description of your assessment team and your area's assessment review process.
Click here to enter text.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	General Education General Chemistry I (Chem_131)
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

Critical Thinking Skills: Include creative thinking: innovation; inquiry; and analysis, evaluation and synthesis of information 2.

SLO 1.4: Student will analyze information by being able to list/describe its components. Students will logically draw conclusions and make informed evaluations.

SLO 1.5: Student will evaluate information by being able to judge its relevance of the components. Students will analyze or clearly apply concepts, theories, events, formulas, or models relevant to the assignment and understand significant implications.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Students began to prove their grades by receiving reviews and extra tutoring, including the college preparing students by offering mid-term and final examination help, before each examination.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Students were administered a final test during the end of the 12 weeks of classes from 2013 - 2016. The post-test was administered during finals week. Since the finding of the students understanding of the concepts were poor. New action plan was used including break down of large classes into smaller sessions. The extra need of tutorial sessions for all classes. Now the faculty reported their results to General Chemistry Coordinator where results are stored electronically in a shared folder.



The new **Assessment**: has four questions (or multiples of four) picked to evaluate the students understanding and report their progress as; 4 (Mastery), 3 (Proficient), 2 (Developing), and 1 (Minimal) for every student in the class.

The target outcome based on the finding should have 70 % of students achieving a minimum score of 70 % or higher on embedded examination questions for Departmental Final Examination.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Fall 2016

With a total of 207 students, 101 took questions A and 106 had questions B.
The four questions for all Chem.131 classes A was 1 (Minimal) and B was 2 (Developing)

Spring 2017

With a total of 42 students, from two (2) sections of students were used.

- 4 (Mastery) 17.1 % of the students Mastery the 4 questions.
- 3 (Proficient) 29.3 % of the students Proficient with 3 questions.
- 2 (Developing) 24.4 % of the students are Developing with 2 questions.
- 1 (Minimal) 24.4 % of the students are doing Minimal with 1 question.

70.8 % are Developing to Mastery the goals.

2016-2017 Action Plan

1. Tutorial sessions for all classes.
2. Large classes (> 50 students) will be broken into small sessions of 15-20 students/session.
3. Tutorials of 15-20 students/session.

Year 2 (2017-2018)

Fall 2017

With a total of 89 students, from two (2) sections a cross section of students were used.

- 4 (Mastery) 37.1 % of the students Mastery the 4 questions.
- 3 (Proficient) 27.0 % of the students Proficient with 3 questions.
- 2 (Developing) 19.1 % of the students are Developing with 2 questions.
- 1 (Minimal) 9.0 % of the students are doing Minimal with 1 question.

83.2 % are Developing to Mastery the goals.



Spring 2018

With a total of 52 students, from two (2) sections a cross section of students were used.

- 4 (Mastery) 15.4 % of the students Mastery the 4 questions.
- 3 (Proficient) 19.2 % of the students Proficient with 3 questions.
- 2 (Developing) 26.9 % of the students are Developing with 2 questions.
- 1 (Minimal) 30.8 % of the students are doing Minimal with 1 question.

61.5 % are Developing to Mastery the goals.

Students will be given more practice exercise and demonstrations through MasteringChemistry Online Homework, from Pearson to improve the percentage of students who master the concept.

Additional tutoring for the students, two times a semester with the Mid-term madness and Final Frenzy, teaching staff consisting of Chemistry TAs and advanced students will help all students taking Chemistry.

Year 3 (2018-2019)

Students will try new homework problem sets, with more problems assigned, provided by the Coordinator to every class. Another study tool Chem101's will be adaptive for the students to help with learning activities. Chem101's active learning platform enables instructors to engage students in the classroom, assign homework, and provide on-the-go reinforcement with multimedia activities.

Fall 2018 Discussion of findings SLO 1.4

With a total of 278 students, from ten (10) sections, a cross section of students were used.

- 4 (Mastery) 9.4 % of the students Mastery the 4 questions.
- 3 (Proficient) 19.4 % of the students Proficient with 3 questions.
- 2 (Developing) 34.2 % of the students are Developing with 2 questions.
- 1 (Minimal) 28.4 % of the students are doing Minimal with 1 question.

63 % are Developing to Mastery the goals.

Spring 2019 Discussion of findings SLO 1.4

With a total of 157 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 9.6 % of the students Mastery the 4 questions.
- 3 (Proficient) 14.6 % of the students Proficient with 3 questions.
- 2 (Developing) 41.4 % of the students are Developing with 2 questions.
- 1 (Minimal) 28.0 % of the students are doing Minimal with 1 question.

65.6 % are Developing to Mastery the goals.



Fall 2018 Discussion of findings SLO 1.5

With a total of 278 students, from ten (10) sections, a cross section of students were used.

- 4 (Mastery) 21.2 % of the students Mastery the 4 questions.
 - 3 (Proficient) 30.9 % of the students Proficient with 3 questions.
 - 2 (Developing) 19.4 % of the students are Developing with 2 questions.
 - 1 (Minimal) 20.5 % of the students are doing Minimal with 1 question.
- 71.5 % are Developing to Mastery the goals.**

Spring 2019 Discussion of findings SLO 1.5

With a total of 157 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 21.7 % of the students Mastery the 4 questions.
- 3 (Proficient) 18.5 % of the students Proficient with 3 questions.
- 2 (Developing) 21.7 % of the students are Developing with 2 questions.
- 1 (Minimal) 24.8 % of the students are doing Minimal with 1 question.

61.9 % are Developing to Mastery the goals.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Adapting new technology with smartphones and tablets to help with main objectives in the course. More practice homework and exercises within the chapters covered. Additional tutoring for students within laboratory setting with Graduate Chemistry TAs. Twice a semester the teaching staff will help students taking chemistry at the Mid-term madness and Final Frenzy. Tutorial sessions for all classes.

To enhance the learning outcome all students are required to review all example problems for each chapter that will be posted on **"Blackboard"**.

Please include a brief description of your assessment team and your area's assessment review process.

Faculty members will report results to the General Chemistry Coordinator where results will be calculated and analyzed using scantron scoring and software to store electronically, in shared folders and use those files as the reference document for the assessments.



Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

2. Communication Skills(COM)

Communications: Includes effective development, interpretation and expression of ideas through written, oral and visual communication.

SLO 2.1: Students will be able to develop, interpret and express ideas effectively through written communication

Students will demonstrate understanding of appropriate context, genre, purpose, or audience needs.

SLO 2.3: Students will be able to develop, interpret, and/or express ideas effectively through visual communication such as graphs, maps, diagrams, videos, posters, etc.

Students will organize the body of the work using organization or a pattern appropriate to the discipline.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Students need extra tutorial sessions, with smaller number of students per session.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Students were administered a final test during the end of the semester, each year from 2013 - 2016. The post-test was administered during finals week. Since the finding of the students understanding of the concepts were poor, with minimal or developing assessment of the concepts. New action plan was used including break down of large classes into smaller sessions. The extra need of tutorial sessions for all classes. Now the faculty reported their results to General Chemistry Coordinator where results are stored electronically in a shared folder. The new **Assessment:** has four questions (or multiples of four) picked to evaluate the students understanding and report their progress as; 4 (Mastery), 3 (Proficient), 2 (Developing), and 1 (Minimal) for every student in the class. The target outcome based on the finding should have 70 % of students achieving a minimum score of 70 % or higher on embedded examination questions for Departmental Final Examination.



Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Findings: SLO 2.1

Fall 2016 Discussion of findings SLO 2.1

With a total of 207 students, 101 took questions A and 106 had questions B.
The four questions for all Chem.131 classes A was 1 (Minimal) and B was 2 (Developing)
44 % completed goal 1 (Minimal)
69 % completed goal 3 (Proficient)

Fall 2016 Discussion of findings SLO 2.3

62 % of students (106) answered Q81 correctly
45 % of students (101) answered Q63 correctly
60 % of students (106) answered Q65 correctly
49 % of students (101) answered Q47 correctly
66 % of students (106) answered Q66 correctly
54 % of students (101) answered Q48 correctly
64 % of students (106) answered Q74 correctly
41 % of students (101) answered Q56 correctly
53.5 % of students answered Q1 correctly
54.5 % of students answered Q2 correctly
60 % of students answered Q3 correctly
62.5 % of students answered Q4 correctly

With a total of 207 students, 101 took questions A and 106 had questions B.
The four questions for all Chem.131 classes A and B was 2 (Developing) goal
With the four (4) questions and 207 students 58 % completed (3) Developing goal

Action Plan:

1. Tutorial sessions for all classes.
2. Large classes (> 50 students) will be broken into small sessions of 15-20 students/session.
3. Tutorials of 15-20 students/session.



Spring 2017 SLO 2.1

With a total of 42 students, from two (2) sections a cross section of students were used.

- 4 (Mastery) 7.3 % of the students Mastery the 4 questions.
- 3 (Proficient) 34.1 % of the students Proficient with 3 questions.
- 2 (Developing) 29.3 % of the students are Developing with 2 questions.
- 1 (Minimal) 22.0 % of the students are doing Minimal with 1 question.

70.7 % are Developing to Mastery the goals.

Action Plan SLO 2.1 and 2.3

1. Tutorial sessions for all classes.
2. Large classes (> 50 students) will be broken into small sessions of 15-20 students/session.
3. Tutorials of 15-20 students/session.

Spring 2017 SLO 2.3

- 4 (Mastery) 7.3 % of the students Mastery the 4 questions.
- 3 (Proficient) 12.2 % of the students Proficient with 3 questions.
- 2 (Developing) 36.6 % of the students are Developing with 2 questions.
- 1 (Minimal) 22.0 % of the students are doing Minimal with 1 question.

With a total of 42 students, from two (2) sections a cross section of students were used.

56.1 % are Developing to Mastery the goals.

About 44 % of students are doing Minimal to Developing work.

Year 2 (2017-2018)

Fall 2017 SLO 2.1

With a total of 89 students, from two (2) sections of students were used.

- 4 (Mastery) 4.5 % of the students Mastery the 4 questions.
- 3 (Proficient) 33.7 % of the students Proficient with 3 questions.
- 2 (Developing) 31.5 % of the students are Developing with 2 questions.
- 1 (Minimal) 22.5 % of the students are doing Minimal with 1 question.

69.7 % are Developing to Mastery the goals.



Action Plan: SLO 2.1

Students will be given more practice exercise and demonstrations through MasteringChemistry Online Homework, from Pearson to improve the percentage of students who master the concept.

Additional tutoring for the students, two times a semester with the Mid-term madness and Final Frenzy, teaching staff consisting of Chemistry TAs and advanced students will help all students taking Chemistry.

Fall 2017 SLO 2.3

4 (Mastery) 27.0 % of the students Mastery the 4 questions.

3 (Proficient) 46.1 % of the students Proficient with 3 questions.

2 (Developing) 22.5 % of the students are Developing with 2 questions.

1 (Minimal) 7.9 % of the students are doing Minimal with 1 question.

95.6 % are Developing to Mastery the goals.

With a total of 89 students, from two (2) sections a cross section of students were used.

Action Plan: SLO 2.3

Students will be given more practice exercise and demonstrations through MasteringChemistry Online Homework, from Pearson to improve the percentage of students who master the concept.

Additional tutoring for the students, two times a semester with the Mid-term madness and Final Frenzy, teaching staff consisting of Chemistry TAs and advanced students will help all students taking Chemistry.

Spring 2018 SLO 2.1

With a total of 52 students, from two (2) sections of students were used.

4 (Mastery) 1.9 % of the students Mastery the 4 questions.

3 (Proficient) 28.8 % of the students Proficient with 3 questions.

2 (Developing) 30.8 % of the students are Developing with 2 questions.

1 (Minimal) 28.8 % of the students are doing Minimal with 1 question.

61.5 % are Developing to Mastery the goals.



Year 3 (2018-2019)

Students will try new homework problem sets, with more problems assigned, provided by the Coordinator to every class. Another study tool Chem101's will be adaptive for the students to help with learning activities. Chem101's active learning platform enables instructors to engage students in the classroom, assign homework, and provide on-the-go reinforcement with multimedia activities.

Fall 2018 Discussion of findings SLO 2.1

With a total of 278 students, from ten (10) sections, a cross section of students were used.

- 4 (Mastery) 6.8 % of the students Mastery the 4 questions.
 - 3 (Proficient) 11.9 % of the students Proficient with 3 questions.
 - 2 (Developing) 36.3 % of the students are Developing with 2 questions.
 - 1 (Minimal) 36.3 % of the students are doing Minimal with 1 question.
- 55 % are Developing to Mastery the goals.**

Spring 2019 Discussion of findings SLO 2.1

With a total of 157 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 15.9 % of the students Mastery the 4 questions.
- 3 (Proficient) 18.5 % of the students Proficient with 3 questions.
- 2 (Developing) 31.2 % of the students are Developing with 2 questions.
- 1 (Minimal) 28.0 % of the students are doing Minimal with 1 question.

65.6 % are Developing to Mastery the goals.

Fall 2018 Discussion of findings SLO 2.3

With a total of 278 students, from ten (10) sections, a cross section of students were used.

- 4 (Mastery) 9.4 % of the students Mastery the 4 questions.
 - 3 (Proficient) 28.1 % of the students Proficient with 3 questions.
 - 2 (Developing) 34.2 % of the students are Developing with 2 questions.
 - 1 (Minimal) 19.4 % of the students are doing Minimal with 1 question.
- 71.7 % are Developing to Mastery the goals.**



Spring 2019 Discussion of findings SLO 2.3

With a total of 157 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 14.0 % of the students Mastery the 4 questions.
- 3 (Proficient) 21.7 % of the students Proficient with 3 questions.
- 2 (Developing) 28.0 % of the students are Developing with 2 questions.
- 1 (Minimal) 27.4 % of the students are doing Minimal with 1 question.

63.7 % are Developing to Mastery the goals.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Created lectures and PowerPoints which take students through the process of creating their own study guide.
Students will be administered quizzes and tests during the 12 week of class.
All assignments are graded and returned in a timely manner. PowerPoint presentations with the Core Assignment will be broken into segments to offer more detailed feedback.
At the end of each class, a pop quiz will be given, to see what the students know.

Please include a brief description of your assessment team and your area's assessment review process.

Faculty members will report results to the General Chemistry Coordinator where results will be calculated and analyzed using scantron scoring and software to store electronically, in shared folders and use those files as the reference document for the assessments.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective



3. Empirical and Quantitative Skills (EQS)

Empirical and Quantitative Skills: Include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

SLO 3.1: Students will demonstrate the ability to manipulate numerical data.

Students will explain information presented in mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words).

SLO 3.2: Students will be able to analyze collected/observed data to draw a conclusion

Students will convert relevant information into an appropriate mathematical/numerical form (e.g. equations, graphs, diagrams, tables, words).

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Students need extra tutorial sessions, with smaller number of students per session.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

The new **Assessment:** has four questions (or multiples of four) picked to evaluate the students understanding and report their progress as; 4 (Mastery), 3 (Proficient), 2 (Developing), and 1 (Minimal) for every student in the class.

The target outcome based on the finding should have 70 % of students achieving a minimum score of 70 % or higher on embedded examination questions for Departmental Final Examination.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Fall 2016 SLO:3.1

With a total of 207 students, 101 took questions A and 106 had questions B.
The four questions for all Chem.131 classes A and B was 2 (Developing) goal.
With the four (4) questions and 207 students, 58 % completed (3) Developing goal.

Fall 2016 SLO:3.2

- 49.5 % of students answered Q1 correctly**
- 63 % of students answered Q2 correctly**
- 64.5 % of students answered Q3 correctly**
- 53.5 % of students answered Q4 correctly**



Spring 2017 SLO: 3.1

With a total of 42 students, from two (2) sections a cross section of students were used.

- 4 (Mastery) 4.9 % of the students Mastery the 4 questions.
- 3 (Proficient) 9.8 % of the students Proficient with 3 questions.
- 2 (Developing) 22.0 % of the students are Developing with 2 questions.
- 1 (Minimal) 29.3 % of the students are doing Minimal with 1 question.

36.7 % are Developing to Mastery the goals.

Over 63 % of students are doing Minimal work.

Spring 2017 SLO: 3.2

- 7.3 % of students answered (4) Questions correctly
- 12.2 % of students answered (3) Questions correctly
- 19.5 % of students answered (2) Questions correctly
- 46.3 % of students answered (1) Question correctly

Year 2 (2017-2018)

Fall 2017 SLO: 3.1

With a total of 89 students, from two (2) sections of students were used.

- 4 (Mastery) 1.4 % of the students Mastery the 4 questions.
- 3 (Proficient) 14.6 % of the students Proficient with 3 questions.
- 2 (Developing) 27.9 % of the students are Developing with 2 questions.
- 1 (Minimal) 33.7 % of the students are doing Minimal with 1 question.

43.9 % are Developing to Mastery the goals.

Spring 2018 SLO: 3.1

With a total of 52 students, from two (2) sections of students were used.

- 4 (Mastery) 5.8 % of the students Mastery the 4 questions.
- 3 (Proficient) 15.4 % of the students Proficient with 3 questions.
- 2 (Developing) 25.0 % of the students are Developing with 2 questions.
- 1 (Minimal) 28.8 % of the students are doing Minimal with 1 question.

46.2 % are Developing to Mastery the goals.

53.8 % of students are doing Minimal work.

Fall 2017 SLO: 3.2

With a total of 89 students, from two (2) sections of students were used.



4 (Mastery) 2.2 % of the students Mastery the 4 questions.
3 (Proficient) 19.1 % of the students Proficient with 3 questions.
2 (Developing) 32.6 % of the students are Developing with 2 questions.
1 (Minimal) 32.6 % of the students are doing Minimal with 1 question.

53.9 % are Developing to Mastery the goals.

Spring 2018 SLO: 3.2

With a total of 52 students, from two (2) sections of students were used.

4 (Mastery) 3.8 % of the students Mastery the 4 questions.
3 (Proficient) 5.8 % of the students Proficient with 3 questions.
2 (Developing) 23.1 % of the students are Developing with 2 questions.
1 (Minimal) 42.3 % of the students are doing Minimal with 1 question.

32.7 % are Developing to Mastery the goals.

Action Plan:

Students will be given more practice exercise and demonstrations through MasteringChemistry Online Homework, from Pearson to improve the percentage of students who master the concept.

Additional tutoring for the students, two times a semester with the Mid-term madness and Final Frenzy, teaching staff consisting of Chemistry TAs and advanced students will help all students taking Chemistry.

Year 3 (2018-2019)

SLO 3.1

Including more lecture time centered in more examples worked in-class.
The post-test will be administered during finals week.
Students are quizzed on their knowledge to manipulate data.

SLO 3.2

Students will be given extra example homework problems to practice, with drawing conclusion from relevant data. Give more homework problems and allow the student to make their own study guide.



Fall 2018 Discussion of findings SLO 3.1

With a total of 278 students, from ten (10) sections, a cross section of students were used.

- 4 (Mastery) 4.3 % of the students Mastery the 4 questions.
 - 3 (Proficient) 10.4 % of the students Proficient with 3 questions.
 - 2 (Developing) 28.1 % of the students are Developing with 2 questions.
 - 1 (Minimal) 36.3 % of the students are doing Minimal with 1 question.
- 42.8 % are Developing to Mastery the goals.**

Spring 2019 Discussion of findings SLO 3.1

With a total of 157 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 9.6 % of the students Mastery the 4 questions.
 - 3 (Proficient) 10.2 % of the students Proficient with 3 questions.
 - 2 (Developing) 23.6 % of the students are Developing with 2 questions.
 - 1 (Minimal) 30.6 % of the students are doing Minimal with 1 question.
- 43.3 % are Developing to Mastery the goals.**

Fall 2018 Discussion of findings SLO 3.2

With a total of 278 students, from ten (10) sections, a cross section of students were used.

- 4 (Mastery) 5.4 % of the students Mastery the 4 questions.
 - 3 (Proficient) 17.3 % of the students Proficient with 3 questions.
 - 2 (Developing) 29.5 % of the students are Developing with 2 questions.
 - 1 (Minimal) 29.1 % of the students are doing Minimal with 1 question.
- 52.2 % are Developing to Mastery the goals.**

Spring 2019 Discussion of findings SLO 3.2

With a total of 157 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 8.3 % of the students Mastery the 4 questions.
 - 3 (Proficient) 10.2 % of the students Proficient with 3 questions.
 - 2 (Developing) 22.9 % of the students are Developing with 2 questions.
 - 1 (Minimal) 41.4 % of the students are doing Minimal with 1 question.
- 41.4 % are Developing to Mastery the goals.**



What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Students will try new homework problem sets, with more problems assigned, provided by the Coordinator to every class. Another study tool Chem101's will be adaptive for the students to help with learning activities. Chem101's active learning platform enables instructors to engage students in the classroom, assign homework, and provide on-the-go reinforcement with multimedia activities.

Please include a brief description of your assessment team and your area's assessment review process.

Faculty members will report results to the General Chemistry Coordinator where results will be calculated and analyzed using scantron scoring and software to store electronically, in shared folders and use those files as the reference document for the assessments.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

4. Teamwork (TW)

Teamwork:

Includes the ability to consider different points of view and to work effectively with other to support a shared purpose or goal

SLO 4.1: Students will be able to work effectively in teams towards achieving a common goal. Student will contribute to team meetings.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Students need extra tutorial sessions, with smaller number of students per session.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Chemistry Laboratories Chem. 111. Students should have completed all assignments in laboratory. Grades will assess the objected goals.



Teamwork Assessment:

Based on the grades: A (4), B (3), C (2) and D (1).

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Fall 2016 Chem.111 labs. With fourteen (14) labs

37.5 % completed goal of 4.

16.6 % completed goal of 3.

19.4 % completed goal of 2.

4.0 % completed goal of 1.

4 (Mastery) 19 % of the students Mastery the goals

3 (Proficient) 21.4 % of the students Proficient with the goals

2 (Developing) 30 % of the students are Developing with the goals

1 (Minimal) 6 % of the students are doing Minimal with the goals

With a total of 253 students,

70.4 % are Developing to Mastery the goals.

Spring 2017

Chem.111 labs. With eight (8) labs. Total of students 210.

4 (Mastery) 45.7% of the students Mastery the goals

3 (Proficient) 25.2 % of the students Proficient with the goals

2 (Developing) 8.6 % of the students are Developing with the goals

1 (Minimal) 1.4 % of the students are doing Minimal with the goals

79.5 % are Developing to Mastery the goals.

Action Plan:

Have students break into smaller groups to allow participants to learn from each other.

Provide study sessions to prepare our students

Work with TAs to improve understanding of experiments that are performed.

Year 2 (2017-2018)

Fall 2017

Chem.111 labs. With eight (8) labs. Total of students 359.

4 (Mastery) 22.8% of the students Mastery the goals

3 (Proficient) 25.1 % of the students Proficient with the goals



2 (Developing) 20.6 % of the students are Developing with the goals
1 (Minimal) 4.7 % of the students are doing Minimal with the goals
68.5 % are Developing to Mastery the goals.

Spring 2018

Chem.111 labs. With eight (8) labs. Total of students 218.

4 (Mastery) 20.6% of the students Mastery the goals
3 (Proficient) 27.5 % of the students Proficient with the goals
2 (Developing) 14.7 % of the students are Developing with the goals
1 (Minimal) 4.6 % of the students are doing Minimal with the goals
62.8 % are Developing to Mastery the goals.

Action Plan:

Student will use new equipment and concepts to work together to conduct experiments.

Year 3 (2018-2019)

Action Plan: Class size will be smaller. New equipment and experiments designed to help the students get a better understanding of the concepts and working together for a common cause.

Fall 2018 Discussion of findings SLO 4.1

With a total of 278 students, from ten (10) sections, a cross section of students were used.

4 (Mastery) 32.4 % of the students Mastery the 4 questions.
3 (Proficient) 28.8 % of the students Proficient with 3 questions.
2 (Developing) 22.3 % of the students are Developing with 2 questions.
1 (Minimal) 5.0 % of the students are doing Minimal with 1 question.
83.5 % are Developing to Mastery the goals.

Spring 2019 Discussion of findings SLO 4.1

With a total of 157 students, from five (5) sections, a cross section of students were used.

4 (Mastery) 21.7 % of the students Mastery the 4 questions.
3 (Proficient) 18.5 % of the students Proficient with 3 questions.
2 (Developing) 34.4 % of the students are Developing with 2 questions.
1 (Minimal) 5.1 % of the students are doing Minimal with 1 question.

74.6 % are Developing to Mastery the goals.



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What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Have students break into smaller groups to allow participants to learn from each other.
Provide study sessions to prepare students.
Work with TAs to improve understanding of experiments that are performed.

Please include a brief description of your assessment team and your area's assessment review process.

Faculty members will report results to the General Chemistry Coordinator where results will be calculated and analyzed using scantron scoring and software to store electronically, in shared folders and use those files as the reference document for the assessments.

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TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	General Education General Chemistry II (Chem_132)
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

Critical Thinking Skills: Include creative thinking: innovation; inquiry; and analysis, evaluation and synthesis of information 2.

SLO 1.4: Student will analyze information by being able to list/describe its components. Students will logically draw conclusions and make informed evaluations.

SLO 1.5: Student will evaluate information by being able to judge its relevance of the components.

Students will analyze or clearly apply concepts, theories, events, formulas, or models relevant to the assignment and understand significant implications.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Students began to prove their grades by receiving reviews and extra tutoring, including the college preparing students by offering mid-term and final examination help, before each examination.



How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Students were administered a final test during the end of the 12 weeks of classes from 2013 - 2016. The post-test was administered during finals week. Since the finding of the students understanding of the concepts were poor. New action plan was used including break down of large classes into smaller sessions. The extra need of tutorial sessions for all classes. Now the faculty reported their results to General Chemistry Coordinator where results are stored electronically in a shared folder.

The new **Assessment**: has four questions (or multiples of four) picked to evaluate the students understanding and report their progress as; 4 (Mastery), 3 (Proficient), 2 (Developing), and 1 (Minimal) for every student in the class.

The target outcome based on the finding should have 70 % of students achieving a minimum score of 70 % or higher on embedded examination questions for Departmental Final Examination.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

SLO: 1.4

Fall 2016

No Data

Spring 2017

The data is from one class with 14 students.

21.4 % of students answered (4) Questions correctly

21.4 % of students answered (3) Questions correctly

28.6 % of students answered (2) Questions correctly

24.1 % of students answered (1) Question correctly

Finding:

The data is from one class with 14 students.

4 (Mastery) 21.4 % of the students Mastery the 4 questions.

3 (Proficient) 21.4 % of the students Proficient with 3 questions.

2 (Developing) 28.6 % of the students are Developing with 2 questions.

1 (Minimal) 21.4 % of the students are doing Minimal with 1 question.

71.4 % are Developing to Mastery the goals.



SLO: 1.5

Fall 2016

No Data

Spring 2017

The data is from one class with 14 students.
28.6 % of students answered (4) Questions correctly
35.7 % of students answered (3) Questions correctly
28.6 % of students answered (2) Questions correctly
0.0 % of students answered (1) Question correctly

Spring 2017 Findings SLO: 1.5

The data is from one class with 14 students.

4 (Mastery) 28.6 % of the students Mastery the 4 questions.
3 (Proficient) 35.7 % of the students Proficient with 3 questions.
2 (Developing) 28.6 % of the students are Developing with 2 questions.
1 (Minimal) 0.0 % of the students are doing Minimal with 1 question.

92.9 % are Developing to Mastery the goals.

Year 2 (2017-2018)

Fall 2017 SLO: 1.4

The data is from two classes with total 70 students.

11.4 % of students answered (4) Questions correctly
28.6 % of students answered (3) Questions correctly
34.3 % of students answered (2) Questions correctly
20.0 % of students answered (1) Question correctly

Finding: SLO: 1.4

4 (Mastery) 11.4 % of the students Mastery the 4 questions.
3 (Proficient) 28.6 % of the students Proficient with 3 questions.
2 (Developing) 34.3 % of the students are Developing with 2 questions.
1 (Minimal) 20.0 % of the students are doing Minimal with 1 question.

74.3 % are Developing to Mastery the goals.



<p>Fall 2017 SLO: 1.5 The data is from two classes with total 71 students. 15.5 % of students answered (4) Questions correctly 26.8 % of students answered (3) Questions correctly 20.0 % of students answered (2) Questions correctly 18.3% of students answered (1) Question correctly 70.5 % are Developing to Mastery the goals.</p> <p>Spring 2018 SLO 1.4 The data is from four classes with total 92 students.</p> <p>8.7 % of students answered (4) Questions correctly 25.0 % of students answered (3) Questions correctly 34.8 % of students answered (2) Questions correctly 38.0 % of students answered (1) Question correctly</p> <p>Finding: 4 (Mastery) 8.7 % of the students Mastery the 4 questions. 3 (Proficient) 25.0 % of the students Proficient with 3 questions. 2 (Developing) 34.8 % of the students are Developing with 2 questions. 1 (Minimal) 38.0 % of the students are doing Minimal with 1 question.</p> <p>68.5 % are Developing to Mastery the goals.</p> <p>Spring 2018 SLO: 1.5 The data is from four classes with total 97 students. 13.4 % of students answered (4) Questions correctly 15.5 % of students answered (3) Questions correctly 27.8 % of students answered (2) Questions correctly 34.0% of students answered (1) Question correctly</p>
Year 3 (2018-2019)
<p>SLO: 1.4 More practice homework and exercises within the chapters covered. Additional tutoring for students within laboratory setting with Graduate Chemistry TAs. Twice a semester the teaching staff will help students taking chemistry at the Mid-term madness and Final Frenzy.</p> <p>SLO: 1.5 Tutorial sessions for all classes To enhance the learning outcome all students are required to review all example problems for each chapter that will be posted on "Blackboard".</p>



Fall 2018 Discussion of findings SLO 1.4

With a total of 98 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 8.2 % of the students Mastery the 4 questions.
- 3 (Proficient) 28.6 % of the students Proficient with 3 questions.
- 2 (Developing) 26.5 % of the students are Developing with 2 questions.
- 1 (Minimal) 22.4 % of the students are doing Minimal with 1 question.

63.3 % are Developing to Mastery the goals.

Spring 2019 Discussion of findings SLO 1.4

With a total of 149 students, from eight (8) sections, a cross section of students were used.

- 4 (Mastery) 6.7 % of the students Mastery the 4 questions.
- 3 (Proficient) 32.2 % of the students Proficient with 3 questions.
- 2 (Developing) 32.2 % of the students are Developing with 2 questions.
- 1 (Minimal) 22.8 % of the students are doing Minimal with 1 question.

71.1 % are Developing to Mastery the goals.

Fall 2018 Discussion of findings SLO 1.5

With a total of 98 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 16.3 % of the students Mastery the 4 questions.
- 3 (Proficient) 19.4 % of the students Proficient with 3 questions.
- 2 (Developing) 25.5 % of the students are Developing with 2 questions.
- 1 (Minimal) 30.6 % of the students are doing Minimal with 1 question.

61.2 % are Developing to Mastery the goals.

Spring 2019 Discussion of findings SLO 1.5

With a total of 149 students, from eight (8) sections, a cross section of students were used.

- 4 (Mastery) 7.4 % of the students Mastery the 4 questions.
- 3 (Proficient) 16.8 % of the students Proficient with 3 questions.
- 2 (Developing) 24.2 % of the students are Developing with 2 questions.
- 1 (Minimal) 36.9 % of the students are doing Minimal with 1 question.

48.4 % are Developing to Mastery the goals.



What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Adapting new technology with smartphones and tablets to help with main objectives in the course. More practice homework and exercises within the chapters covered. Additional tutoring for students within laboratory setting with Graduate Chemistry TAs. Twice a semester the teaching staff will help students taking chemistry at the Mid-term madness and Final Frenzy. Tutorial sessions for all classes.

To enhance the learning outcome all students are required to review all example problems for each chapter that will be posted on **"Blackboard"**.

Please include a brief description of your assessment team and your area's assessment review process.

Faculty members will report results to the General Chemistry Coordinator where results will be calculated and analyzed using scantron scoring and software to store electronically, in shared folders and use those files as the reference document for the assessments.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

2. Communication Skills(COM)

Communications: Includes effective development, interpretation and expression of ideas through written, oral and visual communication.

SLO 2.1: Students will be able to develop, interpret and express ideas effectively through written communication

Students will demonstrate understanding of appropriate context, genre, purpose, or audience needs.

SLO 2.3: Students will be able to develop, interpret, and/or express ideas effectively through visual communication such as graphs, maps, diagrams, videos, posters, etc.

Students will organize the body of the work using organization or a pattern appropriate to the discipline.



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What overall improvements did you note from the 2013-2016 assessment cycle findings?

Students need extra tutorial sessions, with smaller number of students per session.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Students were administered a final test during the end of the semester, each year from 2013 - 2016. The post-test was administered during finals week. Since the finding of the students understanding of the concepts were poor, with minimal or developing assessment of the concepts. New action plan was used including break down of large classes into smaller sessions. The extra need of tutorial sessions for all classes. Now the faculty reported their results to General Chemistry Coordinator where results are stored electronically in a shared folder. The new **Assessment**: has four questions (or multiples of four) picked to evaluate the students understanding and report their progress as; 4 (Mastery), 3 (Proficient), 2 (Developing), and 1 (Minimal) for every student in the class. The target outcome based on the finding should have 70 % of students achieving a minimum score of 70 % or higher on embedded examination questions for Departmental Final Examination.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Finding SLO: 2.1

Fall 2016

No Data

Spring 2017 SLO: 2.1

The data is from one class with **14 students**.

- 14.3 % of students answered (4) Questions correctly
- 21.4 % of students answered (3) Questions correctly
- 35.7 % of students answered (2) Questions correctly
- 28.6 % of students answered (1) Question correctly

4 (Mastery) 14.3 % of the students Mastery the 4 questions.



3 (Proficient) 21.4 % of the students Proficient with 3 questions.
2 (Developing) 35.7 % of the students are Developing with 2 questions.
1 (Minimal) 28.6 % of the students are doing Minimal with 1 question.

71.4 % are Developing to Mastery the goals.
Finding SLO: 2.3

Fall 2016

No Data

Spring 2017 SLO: 2.3

The data is from one class with **14 students**.

42.9 % of students answered (4) Questions correctly
35.7 % of students answered (3) Questions correctly
14.3 % of students answered (2) Questions correctly
0.0 % of students answered (1) Question correctly

Year 2 (2017-2018)

Finding SLO: 2.1

Fall 2017 SLO: 2.1

The data is from two classes with total **70 students**.

14.3 % of students answered (4) Questions correctly
34.3 % of students answered (3) Questions correctly
28.6 % of students answered (2) Questions correctly
14.3 % of students answered (1) Question

4 (Mastery) 14.3 % of the students Mastery the 4 questions.
3 (Proficient) 34.3 % of the students Proficient with 3 questions.
2 (Developing) 28.6 % of the students are Developing with 2 questions.
1 (Minimal) 14.3 % of the students are doing Minimal with 1 question.

77.2 % are Developing to Mastery the goals.

Finding SLO: 2.3

Fall 2017 SLO: 2.3

The data is from two classes with total 70 students.

24.3 % of students answered (4) Questions correctly
37.1 % of students answered (3) Questions correctly
27.1 % of students answered (2) Questions correctly
7.1 % of students answered (1) Question correctly



Spring 2018 SLO: 2.1

The data is from four classes with total **97 students**.

- 9.3 % of students answered (4) Questions correctly
- 22.7 % of students answered (3) Questions correctly
- 29.9 % of students answered (2) Questions correctly
- 25.8 % of students answered (1) Questions correctly

- 4 (Mastery) 9.3 % of the students Mastery the 4 questions.
- 3 (Proficient) 22.7 % of the students Proficient with 3 questions.
- 2 (Developing) 29.9 % of the students are Developing with 2 questions.
- 1 (Minimal) 25.8 % of the students are doing Minimal with 1 question.

61.9 % are Developing to Mastery the goals.

Finding SLO: 2.3

Spring 2018 SLO: 2.3

The data is from four classes with total **97 students**.

- 4 (Mastery) 5.2 % of the students Mastery the 4 questions.
- 3 (Proficient) 20.6 % of the students Proficient with 3 questions.
- 2 (Developing) 35.1 % of the students are Developing with 2 questions.
- 1 (Minimal) 22.7 % of the students are doing Minimal with 1 question.

60.9 % are Developing to Mastery the goals.

Year 3 (2018-2019)

Students will try new homework problem sets, with more problems assigned, provided by the Coordinator to every class. Another study tool Chem101's will be adaptive for the students to help with learning activities. Chem101's active learning platform enables instructors to engage students in the classroom, assign homework, and provide on-the-go reinforcement with multimedia activities.

Fall 2018 Discussion of findings SLO 2.1

With a total of 98 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 7.1 % of the students Mastery the 4 questions.
- 3 (Proficient) 24.5 % of the students Proficient with 3 questions.
- 2 (Developing) 35.7 % of the students are Developing with 2 questions.
- 1 (Minimal) 22.4 % of the students are doing Minimal with 1 question.

67.3 % are Developing to Mastery the goals.



Spring 2019 Discussion of findings SLO 2.1

With a total of 149 students, from eight (8) sections, a cross section of students were used.

- 4 (Mastery) 11.4 % of the students Mastery the 4 questions.
- 3 (Proficient) 32.9 % of the students Proficient with 3 questions.
- 2 (Developing) 27.5 % of the students are Developing with 2 questions.
- 1 (Minimal) 22.1 % of the students are doing Minimal with 1 question.

71.8 % are Developing to Mastery the goals.

Fall 2018 Discussion of findings SLO 2.3

With a total of 98 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 16.3 % of the students Mastery the 4 questions.
- 3 (Proficient) 27.6 % of the students Proficient with 3 questions.
- 2 (Developing) 28.6 % of the students are Developing with 2 questions.
- 1 (Minimal) 18.4 % of the students are doing Minimal with 1 question.

72.5 % are Developing to Mastery the goals.

Spring 2019 Discussion of findings SLO 2.3

With a total of 149 students, from eight (8) sections, a cross section of students were used.

- 4 (Mastery) 11.4% of the students Mastery the 4 questions.
- 3 (Proficient) 28.9 % of the students Proficient with 3 questions.
- 2 (Developing) 34.2 % of the students are Developing with 2 questions.
- 1 (Minimal) 20.1 % of the students are doing Minimal with 1 question.

74.5 % are Developing to Mastery the goals.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Created lectures and PowerPoints which take students through the process of creating their own study guide.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Students will be administered quizzes and tests during the 12 week of class.
All assignments are graded and returned in a timely manner. PowerPoint presentations with the Core Assignment will be broken into segments to offer more detailed feedback.
At the end of each class, a pop quiz will be given, to see what the students know.

Please include a brief description of your assessment team and your area's assessment review process.

Faculty members will report results to the General Chemistry Coordinator where results will be calculated and analyzed using scantron scoring and software to store electronically, in shared folders and use those files as the reference document for the assessments.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

3. Empirical and Quantitative Skills (EQS)

Empirical and Quantitative Skills: Include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

SLO 3.1: Students will demonstrate the ability to manipulate numerical data.

Students will explain information presented in mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words).

SLO 3.2: Students will be able to analyze collected/observed data to draw a conclusion

Students will convert relevant information into an appropriate mathematical/numerical form (e.g. equations, graphs, diagrams, tables, words).

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Students need extra tutorial sessions, with smaller number of students per session.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

The new **Assessment:** has four questions (or multiples of four) picked to evaluate the students understanding and report their progress as; 4 (Mastery), 3 (Proficient), 2 (Developing), and 1 (Minimal) for every student in the class.



The target outcome based on the finding should have 70 % of students achieving a minimum score of 70 % or higher on embedded examination questions for Departmental Final Examination.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Fall 2016 SLO: 3.1

No Data

Fall 2016 SLO: 3.2

No Data

Spring 2017 SLO: 3.1

The data is from one class with **14 students.**

42.9 % of students answered (4) Questions correctly

42.9 % of students answered (3) Questions correctly

7.1 % of students answered (2) Questions correctly

0.0 % of students answered (1) Question correctly

4 (Mastery) 42.9 % of the students Mastery the 4 questions.

3 (Proficient) 42.9 % of the students Proficient with 3 questions.

2 (Developing) 7.1 % of the students are Developing with 2 questions.

1 (Minimal) 0.0 % of the students are doing Minimal with 1 question.

86 % of the class were Proficient (3) to Mastery (4) the goals set.

Spring 2017 SLO: 3.2

The data is from one class with **14 students.**

28.6 % of students answered (4) Questions correctly

7.1 % of students answered (3) Questions correctly

42.9 % of students answered (2) Questions correctly

14.3% of students answered (1) Question correctly

4 (Mastery) 28.6 % of the students Mastery the 4 questions.

3 (Proficient) 7.1 % of the students Proficient with 3 questions.

2 (Developing) 42.9 % of the students are Developing with 2 questions.

1 (Minimal) 14.3 % of the students are doing Minimal with 1 question.

43 % of the class were Developing (2) the goals, set.



Year 2 (2017-2018)

Fall 2017 SLO: 3.1

The data is from two classes with total **70 students**.

- 12.9 % of students answered (4) Questions correctly
- 40.0 % of students answered (3) Questions correctly
- 27.1 % of students answered (2) Questions correctly
- 11.4 % of students answered (1) Question correctly

- 4 (Mastery) 12.9 % of the students Mastery the 4 questions.
- 3 (Proficient) 40.0 % of the students Proficient with 3 questions.
- 2 (Developing) 27.1 % of the students are Developing with 2 questions.
- 1 (Minimal) 11.4 % of the students are doing Minimal with 1 question.

67.1 % of the class were Developing (2) to Mastery (4) the goals set.

Fall 2017 SLO: 3.2

The data is from two classes with total **70 students**.

- 21.4 % of students answered (4) Questions correctly
- 30.0 % of students answered (3) Questions correctly
- 31.4 % of students answered (2) Questions correctly
- 10.0% of students answered (1) Question correctly

- 4 (Mastery) 21.4 % of the students Mastery the 4 questions.
- 3 (Proficient) 30.0 % of the students Proficient with 3 questions.
- 2 (Developing) 31.4 % of the students are Developing with 2 questions.
- 1 (Minimal) 10.0 % of the students are doing Minimal with 1 question.

82.8 % of the class were Developing (2) to M

Spring 2018 SLO: 3.1

The data is from four classes with total **97 students**.

- 6.2 % of students answered (4) Questions correctly
- 30.9 % of students answered (3) Questions correctly
- 27.8 % of students answered (2) Questions correctly
- 19.6 % of students answered (1) Question correctly

- 4 (Mastery) 6.2 % of the students Mastery the 4 questions.
- 3 (Proficient) 30.9 % of the students Proficient with 3 questions.
- 2 (Developing) 27.8 % of the students are Developing with 2 questions.
- 1 (Minimal) 19.6 % of the students are doing Minimal with 1 question.

64.9 % of the class were Developing (2) to Mastery (4) the goals set.



Spring 2018 SLO: 3.2

The data is from four classes with total **97 students**.

- 0.0 % of students answered (4) Questions correctly
- 17.5 % of students answered (3) Questions correctly
- 41.2 % of students answered (2) Questions correctly
- 27.8 % of students answered (1) Question correctly

- 4 (Mastery) 0.0 % of the students Mastery the 4 questions.
- 3 (Proficient) 17.5 % of the students Proficient with 3 questions.
- 2 (Developing) 41.2 % of the students are Developing with 2 questions.
- 1 (Minimal) 27.8 % of the students are doing Minimal with 1 question.

58.7 % of the class were Developing (2) to Proficient (3) the goals set.

Year 3 (2018-2019)

SLO 3.1

Including more lecture time centered in more examples worked in-class.
 The post-test will be administered during finals week.
 Students are quizzed on their knowledge to manipulate data.

SLO 3.2

Students will be given extra example homework problems to practice, with drawing conclusion from relevant data. Give more homework problems and allow the student to make their own study guide.

Fall 2018 Discussion of findings SLO 3.1

With a total of 98 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 13.3 % of the students Mastery the 4 questions.
- 3 (Proficient) 7.1 % of the students Proficient with 3 questions.
- 2 (Developing) 26.5 % of the students are Developing with 2 questions.
- 1 (Minimal) 28.6 % of the students are doing Minimal with 1 question.

46.9 % are Developing to Mastery the goals.

Spring 2019 Discussion of findings SLO 3.1

With a total of 149 students, from eight (8) sections, a cross section of students were used.

- 4 (Mastery) 7.4 % of the students Mastery the 4 questions.
- 3 (Proficient) 24.2 % of the students Proficient with 3 questions.
- 2 (Developing) 32.2 % of the students are Developing with 2 questions.
- 1 (Minimal) 24.8 % of the students are doing Minimal with 1 question.

63.8 % are Developing to Mastery the goals.



Fall 2018 Discussion of findings SLO 3.2

With a total of 98 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 7.1 % of the students Mastery the 4 questions.
- 3 (Proficient) 19.4 % of the students Proficient with 3 questions.
- 2 (Developing) 18.4 % of the students are Developing with 2 questions.
- 1 (Minimal) 33.7 % of the students are doing Minimal with 1 question.

44.9 % are Developing to Mastery the goals.

Spring 2019 Discussion of findings SLO 3.2

With a total of 149 students, from eight (8) sections, a cross section of students were used.

- 4 (Mastery) 4.7 % of the students Mastery the 4 questions.
- 3 (Proficient) 9.4 % of the students Proficient with 3 questions.
- 2 (Developing) 30.2 % of the students are Developing with 2 questions.
- 1 (Minimal) 32.9 % of the students are doing Minimal with 1 question.

44.3 % are Developing to Mastery the goals.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Students will try new homework problem sets, with more problems assigned, provided by the Coordinator to every class. Another study tool Chem101's will be adaptive for the students to help with learning activities. Chem101's active learning platform enables instructors to engage students in the classroom, assign homework, and provide on-the-go reinforcement with multimedia activities.



Please include a brief description of your assessment team and your area's assessment review process.

Faculty members will report results to the General Chemistry Coordinator where results will be calculated and analyzed using scantron scoring and software to store electronically, in shared folders and use those files as the reference document for the assessments.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

4. Teamwork (TW)

Teamwork:

Includes the ability to consider different points of view and to work effectively with other to support a shared purpose or goal

SLO 4.1: Students will be able to work effectively in teams towards achieving a common goal. Student will contribute to team meetings.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Students need extra tutorial sessions, with smaller number of students per session.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Chemistry Laboratories Chem. 111. Students should have completed all assignments in laboratory. Grades will assess the objected goals.

Teamwork Assessment:

Based on the grades: A (4), B (3), C (2) and D (1).



Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Fall 2016

Chem. 112. Labs. With four (4) labs. Total of **students 91.**

46.2 % completed goal of 4.

23.1 % completed goal of 3.

12.1 % completed goal of 2.

4.4 % completed goal of 1.

69.3 % Passed

4 (Mastery) 45.2 % of the students Mastery the goal.

3 (Proficient) 19.4 % of the students Proficient with the goal.

2 (Developing) 15.1 % of the students are Developing with the goal.

1 (Minimal) 6.5 % of the students are doing Minimal with the goal.

79.7 % of the students were Proficient (3) to Mastery (4) the goal's set.

Spring 2017

Chem. 112. Labs. With seven (7) labs. Total of **students 136.**

49.3 % completed goal of 4.

24.3 % completed goal of 3.

8.1 % completed goal of 2.

5.9 % completed goal of 1.

73.6 % Passed

4 (Mastery) 49.3 % of the students Mastery the goal.

3 (Proficient) 24.3 % of the students Proficient with the goal.

2 (Developing) 8.1 % of the students are Developing with the goal.

1 (Minimal) 5.9 % of the students are doing Minimal with the goal.

81.7 % of the students were Proficient (3) to Mastery (4) the goal's set.



Year 2 (2017-2018)

Fall 2017

Chem. 112. Labs. With four (4) labs. Total of **students 93.**

40.9 % completed goal of 4.

24.7 % completed goal of 3.

16.1 % completed goal of 2.

4.3 % completed goal of 1.

81.7 % Passed

4 (Mastery) 40.9 % of the students Mastery the goal.

3 (Proficient) 24.7 % of the students Proficient with the goal.

2 (Developing) 16.1 % of the students are Developing with the goal.

1 (Minimal) 4.3 % of the students are doing Minimal with the goal.

81.7 % of the students were Proficient (3) to Mastery (4) the goal's set.

Spring 2018

Chem. 112. Labs. With six (6) labs. Total of **students 145.**

39.3 % completed goal of 4.

32.4 % completed goal of 3.

12.4 % completed goal of 2.

4.8 % completed goal of 1.

84.1 % Passed

4 (Mastery) 39.3 % of the students Mastery the goal.

3 (Proficient) 32.4 % of the students Proficient with the goal.

2 (Developing) 12.4 % of the students are Developing with the goal.

1 (Minimal) 4.8 % of the students are doing Minimal with the goal.

84.1 % of the students were Proficient (3) to Mastery (4) the goal's set.



Year 3 (2018-2019)

Action Plan: Class size will be smaller. New equipment and experiments designed to help the students get a better understanding of the concepts and working together for a common cause.

Fall 2018 Discussion of findings SLO 4.1

With a total of 98 students, from five (5) sections, a cross section of students were used.

- 4 (Mastery) 22.4 % of the students Mastery the 4 questions.
 - 3 (Proficient) 19.4 % of the students Proficient with 3 questions.
 - 2 (Developing) 43.9 % of the students are Developing with 2 questions.
 - 1 (Minimal) 4.1 % of the students are doing Minimal with 1 question.
- 85.7 % are Developing to Mastery the goals.**

Spring 2019 Discussion of findings SLO 4.1

With a total of 149 students, from eight (8) sections, a cross section of students were used.

- 4 (Mastery) 20.1 % of the students Mastery the 4 questions.
- 3 (Proficient) 39.6 % of the students Proficient with 3 questions.
- 2 (Developing) 18.8 % of the students are Developing with 2 questions.
- 1 (Minimal) 4.7 % of the students are doing Minimal with 1 question.

78.5 % are Developing to Mastery the goals.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

- Have students break into smaller groups to allow participants to learn from each other.
- Provide study sessions to prepare students.
- Work with TAs to improve understanding of experiments that are performed.



Please include a brief description of your assessment team and your area's assessment review process.

Faculty members will report results to the General Chemistry Coordinator where results will be calculated and analyzed using scantron scoring and software to store electronically, in shared folders and use those files as the reference document for the assessments.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	General Education
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input type="checkbox"/> Social and behavioral Sciences <input checked="" type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

Student will demonstrate critical thinking skills through the development of original ideas

2016-2017

SLO 1.1: Student will demonstrate critical thinking skills through the development of original ideas.

Metric 1.1: MS Word Capstone.

SLO 1.2 : Students will be able to use and apply their knowledge in a novel way.

Metric 1.2 : MS. PowerPoint capstone project.

SLO 1.4 : Student will analyze information by being able to list/describe its components

Metric 1.4: Microsoft Excel Capstone project

2018-2019:

SLO 1.1: Students will consider critically and state clearly an issue/problem, delivering all relevant information.

Metric1.1: Word Capstone Project

SLO 1.5: Students will analyze or apply concepts, theories, events, formulas or models relevant to the assignment and demonstrate understanding of significant applications.

Metric 1.5: Excel Capstone Project.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Data not available for 2013-2016 cycle. However 84.5% of students enrolled achieved a grade of 70% or better for this goal, as averaged by the 3 SLOs related to the CT goal



How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Students were not acquiring the book and stopped returning assignments beyond the two weeks of free access provided by the vendors.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

[Click here to enter text.](#)

With a total of 61 students, 35 students took Metric 1.1, 35 students took Metric 1.2 and 10 students took Metric 1.4. 18 students did not return any metrics and were excluded from the count.

4 (Mastery) 85% of the students scored 3, 4 for this goal.

3 (Proficient) 5% of the students scored 2 for this goal

2 (Developing) 6 % of the students scored 1 for this goal

1 (Minimal) 30 % of the students are doing Minimal and did not return the metrics for this goal. 6% of students scored below 50%. Students showed deficiencies in analyzing, synthesizing and putting together the several requirements for completing the project. Some of the issues were: not being able to finding resources on the internet, such as pictures, not being able to use proper formatting to display data as tables, etc.

32.5% of the students did not return the capstone project. Some of them because they did not buy access to the required software (MindTap) and were unable to complete their assignments beyond the 2 first weeks of free access.

1.92 % of the students scored 50% or less on the MS. PowerPoint capstone project. . Students had issues with advanced features of PowerPoint such as timer and slide transitions, etc..

37.3% did not return their capstone, some of these students did not buy access to the required software (Mindtap) and were unable to complete their assignments beyond the 2 first weeks of free access.

14.28% of the students scored 50% or less on the Excel capstone project. Students showed deficiencies in their math background and understanding precedence of operators, as well as cell references, etc. An alarming 83% of students did not did not return their excel capstone assignments or buy access to the required software (Mindtap) and were unable to complete their assignments beyond the 2 first weeks of free access.

- The department of Computer Science initiated discussion with vendors (Cengage and Pearson) in order to request a lowering of the prices of their system and bundle this cost with tuition. The department will assign graduate students to help with labs and allow students to perform better and complete the training and testing units that lead up to the capstone project.
- The Excel chapter is a challenging one for most students, so it was decided that it will be offered before PowerPoint, so as to allow students more time to complete their capstone and hence decrease the time crunch.



Year 2 (2017-2018)

With a total of 161 students, 102 students returned Metric 1.1, 97 students took Metric 1.2 and 87 students took Metric 1.4. 42 students did not return any metrics and were excluded from the count.

4 (Mastery) 91% of students scored higher than 70

3 (Proficient) 2% of students scored 70-60

2 (Developing) 4% of students scored 60-50

1 (Minimal) 4% minimal 50 or lower

The CS department was able to negotiate a 33% discount on Cengage MindTap (\$80 instead of \$120) and software was mandated by the instructors.

2% of students scored below 50%. 32.8% of the students did not return the MS word capstone project Some of them because they did not buy access to the required software (MindTap). The percentage of students is slightly higher than last year, perhaps indicating that the price of the software was not the impediment to students returning their project or that even the discounted price was still out of reach of more than 30% of students.

3% of the students scored 50% or lower on the MS PowerPoint capstone project.

Students showed deficiencies in analyzing, synthesizing and putting together the several requirements for completing the project. Some of the issues were: not being able to use advanced features of PowerPoint such as timer and slide transitions, etc.

37.6% of students did not return their MS PowerPoint capstone.

25% of the students scored 50% or lower on the Excel capstone project. Students showed deficiencies in their math background and understanding precedence of operators, how to write formulae as well as cell references, etc. 44.3% of students did not return their Excel assignment in comparison to 83% for the 2016-2017 cycle, this could be a direct result from implementing the recommendation to introduce Excel earlier and to allow students more time to work on their capstone.

Action Steps:

The department of computer science will continue to encourage upper administration to negotiate with publishers to make it easy and affordable for students to acquire the required books and software from day 1. Tutors will be made available to students from 8 to 5 every day to help students with their assignments that lead up to the capstone project.

The department will make more tutors available to students to help them address their learning issues. Tutors will be made available to students from 8 to 5 every day to help students with their assignments that lead up to the capstone project.



Year 3 (2018-2019)

Cengage was able to offer a book bundle for several GenEd courses, CS116 being one of them. Students are more ready to buy the bundle and have access to the relevant online material. Due to the change in Goals and SLOs by the GenEd committee, the SLOs for this goal were changed to SLO1.1 and SLO1.5(see descriptions above).

The sample had 322 students. 63 students did not return metric 1.1, 116 students did not return metric 1.5, and were excluded from calculations.

4 (Mastery) 77% of students scored 4 for this goal.

3 (Proficient) 16% of students scored 3

2 (Developing)14% of students scored 2

1 (Minimal) 6% minimal.

Action Steps:

The department of computer science will continue to encourage upper administration to negotiate with publishers to make it easy and affordable for students to acquire the required books and software from day 1. Tutors will be made available to students from 8 to 5 every day to help students with their assignments that lead up to the capstone project.

The department will make more tutors available to students to help them address their learning issues. Tutors will be made available to students from 8 to 5 every day to help students with their assignments that lead up to the capstone project

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

The assessment team will continue to monitor student progress in returning assignments and their class attendance and may change course items weight and/or organization to encourage students to attend class.

Please include a brief description of your assessment team and your area’s assessment review process.

The assessment team consisted of all instructors for CS116. Data from each section were gathered, tabulated. Instructors discussed with Chair issues encountered and how to best address them.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective



2. Communication Skills(COM)

Includes effective development, interpretation, and expression of ideas through written, oral and visual communication.

SLO 2.1: Students will be able to develop, interpret and express ideas effectively through written communication.

Metric 2.1: MS Word Chapter 2 Project

SLO 2.2: Student will be able to develop, interpret and express ideas effectively through oral communication

2016-2017 Metric 2.2: Short oral presentation: Students introduced themselves and explained the choice of their major at the beginning of the course

SLO 2.3: Student will be able to develop, interpret and express ideas effectively through visual communication such as graphs, maps, diagrams...

Metric 1.2: Students will show proficiency in using MS PowerPoint Presentation

2018-2019:

SLO 2.3: Students will be able to develop the body of work logically using organizations or a pattern appropriate to the discipline.

Metric 2.3: PowerPoint Capstone project.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

No data available for 2013-2016

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

No data available for 2013-2016. However, 84% of students tested achieved a grade of 70% or higher for this goal

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

With a total of 77 students, 36 students took Metric 2.1, 58 students took Metric 2.2 and 35 students took Metric 1.2. 7 students did not return any metrics and were excluded from the count.

Findings:

4 (Mastery) 93% students scored 4

3 (Proficient) 3% scored 3 for this goal



2 (Developing) 2% scored 2 for this goal
 1 (Minimal) 1% of students 1

Written Communication: 12.90% of the students scored 50% or less on the project and showed deficiencies in analyzing and presenting data as well as using the spell correction feature and formatting references using a specific style. 26.2% of students did not return their project, perhaps because some students did not buy access to the required software (MindTap) and were unable to complete their assignments beyond the 2 first weeks of free access.

Use of Visuals: 1.92 % of the students scored 50% or less on the MS. PowerPoint capstone project. Students showed deficiencies in analyzing, synthesizing and putting together the several requirements for completing the project. Some of the issues were: not being able to use advanced features of PowerPoint such as timer and slide transitions, etc..

37.3% (31 students) did not return their capstone, some of these students did not buy access to the required software (Mindtap) and were unable to complete their assignments beyond the 2 first weeks of free access.

Oral Communication: Due to the large number of students per section and the heavy course requirement, instructors did not have time or means to test students on their oral presentation. This SLO is deemed impractical to test within this particular CS course in which each section has more than 40 students.

Action Steps:
 The department of Computer Science will initiate discussion with vendors (Cengage and Pearson) in order to request a lowering of the prices of their system and bundle this cost with tuition. The department will assign graduate students to help with labs and allow students to perform better and complete the training and testing units. More hands on activities and practice will be given to continue and improve students' performance.
 Instructors will require students to make oral presentations, however the large number of students per section could be an impediment to this course of action. A more practical way has to be found to test student's oral presentation.

Year 2 (2017-2018)

With a total of 161 students, 112 students returned Metric 2.1, 97 students took Metric 1.2.

Findings:
 4 (Mastery) 91%
 3 (Proficient) 2%
 2 (Developing) 4%
 1 (Minimal) 2%

Written Communication: 14.6% of students scored 50% or lower on this project and showed deficiencies in analyzing and presenting data as well as formatting references using a specific style. 25.7% of students did not return their assignment, perhaps because some students did not buy access to the required software (Mindtap) and were unable to complete their assignments beyond the 2 first weeks of free access.

Use of Visuals: 3% of the students scored 50% or lower on the MS PowerPoint capstone project. Students showed deficiencies in analyzing, synthesizing and putting together the several requirements for completing the project. Some of the issues were: not being able to use advanced features of PowerPoint such as timer and slide transitions, etc.



37.6% of students did not return their capstone.

Oral Communication: Due to the large number of students per section and the heavy course requirement, instructors did not have time or means to test students on their oral presentation. This SLO is deemed impractical to test within this particular CS course in which each section has more than 40 students.

Instructors are proposing to have group projects requiring an oral presentation, but time constraints are a concern.

The department of computer science will continue to encourage upper administration to negotiate with publishers to make it easy and affordable for students to acquire the required books and software from day 1. Tutors will be made available to students from 8 to 5 every day to help students with their assignments that lead up to the capstone

Year 3 (2018-2019)

Cengage was able to offer a book bundle for several GenEd courses, CS116 being one of them. Students are more ready to buy the bundle and have access to the relevant online material. Due to the change in Goals and SLOs by the GenEd committee, the SLOs for this goal were changed to SLO 2.3 (see description above). Students from 8 sections were included totaling 322. 116 students did not return the assignment related to the metric.

4 (Mastery) 73% of students scored 4
 3 (Proficient) 23% of students scored 3
 2 (Developing): 12% of students scored 2
 1 (Minimal) : 13% of students were minimal.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

The assessment team will continue to monitor student progress in returning assignments and their class attendance and may change course items weight and/or organization to encourage students to attend class.

Please include a brief description of your assessment team and your area’s assessment review process.

The assessment team consisted of instructors for CS116. Data from most sections were gathered, tabulated. Instructors discussed with Chair issues encountered and how to best address them.



Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

3. Empirical and Quantitative Skills (EQS)

includes the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

This is a new goal that was added by the University GenEd committee.

SLO 3.1: Students will explain information presented in mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words).

Metric 3.1: Excel Capstone Project

What overall improvements did you note from the 2013-2016 assessment cycle findings?

NA

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

NA

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

NA

Year 2 (2017-2018)

NA

Year 3 (2018-2019)

Students from 8 sections were included in this assessment, totaling 322. 75 students did not return the assignment related to the metric.

4 (Mastery): 77% of students scored 4.

3 (Proficient): 19% of students scored 3

2 (Developing): 12% of students scored 2



1 (Minimal) : 9% of students were minimal.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

The assessment team will continue to monitor student progress in returning assignments and their class attendance and may change course items weight and/or organization to encourage students to attend class.

Please include a brief description of your assessment team and your area’s assessment review process.

The assessment team consisted of instructors for CS116. Data from most sections were gathered, tabulated. Instructors discussed with Chair issues encountered and how to best address them.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

4. Teamwork (TW)

Teamwork includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

This a new goal that was selected by the University GenEd committee. One SLO will be used.

SLO 4.3: Students completes individual contributions outside of team meeting.

Metric: Student’s average midterm grade was used a metric.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

NA



How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

NA

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

NA

Year 2 (2017-2018)

NA

Year 3 (2018-2019)

Students from 8 sections were included in this assessment, totaling 322. 26 students did not participate in the related metric.
4 (Mastery): 76% of students scored 4.
3 (Proficient): 15% of students scored 3
2 (Developing):13% of students scored 2
1 (Minimal): 9% of students were minimal

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

The assessment team will continue to monitor student progress in returning assignments and their class attendance and may change course items weight and/or organization to encourage students to attend class.

Please include a brief description of your assessment team and your area's assessment review process.

The assessment team consisted of instructors for CS116. Data from most sections were gathered, tabulated. Instructors discussed with Chair issues encountered and how to best address them



Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

5. Personal Responsibility (PR)

Personal Responsibility: Include the ability to connect choices, actions and consequences to ethical decision-making
SLO 5.1: Students will demonstrate the ability to connect choices and consequences to ethical decision making.
Metric: Survey presenting 10 scenarios with ethical situations and asking students to rate each scenario as Very ethical (1) to very unethical (7)

What overall improvements did you note from the 2013-2016 assessment cycle findings?

No data available for 2013-2016 cycle.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

[Click here to enter text.](#)

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

An ethics talk is presented to students and then a survey presenting 10 scenarios with ethical situations and asking students to rate each scenario as Very ethical (1) to very unethical (7). 75 students participated in the survey. 73% of students were able to identify the correct classification of the scenario. The results were satisfactory and the survey method was found effective, so it was decided to use for subsequent years.

Findings:

- 4 (Mastery) 73% of students scored 4 or higher on the metric
- 3 (Proficient) 10% of students scored 3 on the metric
- 2 (Developing) 9% of students scored 2 on the metric



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

1 (Minimal) 7% of students scored 1 on the metric

Year 2 (2017-2018)

Survey presenting 10 scenarios with ethical situations and asking students to rate each scenario as Very ethical (1) to very unethical (7), after a talk on ethics was presented. 83 students participated in the survey. 75% of students were able to correctly identify the ethical underpinning of the scenarios in the survey.

Findings:

4 (Mastery) 75% of students scored 4 or higher on the metric

3 (Proficient) 9% of students scored 3 on the metric

2 (Developing) 9% of students scored 2 on the metric

1 (Minimal) 6% of students scored 1 on the metric

In order to make the ethics topic accessible to students beyond the classroom, it was decided to select two videos from YouTube discussing Ethics in Computer Science and requiring the students to watch the videos and then put the survey online and have the students answer it. It is hoped that this will increase participation.

Year 3 (2018-2019)

This item was not tested this year.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area's assessment review process.

Click here to enter text.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective



6. Social Responsibility (SR)

Click here to enter text.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.

Year 2 (2017-2018)

Click here to enter text.

Year 3 (2018-2019)

Click here to enter text.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area's assessment review process.



Click here to enter text.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	General Education
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input checked="" type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

Critical Thinking Skills: Include creative thinking: innovation; inquiry; and analysis, evaluation and synthesis of information.

SLO 1.3: Students will analyze their assumptions information by being able to list/describe its components. Students will logically draw conclusions and make informed evaluations.

SLO 1.5:

Students will analyze or clearly apply concepts, theories, events, formulas, or models relevant to the assignment and understand significant implications

What overall improvements did you note from the 2013-2016 assessment cycle findings?

We have no assessment date for 2013-2016 assessment cycle.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Findings-the Fall 2016 performance on critical thinking assessment indicated the need for improvement in applying critical thinking skill.
Action-the faculty adopted the Macmillan Higher Education Online Student Learning/Assessment Resource called Launchpad as a course requirement.



Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Findings-during the 2016-2017 assessment cycle the overall statics indicated that about 67 percent of the students who completed the assessment scored 3 or better. The general observation by the faculty is that students tend to find it challenging applying critical thinking skills in inquiring and in information seeking skill. It seems that one of the factors contributing the challenge include missing classes and not acquiring the required learning materials to complete assigned work on time.

Actions- faculty used Learning Curve of launchpad that offers individualized question sets and feedback for each student based on his or her correct and incorrect response. These activities are designed to enable students to make informed evaluations and draw conclusion and related outcomes.

Year 2 (2017-2018)

Findings- over all, the percentage of students who scored 3 or better increased from 67 percent in 2016-2017 to 70 percent in 2017-2018.

Actions- continued requiring students to complete Learning Curve activities and added The Video Assignment Tool which provide video-based activities and projects.

Year 3 (2018-2019)

Findings- in 2018-2019, overall 80 percent of the students who completed the assessment scored 3 or higher. The percentage of students scoring 3 or better increased from 70 percent in 2017-2018 to 80 percent in 2018-2019 assessment cycle.

Actions- continue requiring students to complete Learning Curve activities and The Video Assignment Tool which provide video-based activities and projects.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.



During the next cycle the faculty will implement the following steps: bring in new student learning technology developed by textbook publishers, encourage student attendance, provide in-class review sessions before each test and final exam.

Please include a brief description of your assessment team and your area’s assessment review process.

Faculty teaching the courses use common syllabus and administer common assessment questions. Results will be calculated using common method, and store electronically to use as reference to complete assessment reports.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

2. Communication Skills(COM)

Communications: Includes effective development, interpretation and expression of ideas through written, oral and visual communication
SLO 2.2: Students will provide a clear message, thesis statement, or argument

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Findings- student performance in 2016 demonstrated the need for improvement in teaching and learning in expressing their ideas and drawing inferences through written communication. Based on our general observation, one of the factors contributing to this challenge include missing classes and not acquiring the required learning materials to complete assigned work on time.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

We introduced Macmillan Higher Education Online Student Learning/Assessment Resource called Launchpad into the curriculum. Encourage students to attend class and buy the required learning materials for the course.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Year 1 (2016-2017)
<p>Findings- during the 2016-2017 assessment cycle, overall, 71.5 percent students scored 3 or higher in expressing ideas and drawing inferences through written communication.</p> <p>Actions- used Learning Curve that offers individualized question sets and feedback for each student based on his or her correct and incorrect response. These activities are designed to equip students to express ideas, draw inferences and communicate in writing.</p>
Year 2 (2017-2018)
<p>Findings- overall, 73 percent of the students who completed the assessment scored 3 or higher in 2017-2018 assessment cycle. The percentage of students that scored 3 or better increased from 72 in 2016-17 to 73 in 2017-2018.</p> <p>Actions- continued using Learning Curve that offers individualized question sets and feedback for each student based on his or her correct and incorrect response. These activities are designed to equip students to express ideas, draw inferences and communicate in writing.</p>
Year 3 (2018-2019)
<p>Findings- in 2018-2019, overall, 80 percent of the students scored 3 or better in written communication skill. The percentage of students that scored 3 or better increased from 73 percent in 2017-2018 to 80 percent in 2018-2019 assessment cycle.</p> <p>Action- continued using Learning curve and added The Video Assignment Tool which provide video-based activities and projects.</p>
<p>What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.</p>
<p>During the next cycle the faculty will implement the following steps: bring in new student learning technology developed by textbook publishers, encourage student attendance, provide in-class review sessions before each test and final exam</p>
<p>Please include a brief description of your assessment team and your area’s assessment review process.</p>



Faculty teaching the courses uses a common syllabus and administer common assessment questions. Results are calculated using common method, and stored electronically to use as reference to complete assessment reports

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

3. Empirical and Quantitative Skills (EQS)

SLO: 3.4: Students will make judgement and draw appropriate conclusion based on the quantitative analysis of data and results.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

The 2016 school year assessment result showed that student performance did not meet the expected target.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Findings: the fall 2016 assessment result showed that about 64 percent of the students that completed the assessment scored 3 or better.

Action-we introduced Macmillan Higher Education Online Student Learning/Assessment Resource called Launchpad into the curriculum. Encourage students to attend class and buy the required learning materials for the course on time.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Findings- over all statistics showed that 66 percent of the students that completed the assessment scored 3 or better.

Action- used Learning Curve that offers individualized question sets and feedback for each student based on his or her correct and incorrect response. These activities are designed to enhance student quantitative and empirical analysis skills

Year 2 (2017-2018)



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Findings-the percentage of students that scored 3 or better increased from 66 percent in 2016-2017 to 72 percent in 2017-2018 assessment cycle.

Action- We used Learning Curve that offers individualized question sets and feedback for each student based on his or her correct and incorrect response. These activities are designed to enhance student quantitative and empirical analysis skills.

Year 3 (2018-2019)

Findings- overall in 2018-2019, about 64 percent of the students that completed the assessment scored 3 or better. The percentage of students that scored 3 or better decreased from 72 percent in 2017-2018 to 64 percent in 2018-2019.

Action- continued using Learning curve and added The Work It Out tool which provides quantitative exercises and projects.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text. During the next cycle the faculty will implement the following steps: bring in new student learning technology developed by textbook publishers, encourage student attendance, provide in-class review sessions before each test and final exam

Please include a brief description of your assessment team and your area’s assessment review process.

Click here to enter text. Faculty teaching the courses use a common syllabus and administer common assessment questions. Results are calculated using common method, and stored electronically to use as reference to complete assessment reports

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective



4. Teamwork (TW)

Click here to enter text.

Not Applicable

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.

Year 2 (2017-2018)

Click here to enter text.

Year 3 (2018-2019)

Click here to enter text.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area's assessment review process.



Click here to enter text.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

5. Personal Responsibility (PR)

SLO 6.5: Students will analyze ethical, social, economic, and/or environmental challenges in the global system.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

We did not assess this component in the 2013-2016 assessment cycle

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Not applicable

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Not applicable

Year 2 (2017-2018)

Not applicable

Year 3 (2018-2019)

Overall 80 percent of the students that completed the assessment scored 3 or better. Performance met the expected target.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Require students to familiarize themselves with ethical, social, economic, and/or environmental issues.

Please include a brief description of your assessment team and your area’s assessment review process.

Faculty teaching the courses use a common syllabus and administer common assessment questions. Results are calculated using common method, and stored electronically to use as reference to complete assessment reports

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

6. Social Responsibility (SR)

SLO 6.6

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Not Applicable

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

S

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Year 2 (2017-2018)
Not Applicable
Year 3 (2018-2019)
What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.
Click here to enter text.
Please include a brief description of your assessment team and your area's assessment review process.
Click here to enter text.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	Curriculum & Instruction/ Instructional Technology-EDCI 210
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input type="checkbox"/> Social and behavioral Sciences <input checked="" type="checkbox"/> Component Area Option EDCI 210 – (Instructional Technology I) provides foundational information for understanding the development and use of technology in order to facilitate teaching and learning in the classroom. Students will engage in a wide variety of activities and projects designed to integrate technology into curriculum.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

Critical Thinking Skills: Includes creative thinking, innovation, inquiry, analysis, evaluation, application and synthesis of information.

Student Learning Outcome

SLO 1.4 Students will logically draw conclusions and make informed evaluations by conducting PowerPoint and oral presentations.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

With previous data showing a positive outcome and students who demonstrated competency in this area, the findings provided the benchmark, or foundation to build



upon. Areas with positive outcomes such as increased class participation and team projects, along with the demonstrated ability to research and employ educational technology, were incorporated and taught at a pace conducive to the students' technology skills. To this end, we encouraged weekly visits to the computer lab, and scheduled times with faculty to provide additional tutoring. These action plans included several collaborative meetings with fellow faculty members to discuss the assessment's goal and note if any charges were to be made.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

An in-class PowerPoint presentation project was used to assess students in EDCI 210. For this project, 103 students completing the assessment had an outcome of 88% who met or exceeded goals scoring 3 or better. From the findings, the faculty provided additional research sites and reading materials on instructional technology. More specifically, researching current trends in education technology to provide materials to apply critical thinking. Additionally, the faculty encouraged fact checking practices while using online recourses as references. Results from these actionable steps have proven beneficial, and eased the process of critical thinking for students to formulate beliefs and ideals.

Year 2 (2017-2018)

Data showed 86% of 100 students met established goals and assessment metrics scoring 3 or better. There was a 2% decrease in the SLO due in part to areas of concern involving attendance and an isolated number of students who did not participate in class discussions and assignments.

Year 3 (2018-2019)

When looking at data from Fall 2018, 87% or 43 out of 50 students met/exceeded goals scoring 3 or better. Data remained consistent from the previous year. Moving forward, faculty introduced new digital tools and resources to promote student learning and creativity. Based on current data findings, faculty conducted additional interactive class activities, asking students to showcase current tools to improve their critical thinking skills.



What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Syllabi were updated to include weekly discussions on researching various technology applications in teaching and analyzing data. These updates were aimed at improving critical thinking, as it will create an academic atmosphere to seek validity, identify misinformation, and other obstacles in developing critical thinking.

Please include a brief description of your assessment team and your area’s assessment review process.

The assessment team is composed of senior faculty members and instructors who meet monthly. Combined, they represent a myriad of skill sets and pedagogical expertise. They are focused on facilitating positive student learning outcomes at departmental levels and beyond.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

2. Communication Skills(COM)

Communications Skill: Includes effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome
SLO 2.3 Students will organize the body of the work using organization or a pattern appropriate to the discipline.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.
Student collaboration was incorporated with a focus on interactive communication along with peers and group presentation skills.



How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

PowerPoint and oral presentations were used to assess competency and understanding of communication skills. Student presentations were used as an action plan to highlight proficiency and shortcomings in understanding, modeling, and utilization of digital tools. PowerPoint presentations were required to include a video component and graphs supporting their research.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Findings from 2016-2017 showed 88% of the 92 students who completed the assessment met/exceeded goals scoring 3 or better. The department continued to align the course to meet state and national objectives, that included computer technology, and understanding hardware, and software in the curriculum. Communication skills is a core objective with the THECB and the faculty made a concerted effort to introduce the various modes of communication skills such as presentational, conversational, and interpretation.

Year 2 (2017-2018)

Findings from 2017-2018 showed a slight decrease from the previous year. In this assessment year, 83% of 100 students who completed the assessment met/exceeded goals scoring 3 or better. Increased faculty meetings to monitor consistency in delivery of content, target dates, and address absenteeism, including strategies to improve attendance. Faculty also increased the number of online quizzes with emphasis on technology terms, and concepts.

Year 3 (2018-2019)

Data showed 85% of the 99 students who participated met established goals and assessment metrics scoring 3 or better. Assessment results and other competencies confirmed a durable syllabus and curriculum structured on student outcomes. In part, the higher rate of attaining goals was attributed to having only two sections. Faculty determined this allowed more time for personal interactions, frequent one-on-one instructional time, and tutoring in the computer lab.



Please include a brief description of your assessment team and your area’s assessment review process.

The assessment team is composed of senior faculty members and instructors who meet monthly. Combined, they represent a myriad of skill sets and pedagogical expertise. They are focused on facilitating positive student learning outcomes at departmental levels and beyond.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

3. Empirical and Quantitative Skills (EQS)

Empirical and Qualitative Skills: Includes manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Student Learning Outcome
SLO 3.1 Student will explain information presented in mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words).

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

The findings for 2016-2017 technology assessment plan assignment showed 87% of 92 students who completed the assignment met/exceeded goals scoring 3 or better. Minor adjustments were made to action plans such as, allowing students to turn in a draft of their assignment for review by instructor, who provided feedback and recommendations before final assignment was submitted.

Year 2 (2017-2018)

Click here to enter text.
The findings for 2017-2018 suggest the department has met its target. Additionally, the course continued to incorporate instructional strategies for students to learn how to collect and analyze data, identify solutions and make informed decisions, including cross



utilization when choosing instructional tools. Data results showed 86% of students met/exceeded goals scoring 3 or better. N=100

Year 3 (2018-2019)

The findings for 2018-2019 suggest the department has met its target. Specifically, in the areas of empirical data and quantitative analysis, faculty will continue to educate students on how to research available applications and programs for validation. Assess strengths and weaknesses in how to align technology applications with existing programs and tools. Data findings showed 85% of students met/exceeded goals scoring 3 or better. N=99

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Continue with following successful attributes of the current program. Updates and improvements will focus on incorporating quantitative skills using computers, software, and internet to enhance teaching and learning.

Please include a brief description of your assessment team and your area's assessment review process.

Click here to enter text.

The assessment team is composed of senior faculty members and instructors. They are focused on facilitating positive student learning outcomes at the department and upper administrative levels. The assessment team focused on assessment as a tool and platform to track students' progression through the Educator Preparation Program, knowledge levels, and exit readiness.



Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

5. Personal Responsibility (PR)

Click here to enter text.

Personal Responsibility: Includes the ability to connect choices, actions and consequences to ethical decision-making

Learning Outcomes

SLO 5.1 Student will identify a situation in which ethical issues are present (e.g. responsible documentation of sources).

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.

Of 92 students, 88% met/exceeded goals scoring 3 or better. Students embraced open discussions and gave oral presentations on personal responsibility as it relates to technology in education.

Year 2 (2017-2018)

Action Plans: Incorporated class lectures were personal examples were solicited from the class as a teaching tool to educate and promote digital etiquette, referencing in APA format. Furthermore, 86% of students met/exceeded goals scoring 3 or better. N=100

Year 3 (2018-2019)

The Assessment was performed both Fall 2018 and Spring 2019 with 83% of 99 students who were assessed scoring 3 or better. A PowerPoint presentation project was assessed. This decrease was due in part to lower class attendance and students missing class lecturers.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.



Continuing with following successful attributes of the current program, updates and improvements will focus on incorporating quantitative skills using computers, software, and internet to enhance teaching and learning.

Please include a brief description of your assessment team and your area’s assessment review process.

The assessment team is composed of senior faculty members and instructors. Combined, they represent a myriad of skill sets and pedagogical expertise. They are focused on facilitating positive student learning outcomes at the department and upper administrative levels. Incorporated in monthly departmental meetings, time is dedicated solely on the topic of ensuring we aim to reach each student, either individually or as a group, to monitor progress, address deficiencies, and assist with any obstacles they may be experiencing. As a team, we are focused on assessment as a tool and platform to track students’ progression through the Educator Preparation Program, knowledge levels, and exit readiness.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

6. Social Responsibility (SR)

Learning Outcomes

SLO 6.1 Students will identify a situation in which ethical issues are present.



How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

[Click here to enter text.](#)

With the utilization and application of technology, in-class demonstrations on social media outlets and hands on training were helpful with the students to see real time results.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

The findings for 2016-2017 suggest the department has met its target. The department continued to align the course to state and national objectives. A PowerPoint presentation project was assessed with 88% of students met/exceeded goals scoring 3 or better.

N=100

Action Plans-Resources such as instructional videos were incorporated in class lecturers.

Year 2 (2017-2018)

The findings for 2017-2018 suggest the department has met its target, with 89% of students met/exceeded goals scoring 3 or better. Additionally, the department will continue to align the course to state and national objectives.

Year 3 (2018-2019)

[Click here to enter text.](#)

The Assessment was performed both Fall 2018 and Spring 2019 with 83% of 99 students who were assessed scoring 3 or better. This decrease was due in part to lower class attendance and students missing class lecturers.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Continuing with following successful attributes of the current program, updates and improvements will focus on incorporating quantitative skills using computers, software, and internet to enhance teaching and learning.

Please include a brief description of your assessment team and your area's assessment review process.



The assessment team is composed of senior faculty members and instructors. They are focused on facilitating positive student learning outcomes at the department and upper administrative levels. The assessment team focused on assessment as a tool and platform to track students' progression through the Educator Preparation Program, knowledge levels, and exit readiness.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	General Education
Academic Program Level	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

General Education Component Area: Communication

Courses in the **Communication** category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. At Texas Southern University students complete the Communication Foundational Component Area by taking the following two courses:

ENG 131 Course Description

Intensive study of and practice in writing processes--from invention/research to drafting, revising, and editing texts, both individually and collaboratively. Emphasizes effective rhetorical choices based on an awareness of audience, writing purpose, structural arrangement, and style. Focuses on the close reading of verbal, visual, and multimedia texts and on writing the academic essay as a vehicle for learning, communicating, and analyzing texts critically. Three hours of lecture per week. Listed as ENGL 1301 in the Texas Common Course Numbering System.

ENG 131 Student Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes
2. Develop ideas with appropriate support and attribution
3. Write in a style appropriate to audience and purpose
4. Read, reflect, and respond critically to a variety of texts
5. Use Edited American English in academic essays

ENG 132 Course Description:

Intensive study of and practice in strategies and techniques for developing research-based expository and persuasive texts. Emphasizes effective and ethical rhetorical inquiry of primary and secondary sources. Focuses on the critical reading of verbal, visual, and multimedia texts; the systematic evaluation, synthesis, and documentation of information sources; and the critical consideration of evidence and conclusions. Three hours of lecture per week. Prerequisite: ENG 131 or its equivalent.

Listed as ENGL 1302 in the Texas Common Course Numbering System.



ENG 132 Student Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

THECB Core Curriculum Objectives covered and assessed in these courses:

1. Critical Thinking Skills
2. Communication Skills
3. Teamwork
4. Personal Responsibility

What overall improvements did you note from the 2013-2016 assessment cycle findings?

The 2013-2016 cycle was the period of development general education courses under the Texas Core Curriculum 2014 revision. Faculty updated syllabi and student learning outcomes guided by the Texas Academic Guide Manual (ACGM) and adopted a 5-point rubric from the VALUE Critical Thinking and Written Composition. Rubrics for Teamwork (TW) and only Personal Responsibility (PR) were in the development stage.

General Education assessment of core objectives occurred each long semester based on final examination essays. ENG 131 data was usually compared across fall semesters, as important formative data, ENG 132 was compared across spring semesters as summative data.

Assessment data were disseminated to all instructors and discussed at pre-semester and curriculum planning meetings. Action plans were developed and executed based on year end-data.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

The 2013-2016 Findings and Action Plans were utilized to improve the assessment collection process, course content, and the criteria used to assess student achievement for the 2016-2019 assessment planning process. Data from results of the general education first two college courses in communication have been shown to be predictors of progression and completion in every college major. Findings have also been used to inform SACSCOC Quality Enhancement Plans. Faculty in the English department are very aware that what happens in freshman English stays with students forever, so we have been intentional improving course formats, course content, and assessment process.

- The 2016-2019 cycle incorporated and institutionalized a revised method of streamlining assessment data by (1) developing rubric templates specific to each course from expanded SLOs in each core objective; and by (2) utilizing a rubric that designated four levels of achievement: 4– mastery, 3-



proficiency, 2-developing, 1-minimal. This method allowed the department to aggregate results across courses, component areas, and by core objectives across the university. Rubrics for Teamwork and for Personal Responsibility were refined and applied more consistently in more recent academic years.

- English faculty members developed signature assignments beginning with ENG 131, the first English course, in which students write a project that addresses the student’s curriculum, field of study, and career plans (actual or inspirational). This signature assignment is developed through short exercises and assessed towards the end of the semester.
- The 2016-2019 planning process also incorporated additional department meetings used exclusively to define how to consistently assess core objectives across each course, finalize signature assignments and their prompts, and incorporate alignment strategies that ensure that all course content and assignments in the Blackboard class templates are built upon the foundation of the SLOs.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

To produce students with the ability to demonstrate critical thinking skills including creative thinking, innovative inquiry, and analysis, evaluation, and synthesis of information.

SLO: Student will draw conclusions logically and make informed evaluations.

- Metric: VALUE-based rubric with categories for critical thinking.
- Assessment Method: Signature Assignment project.
- Target: 70% of students will score at proficiency or better (where 1 is minimal, 2 is developing, 3 is proficient and 4 or 5 is mastery).

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

(CT): SLO developing original ideas

Findings from 2016-2017 data show that 313 students out of the 524 students enrolled in the sections reporting, 57%, met the goal of developing original ideas. 70% Target Not Met

Further findings show that the total number of students listed in each class were all those eligible to do the assessment, not the number of students who actually did the assessment exercise. However, using data from previous years, findings show that the total number of students able to use creative thinking skills increased by 25%. After reviewing this data, the faculty discussed new methods of teaching students how to develop ideas logically and offered monthly workshops for students through the Writing Lab.

Year 2 (2017-2018)

(CT): SLO developing original ideas



The data from 2017-2018 assessments show that 311 of 370 (**84%**) of students who assessed, met the goal for applying knowledge in a novel way. 70% Target Met.

Findings showed a 24% spike in student's ability to excel in this area. After reviewing these numbers, the faculty was pleased with this increase in the student's ability. To ensure that this number continued to rise, the faculty decided to continue hosting workshops at least once a month. A group of faculty members even hosted workshops in the freshman dormitory, in the College of Education, and in the English Writing Clinic.

Year 3 (2018-2019)

ENG 131: Critical Thinking (CT) SLO 1.4

- Data from **Fall 2018** show that 534 out of the 748 (71.4%) students assessed met the goal for drawing conclusions logically and making informed evaluations. 70% Target Met
- Data from **Spring 2019** show that 232 out of the 353 (65.7%) students assessed met the goal for drawing conclusions logically and making informed evaluations. 70% Target Not Met

ENG 132: Critical Thinking (CT) SLO 1.4

- The data for **Spring 2019** showed that 570 out of 1036 students assessed (**55.0%**) met the goal for drawing conclusions logically and making informed evaluations. 70% Target Not Met

Findings of first-time freshman by the Honors College show students listed the ENG 131 Signature Assignment project the most valuable learning exercise of their first semester at TSU. In general, students approached the signature assignment optimistically as the project addresses each student's individual curriculum, field of study, and career plans (actual or inspirational). However, the enthusiasm for the project did not translate into improvement in the student learning outcomes. Feedback from faculty analysis of data reveals that a greater degree of success was achieved by those students who participated in each small exercise that culminated into the total signature assignment. The percentage of students scoring 3 or better for SLO 1.4 is the highest out of all assessed SLO's across both courses in ENG 131.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

2. Communication Skills (COM)

To produce students with the ability to communicate effectively including the effective development, interpretation and expression of ideas through written, oral, and visual communication.

- Metric: VALUE-based rubric with categories for Communication Skills.
- Assessment Method: Signature Assignment project.
- Target: 70% of students will score at proficiency or better (where 1 is minimal, 2 is developing, 3 is proficient and 4 or 5 is mastery).

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.



Year 1 (2016-2017)

COM: Writing skills --control of syntax and mechanics.

2016-2017 data findings show that 301 students out of the 524 students enrolled in the sections reporting, **58%**, scored a 3 or better on writing skills. 70% Target Not Met.

Findings show that students did not seem to have the ability to self-edit and revise their writing. The faculty felt this issue would be resolved by focusing more on peer editing in class. Faculty also decided to provide models that showed correct use of grammar and syntax.

Year 2 (2017-2018)

COM : Writing skills including syntax and mechanics

2017-2018 data show 292 out of the 370 students assessed, **79% of** students scored 3 or better on writing skills. Findings showed a 21% spike in student’s ability to excel in this area. 70% Target Met

After reviewing these numbers, the faculty was pleased with this increase in the student’s ability. To ensure that this number continued to rise, faculty also decided to provide models and workshops that review correct use of grammar and syntax.

Year 3 (2018-2019)

ENG 131: COM SLO 2.1: context purpose, audience

- The data for **Fall 2018** show that 537 out of the 744 (**72.2%**) students assessed met the goal for demonstrating an understanding of appropriate context, genre, purpose, or audience for communication (**SLO 2.1**). 70% Target Met
- The data for **Spring 2019** show that 218 out of the 359 (**60.7%**) students assessed met the goal for demonstrating an understanding of appropriate context, genre, purpose, or audience for communication. 70% Target Not Met
-

ENG 131: COM SLO 2.6: grammar and syntax

- The data for **Fall 2018** show that 472 out of 737 (**64.0%**) students assessed met the goal for skillfully controlling syntax and using proper mechanics. communication (**SLO 2.6**). 70% Target Not Met
- The data for **Spring 2019** show that 191 out of 360 students assessed (**53.1%**) met the goal for skillfully controlling syntax and using proper mechanics. 70% Target Not Met

ENG 132: COM SLO 2.1 context, purpose, audience

- The data for **Spring 2019** show that 516 out of 1033 students assessed (**50%**) met the goal for demonstrating an understanding of appropriate context, genre, purpose, or audience for communication. 70% Target Not Met

ENG 132: COM SLO 2.6 grammar and syntax

- The data for **Spring 2019** showed that 491 out of the 1035 students assessed according to (**47.4%**) met the goal for skillfully controlling syntax and using proper mechanics. 70% Target Not Met

Discussion of findings for COM: The percentage of students scoring 3 or better for SLO 2.1 is the second highest out of all assessed SLO’s across both courses for Spring 2019; however, it is noted that ENG 132’s literary emphasis remains to be challenging for SLO 2.1 and SLO 2.6 as students are reluctant to share their analysis of literature. English faculty have discussed that best practices for improving communication skills are



to utilize Blackboard’s Discussion Board to provide more outlets for classroom discussions; to provide literary terminology practice, and grammar/mechanics workshops. The first opportunity for faculty to discuss year-long findings will be in pre-Fall 2019 section meetings. At that point reframing the signature assignment for ENG 132 will be discussed to give students more ownership and engagement with the project and the resulting product.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

4. Teamwork (TW)

To produce students with the ability to work to work as a team including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- Metric: VALUE-based rubric with categories for Teamwork.
- Assessment Method: Signature Assignment project.

Target: 70% of students will score at proficiency or better (where 1 is minimal, 2 is developing, 3 is proficient and 4 or 5 is mastery).

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Teamwork in 2016-2017 was assessed through participation in a group activity. In English 131 and English 132, the group activity was regularly Peer Review of an Essay: Students would be assigned a hard copy draft of another student’s essay, and they would be provided a rubric with categories on which they would have to judge the essay. The categories were usually awareness of audience, thesis, development, grammar and style, and documentation. Students would be asked two questions: (1) Does the essay contain a (thesis)? And (2) How could the (thesis) be improved? Students would annotate the essay in pencil. They would be asked to write legible and kindly. The results of the students ‘peer reviews varied widely, but the data would be based on participation only. Findings for TW: 100% Participated in Peer Review. Target Met.

Year 2 (2017-2018)

Findings for TW: 100% Participated in Peer Review. Target Met.
Teamwork: W Discussion: Peer review of essays/ projects continues to be a learning teamwork activity in the classroom. However, judging the relative value of input from each student has proved difficult. So, when in 2017-2018, rubrics for core objectives were expanded to include “consider multiple viewpoints,” faculty decided this provides an easier approach for Teamwork assessment.

Year 3 (2018-2019)

ENG 131: SLO 4.6 considering multiple viewpoints

- Data for **Fall 2018** show that 452 out of 683 (**66.2%**) students assessed met the goal for considering multiple viewpoints (70% Target Not Met)
- Data for **Spring 2019** show that 215 out of 361 students assessed (**59.6%**) met the goal for considering multiple viewpoints. 70% Target Not Met



ENG 132: SLO 4.6 considering multiple viewpoints

- The data for **Spring 2019** show that 513 out of 1037 students assessed (**49.5%**) met the goal for considering multiple viewpoints. 70% Target Not Met

Teamwork within the Signature Assignment requires each student to be placed in a group to present findings according to one's field of study or curriculum.

The percentage of students scoring 3 or better for SLO 4.6 for Teamwork is the third highest out of all assessed SLO's across both courses for Spring 2019, worse than Critical Thinking and Communication, better than Personal Responsibility.

The data findings of 59.6% for ENG 131 and 49.5% for ENG 132 may be attributed to a lack of student participation in group work. Many students did not participate, leaving many group members to complete the assignment as solo entities.

In pre-semester meetings, faculty will discuss best practices for getting students to work in teams more effectively.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

5. Personal Responsibility (PR)

To produce students who can demonstrate Personal Responsibility (PR) by the ability to connect choices, actions and consequences to ethical decision-making.

- SLO 5.1: Student will demonstrate the ability to connect choices, actions, and consequences to ethical decision making by responsible use, credit, and documentation of research and sources.
- Metric: VALUE-based rubric with categories for Personal Responsibility
- Assessment Method: signature assignment
- Target: 70% of students will score at proficiency or better (where 1 is minimal, 2 is developing, 3 is proficient and 4 and 5 are mastery).

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Personal Responsibility (PR). 2016-2017 data show that 276 students out of the 524 students enrolled in the sections reporting, **53%** met the goal of documenting sources effectively and responsibly. 70% Target Not Met

These findings show that many of the students did poorly on this SLO because they did not use/cite sources and/or evidence in their essays. However, using data from previous years, faculty decided to take a more hands on approach to teaching basic information about research (i.e. workshops, collaborating more with the library staff, etc.) so students could learn more about the library, researching, and the need to use sources and evidence in their essays.

Year 2 (2017-2018)



Personal Responsibility (PR) 2017-2018 assessment data show that 292 that out of the 370 assessed (**79%**) met the goal of using sources effectively. Findings show a 26% spike I from previous year’s data in student’s ability to excel in this area. 70% Target Met

After reviewing these numbers, the faculty was pleased with this increase in the student’s ability. To ensure that this number continued to rise, the faculty decided to continue hosting workshops on MLA and enlist the help of the research librarians in providing extra help for teachers and students

Year 3 (2018-2019)

Personal Responsibility (PR) ENG 131:

- Data for **Fall 2018** show that 493 out of the 746 (**66.1%**) students assessed met the goal of documenting sources effectively and responsibly. (70% Target Not Met)
- Data for **Spring 2019** showed that 2015 out of 361 (**56.8%**) students assessed met the goal of documenting sources effectively and responsibly. (70% Target Not Met)

Personal Responsibility (PR) ENG 132:

- The data for **Spring 2019** show that 489 out of 1035 assessed (**47.2%**) met the goal of documenting sources effectively and responsibly. 70% Target Not Met

Research and documentation have proven to be a challenge for students due to the scalation of online sources and the difficulty students have in evaluating and citing these source.

To increase achievement for SLO 5.1, in ENG 131, more assignments will be required to incorporate research and documentation.

All assignments for ENG 132 will adopt a required textual evidence/documentation component (including discussion boards) for literary and rhetorical analysis. Coursework will incorporate new writing strategies to produce stronger thesis statements, and assignments will be tailored to continuously expose students to a multitude of viewpoints to foster logical evaluations.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Data shows that in both freshman composition courses the work is still there for instructors. English faculty will analyze the assessment data and discuss what modifications in the instructional and/or assessment methods are needed to facilitate achieving the SLO target of 70% in each core objective. To improve acquisition of general education core objectives at freshman level and above, (1) core faculty will develop focused signature assignments /projects in each course; (2) faculty will explore/ develop/ deploy Writing Lab/Blackboard/IT units to review and enhance grammar, syntax, thesis, logical structure, and citation skills; (3) core faculty will explore best practices to review/ present /reward best student work products ; and (4) faculty will partner with the Library/Learning Center/IT to provide faculty training and development.



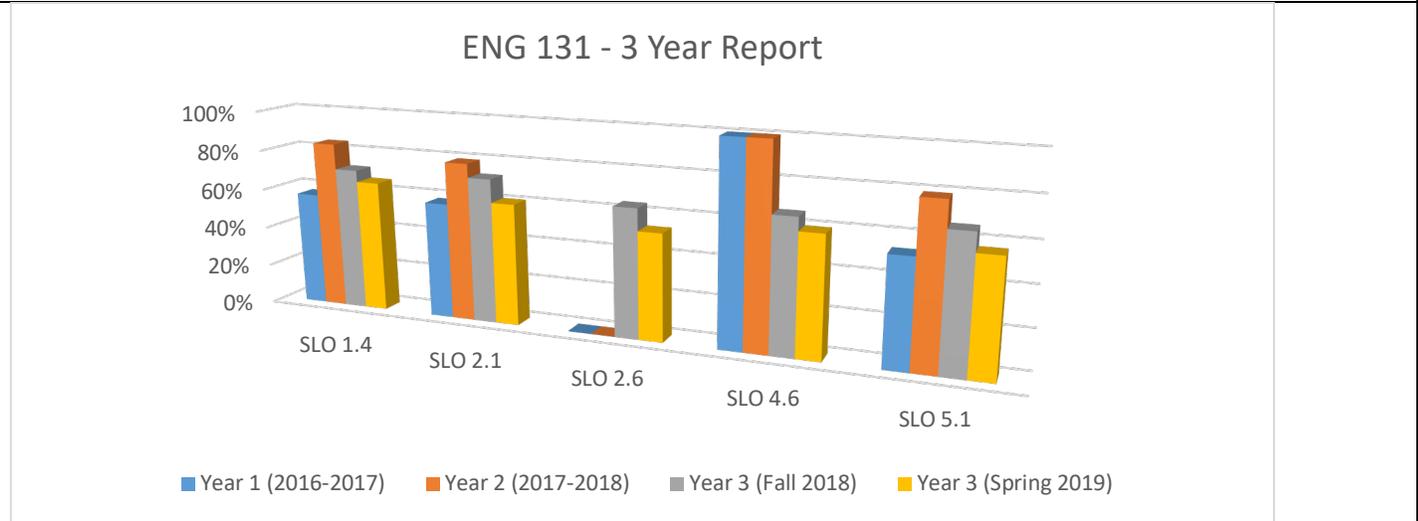
Comments from instructors on the data sheets suggest more practice on peer editing in class; more models that show correct use of format, grammar, syntax; more firm due dates for drafts and for revision of drafts; more study, work, and presentation in groups within classes; and more evidence and research components to even short pieces of writing.

Please include a brief description of your assessment team and your area’s assessment review process.

Every faculty member is deemed as a part of the assessment team, for every course is assessed using a signature assignment, rubric, and data spreadsheet prepared by the English faculty. The data spreadsheet contains a section asking the instructor for a discussion of findings and proposed action plans by the faculty member. These comments are made available to all faculty to aid in discussions and reflection. Once completed, the data spreadsheets are uploaded online and examined by the General Education Subcommittee. ENG 131 data is usually compared across fall semesters, as important formative data and ENG 132 is compared across spring semesters as summative data.

Every faculty member who is an instructor in these courses is a part of the assessment team and every faculty member has a view and a voice in reflecting and discussing the finding and exploring solutions to make changes that will improve student attainment of core objectives. We consider assessment a check on the students the result of which tells faculty. how we—the instructors-- are doing. We as a team have to strive to make specific plans to do better by our students in the next assessment cycle.

DATA for Freshman English II (2016-2019) follows.



Year 1

Year 2

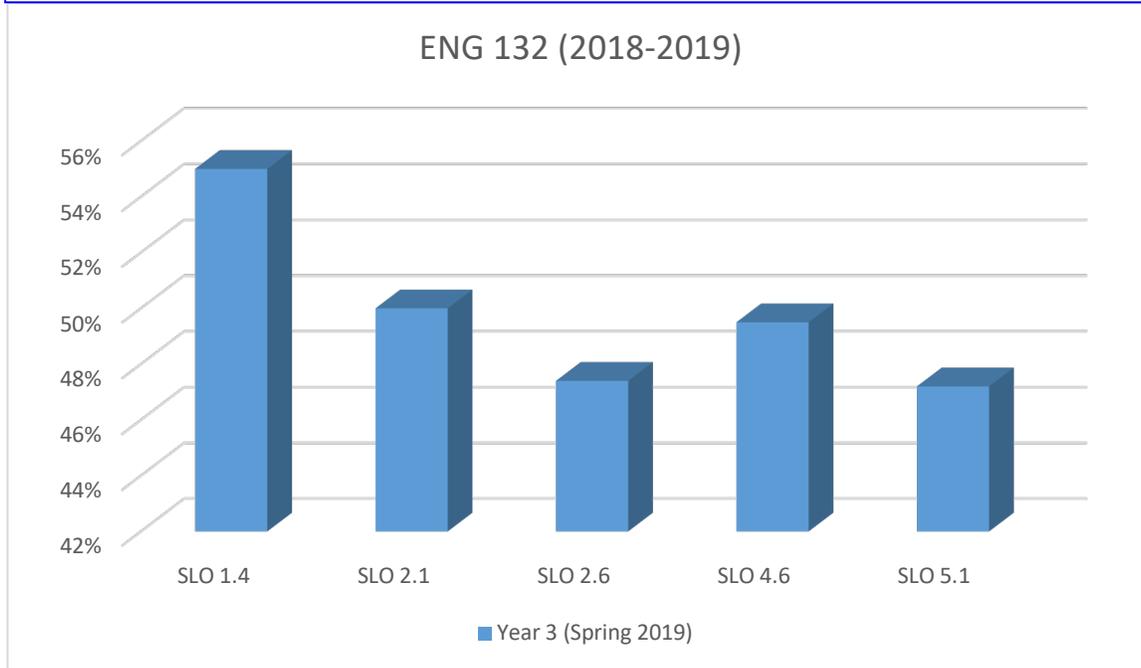
Year 3

Year 3



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

	(2016-2017)	(2017-2018)	(Fall 2018)	(Spring 2019)
SLO 1.4 CT	57%	84%	71.40%	65.70%
SLO 2.1 COM	58%	79%	72.20%	60.70%
SLO 2.6 COM	NA	NA	64.00%	53.10%
SLO 4.6 TW	100%	100%	66.20%	59.60%
SLO 5.1 PR	53%	79%	66.10%	56.80%



TARGET = 70%.

Iris Lancaster, Assoc. Professor
Avery L. Johnson, Instructor
Arbolina L Jennings, Assist. Professor
Michael D. Sollars, Professor & Chair
Department of English
Texas Southern University



Academic Program Name	General Education
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input checked="" type="checkbox"/> Language, Philosophy & Culture: ENG230, ENG231, ENG235, ENG244 <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

General Education Core Component Area: Language, Philosophy & Culture

At Texas Southern University (TSU), the Texas Core Curriculum (TCC) Component Area called Language, Philosophy & Culture is comprised of a group of 3-credit courses in literature: ENG 230 World Literature I (ENGL 2332) ; ENG 231 World Literature II (ENGL 2333); ENG 235 American Literature (ENGL 2326); and ENG 244 African American Literature (ENGL2328). All undergraduate students must take at least one of these courses to satisfy general education core curriculum requirements.

The Texas Higher Education Academic Course Guide Manual (ACGM), Spring 2019, lists suggested student learning outcomes for literature courses at the core level:

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

The Texas Core Curriculum assigns the following core objectives to be included and assessed in the component area, Language, Philosophy & Culture are: Critical Thinking (CT), Communication (COM), Personal Responsibility (PR), and Social Responsibility (SR).



1. Critical Thinking Skills (CT)

To produce students with the ability to demonstrate critical thinking skills
Including creative thinking, innovative inquiry, and analysis, evaluation, and synthesis of information

- SLOs: Student will demonstrate the ability to develop an original thesis and to develop content information coherently towards a logical conclusion. (The thesis element was assessed in in the most recent rubric in Communication (COM)).
- Metric: VALUE-based rubric with categories for critical thinking
- Assessment Method: end-of-semester essay or project in literary analysis
- Target: 70% of students will score at proficiency or better (where 1 is minimal, 2 is developing, 3 is proficient, and 4 and 5 are mastery).

What overall improvements did you note from the 2013-2016 assessment cycle findings?

[Click here to enter text.](#)

The 2013-2016 assessment cycle at TSU was a period of restructuring the general education core curriculum under the Texas Core Curriculum 2014 revision guidelines. Faculty updated syllabi and student learning outcomes guided by the Texas Academic Guide Manual (ACGM) and adopted 5-point AAC&U-VALUE rubrics based on the Critical Thinking and Written Composition templates.

Courses were assessed each long semester with common prompts for end-of-semester essays. Assessment data was disseminated and discussed at pre-semester meetings with all the instructors who used data to formulate and execute actions for course improvement.

In the 2016-2019 assessment cycle, general education faculty expanded the list of SLOs within each Texas Core Objective, developed rubrics with SLOs appropriate to each course and developed research-based assignments in literary analysis. The assessment process was expanded from sample sections in each course to include all course sections. Furthermore, the assessment process will be initiated every semester using rubric templates that allow direct input from faculty and precise aggregation across the department and curriculum. Assessment data were disseminated and discussed at meetings with all the instructors, and action plans were developed and executed.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

[Click here to enter text.](#)

The 2013-2016 Findings and Action Plans were utilized to improve the assessment collection process, the course content, and the criteria used to assess student achievement for the 2016-2019 assessment planning process.

- The 2016-2019 General Education cycle incorporated and institutionalized a revised method of streamlining assessment data by (1) developing rubric templates specific to each course from an expanded of SLOs in each core objective; by (2) utilizing a rubric that designated four levels of achievement (4–mastery, 3-proficiency, 2-developing, 1-minimal); and (3) by faculty training in



developing assessable assignments, and in using data to improve both process and content. These templates allow for analysis of levels of attainment of core objectives and student learning outcomes within sections, courses, and across university departments.

- The 2016-2019 planning process also required English faculty members to develop assessments in the form of student projects. The scope of work required students to practice and demonstrate core curricular skills and develop a product that addresses each student learning outcome.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

(CT): SLO

The findings show that **84%** or 468 students out of the 560 that were assessed, scored at proficiency or better on critical thinking skills. 70% Target Met. The Faculty participation assessment rate was 75% in 2016-2017.

- In every assessment year, we first aggregate like preparations (courses); however, since student learning outcomes and assessment modes are the same, we have found that in aggregating the data from all the separate course preparations, the findings are quite similar.
- In 2016-2017, faculty in ENG 200-level courses completed assessment during the final examination session using common essay topics alongside a common rubric. Faculty assessed courses in the fall as formative samples; however, we collected and aggregated data in the spring semester courses.

Students generally demonstrated the ability to develop a topic/argument to a logical conclusion. The format was the same for both online and face-to-face courses. All instructors were required to participate; however, the data results were compiled by 75% of the faculty members who submitted usable data. Faculty members who did not participate were usually the outliers; that is, they either were always well pleased with whatever students wrote, or, at the other extreme, were never pleased with the quality of student artifacts. The 25% outliers would probably have cancelled each other out on the assessment.

Year 2 (2017-2018)

(CT): SLO

The findings show that **79%**, or 315 students out of the 399 that were assessed, scored at proficiency or better on **critical thinking skills**. 70% Target Met. The Faculty participation assessment rate was 57% in 2017-2018.

During the 2017-2018 academic year, general education faculty met regularly in groups within courses, component areas, and across the university for the purpose of:

- Expanding SLOs; select those most appropriate to courses.
- Reconsider assessable student artifacts.
- Institutionalize assessment protocols.



Furthermore, the revised rubrics and data submission process was in progress. As a result, faculty handed in assessment data in various formats. The submitted data that could be aggregated was low. Still, findings show that students did well in developing a topic logically toward a conclusion.

Year 3 (2018-2019)

(CT): SLO

Fall 2018: The findings show that **82.6%**, or 403 students out of the 597 that were assessed, scored at 70% or better on **critical thinking skills**. 70% Target Met. The Faculty participation assessment rate was 100% using the revised rubric templates. However, 109 students who were eligible did not complete the assessment.

Spring 2019: The findings show that **81.6%**, or 509 students out of the 704 that were assessed, scored at 70% or better on **critical thinking skills**. 70% Target Met. The Faculty participation assessment rate was 100% using the revised rubric templates. Student achievement in critical thinking skills, as measured by logical organization toward a conclusion, was relatively high. Students have consistently performed well when this student learning outcome is assessed.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

2. Communication Skills (COM)

To produce students with the ability to communicate effectively including the effective development, interpretation and expression of ideas through written, oral, and visual communication.

- SLOs: Student will develop an original thesis or hypothesis and student with write using appropriate grammar and syntax.
- Metric: VALUE-based rubric with categories for Communication skills.
- Assessment Method: end-of-semester essay or project in literary analysis.
- Target: 70% of students will score at proficiency or better (where 1 is minimal, 2 is developing, 3 is proficient and 4 and 5 are mastery).

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.

The 2013-2016 cycle brought forth an improved assessment process. Enhancements were reflected by the selection of SLOs and the development of rubrics. The results of these developments were immediately evident as the faculty assessment participation rate improved greatly.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

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TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

The 2013-2016 Findings and Action Plans were utilized to create the standardized rubric templates that were utilized during the 2016-2019 assessment process. The improvements provided a simplified rubric category system of attainment that asserts 4 as mastery instead of 5. Faculty also noted that an end-of-semester essay is enough to assess various aspects of written communication; however, the end of the semester essay is not sufficient in assessing research skills and documentation. A more sustained research project would suffice.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

COM:

The findings show that **79%**, or 441 students out of the 560 that were assessed, scored at 70% or better in the communication skills of developing an original thesis and using appropriate syntax and grammar. 70% Target Met.

Faculty noted that although students performed consistently well when this SLO is assessed, constant modeling of appropriate grammar and syntax throughout all assignments will continue bolster strong performance.

Year 2 (2017-2018)

COM:

The findings show that **82%**, or 327 students out of the 399 that were assessed, scored at 70% or better in the communication skills of developing an original thesis and using appropriate syntax and grammar. 70% Target Met.

After reviewing the findings, the faculty was pleased with this increase in the student’s ability. To ensure that this number continued to rise, faculty continued to model appropriate grammar and syntax throughout all assignments; furthermore, several instructors initiated a writing lab component that provided extra credit for attending tutorials.

Year 3 (2018-2019)

COM:

Fall 2018: The findings show that **78.1 %** (381 out of 597) of students scored at 70% or better in the communication skills of developing an original thesis. 70% Target Met. The Faculty participation assessment rate was 100% using the revised rubric templates. 109 eligible students did not take complete the assessment.

Fall 2018: The findings show that **73%** (356 out of 597) of student scored at 70% or better in using correct grammar and syntax. 70% Target Met. 109 eligible students did not complete assessments.

Spring 2019 The findings show that **76%** (475 out of 704) of students scored at 70% or better in the communication skills of developing an original thesis. 70% Target Met.

Spring 2019 The findings show that **75%** (470 out of 704) of students scored at 70% or better in using appropriate grammar and syntax. 70% Target Met.

Although targets are continuously met, the percentages are decreasing. Creating an original thesis and using correct grammar and syntax continues to challenge students. For both of these skills, faculty say



that having students submit papers on time, doing peer reviews of first drafts in class, and asking students to revise for improvement should be part of the writing process.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

5. Personal Responsibility (PR)

Personal Responsibility (PR): To produce students who can demonstrate Personal Responsibility (PR) by the ability to connect choices, actions and consequences to ethical decision-making.

- SLO: 5.1 Student will write demonstrate the ability to connect choices, actions, and consequences to ethical decision making by responsible use, credit, and documentation of research and sources.
- Metric: VALUE-based rubric with categories for Personal Responsibility
- Assessment Method: end-of-semester essay or project in literary analysis
- Target: 70% of students will score at proficiency or better (where 1 is minimal, 2 is developing, 3 is proficient and 4 and 5 are mastery)

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Personal Responsibility (PR). The findings show that **73%** (411 out of 569) of students scored at 70% or better in demonstrating responsible use of sources and effective documentation. 70% Target met.

Year 2 (2017-2018)

Personal Responsibility (PR). The findings show that **72%** (287 out of 399) of students scored at 70% or better in demonstrating responsible use of sources and effective documentation. 70% Target met.

Year 3 (2018-2019)

Personal Responsibility (PR).

Fall 2018: The findings show that **60%** of students assessed, 436 out of 704, demonstrated responsible use of sources and effective documentation. 70% Target NOT Met. Findings also show that 132 students did not complete the assessment.

Spring 2019: The findings show that **70%** of students assessed, 436 out of 704 students, demonstrated responsible use of sources and effective documentation. 70% Target met.

Research and Documentation: Students have consistently scored low when this skill is assessed (lowest of all assessed SLO's) in ENG 200-level literature courses. Findings show that this skill has become weaker over the years. Faculty suggest that the greater reliance on online resources, which have become more plentiful but difficult to evaluate and credit appropriately, can be detrimental to student performance. The Fall 2018 assessment results informed faculty of this problem. Consequently, many instructors made a concerted effort during the Spring 2019 semester to review formats. More attention is needed to show students how to do research in the field, how to evaluate the quality of the sources, and how to credit responsibly in the various formats appropriate to the discipline.



Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

6. Social Responsibility (SR)

To produce students with awareness of **Social Responsibility including** intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. SLO:

- SLO: Student will demonstrate the ability to connect choices, actions, and consequences to ethical decision making by responsible use, credit, and documentation of research and sources.
- Metric: VALUE-based rubric with categories for Social Responsibility.
- Assessment Method: end-of-semester essay or project in literary analysis
- Target: 70% of students will score at proficiency or better (where 1 is minimal, 2 is developing, 3 is proficient and 4 and 5 are mastery).

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Since the previous assessment cycle, faculty have developed specific student learning outcomes to measure Social Responsibility as it pertains to Language, Philosophy and Culture. Although students are generally culturally savvy, faculty members must arrive at specific techniques to make this core objective clearer to themselves and to the students. During the 2018-2019 academic year, revised assessment protocols allowed faculty members to take data from each course every semester. The faculty was able to aggregate results across disciplines, component areas, and the university to analyze data by section, course, instructor, and semester.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 2016-2017)

Personal Responsibility (PR) The findings show that **88%** of students assessed, 494 out of 560, demonstrated cultural competence by showing how intellectual climate affects language and texts. 70% Target met.

Year 2 (2017-2018)

Personal Responsibility (PR) The findings show that **81%** of students assessed, 323 out of 399, demonstrated cultural competence by showing how intellectual climate affects language and texts. 70% Target met.

Year 3 (2018-2019)



Personal Responsibility (PR) The findings show that in **Fall 2018, 62.3%** of students assessed, 304 out of 597, demonstrated cultural competence, by showing how intellectual climate affects language and texts. 70% Target Not Met. 109 eligible students were not assessed.

The findings show that in **Spring 2019, 72%** of students assessed, 287 out of 399, demonstrated responsible use of sources and effective documentation. 70% Target met.
Faculty will re-think its approach to this SLO. There must be a clear signature assignment in these literature courses so that students will know and practice the criteria.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

1. Faculty who teach these courses in the component areas of Literature, Philosophy and Culture will meet to discuss data findings from the past academic year before each semester. The department has complete data for Fall 2018 and Spring 2019 from every instructor and course. The results of the findings will be analyzed to improve the assessment process, assignment, and student attainment for each student learning outcome.
2. Faculty will suggest best practices for improving student attainment at the level of each SLO. Some course instructors have already made the point that critical thinking and written communication skills can be improved by scaffolding assignments, setting and expecting fixed due dates for essay drafts, holding peer reviews in class for first drafts, and by assigning revisions for improvement.
3. Faculty will offer grammar and documentation workshops through the English Writing lab.
4. Faculty will collaborate with the library on videos showing research in the field and effective evaluation of sources.
5. Faculty will discuss course signature assignments specific to this component area and provide models of effective essay format, responsible credit and documentation, and social responsibility, awareness of intellectual climate of texts and language.
6. Faculty will hold calibration sessions for more equanimity in evaluating assessments.
7. Faculty will reflect on ways to establish more robust assessment of assessment processes and on utilizing data more effectively.
8. Faculty will share and discuss assessment processes and findings internally with the rest of the university through the General Education Subcommittee and externally through gatherings of LEAP-Texas.

Please include a brief description of your assessment team and your area's assessment review process.

All faculty responsible for the individual courses/sections are considered part of the assessment team, and all faculty provide course data each semester. All faculty members complete the data spreadsheets developed for their course that includes raw data, discussion of findings and proposed action plans and submits to the General Education Subcommittee representative for Language, Philosophy & Culture. The representative, who also sits on the college-level assessment committee, checks and submits the data spreadsheets to the General Education Subcommittee for review.

Because the courses used for assessment in this area are offered both spring and fall, the final report for the full cycle cannot be compiled until after the submission of final grades in Spring. Therefore, the first



opportunity to present the full cycle results to the faculty is at the opening faculty meeting in August of the following fall semester. Comments and feedback which faculty have written on data templates are copied and distributed as suggested action plans. Faculty will discuss both findings and action plans to be applied in the subsequent academic year. may be made after that meeting.

During the 2018-2019 cycle, we had full assessment data from Fall 2018, so faculty in general education core courses held meetings at mid-year within departments and cross the university through representatives on the General Education Subcommittee. Faculty discussed salient features of the assessment process and data results and were able to initiate some changes for the next semester.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	General Education
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input checked="" type="checkbox"/> Social and behavioral Sciences: ECON <input type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

Critical Thinking Skills: Include creative thinking: innovation; inquiry; and analysis, evaluation and synthesis of information.

SLO 1.3: Students will analyze their assumptions information by being able to list/describe its components. Students will logically draw conclusions and make informed evaluations.

SLO 1.5:

Students will analyze or clearly apply concepts, theories, events, formulas, or models relevant to the assignment and understand significant implications

What overall improvements did you note from the 2013-2016 assessment cycle findings?

We have no assessment date for 2013-2016 assessment cycle.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Findings-the Fall 2016 performance on critical thinking assessment indicated the need for improvement in applying critical thinking skill.

Action-the faculty adopted the Macmillan Higher Education Online Student Learning/Assessment Resource called Launchpad as a course requirement.



Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Findings-during the 2016-2017 assessment cycle the overall statics indicated that about 67 percent of the students who completed the assessment scored 3 or better. The general observation by the faculty is that students tend to find it challenging applying critical thinking skills in inquiring and in information seeking skill. It seems that one of the factors contributing the challenge include missing classes and not acquiring the required learning materials to complete assigned work on time.

Actions- faculty used Learning Curve of launchpad that offers individualized question sets and feedback for each student based on his or her correct and incorrect response. These activities are designed to enable students to make informed evaluations and draw conclusion and related outcomes.

Year 2 (2017-2018)

Findings- over all, the percentage of students who scored 3 or better increased from 67 percent in 2016-2017 to 70 percent in 2017-2018.

Actions- continued requiring students to complete Learning Curve activities and added The Video Assignment Tool which provide video-based activities and projects.

Year 3 (2018-2019)

Findings- in 2018-2019, overall 80 percent of the students who completed the assessment scored 3 or higher. The percentage of students scoring 3 or better increased from 70 percent in 2017-2018 to 80 percent in 2018-2019 assessment cycle.

Actions- continue requiring students to complete Learning Curve activities and The Video Assignment Tool which provide video-based activities and projects.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.



During the next cycle the faculty will implement the following steps: bring in new student learning technology developed by textbook publishers, encourage student attendance, provide in-class review sessions before each test and final exam.

Please include a brief description of your assessment team and your area’s assessment review process.

Faculty teaching the courses use common syllabus and administer common assessment questions. Results will be calculated using common method, and store electronically to use as reference to complete assessment reports.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

2. Communication Skills(COM)

Communications: Includes effective development, interpretation and expression of ideas through written, oral and visual communication
SLO 2.2: Students will provide a clear message, thesis statement, or argument

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Findings- student performance in 2016 demonstrated the need for improvement in teaching and learning in expressing their ideas and drawing inferences through written communication. Based on our general observation, one of the factors contributing to this challenge include missing classes and not acquiring the required learning materials to complete assigned work on time.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

We introduced Macmillan Higher Education Online Student Learning/Assessment Resource called Launchpad into the curriculum. Encourage students to attend class and buy the required learning materials for the course.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Year 1 (2016-2017)

Findings- during the 2016-2017 assessment cycle, overall, 71.5 percent students scored 3 or higher in expressing ideas and drawing inferences through written communication.

Actions- used Learning Curve that offers individualized question sets and feedback for each student based on his or her correct and incorrect response. These activities are designed to equip students to express ideas, draw inferences and communicate in writing.

Year 2 (2017-2018)

Findings- overall, 73 percent of the students who completed the assessment scored 3 or higher in 2017-2018 assessment cycle. The percentage of students that scored 3 or better increased from 72 in 2016-17 to 73 in 2017-2018.

Actions- continued using Learning Curve that offers individualized question sets and feedback for each student based on his or her correct and incorrect response. These activities are designed to equip students to express ideas, draw inferences and communicate in writing.

Year 3 (2018-2019)

Findings- in 2018-2019, overall, 80 percent of the students scored 3 or better in written communication skill. The percentage of students that scored 3 or better increased from 73 percent in 2017-2018 to 80 percent in 2018-2019 assessment cycle.

Action- continued using Learning curve and added The Video Assignment Tool which provide video-based activities and projects.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

During the next cycle the faculty will implement the following steps: bring in new student learning technology developed by textbook publishers, encourage student attendance, provide in-class review sessions before each test and final exam

Please include a brief description of your assessment team and your area's assessment review process.



Faculty teaching the courses uses a common syllabus and administer common assessment questions. Results are calculated using common method, and stored electronically to use as reference to complete assessment reports

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

3. Empirical and Quantitative Skills (EQS)

SLO: 3.4: Students will make judgement and draw appropriate conclusion based on the quantitative analysis of data and results.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

The 2016 school year assessment result showed that student performance did not meet the expected target.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Findings: the fall 2016 assessment result showed that about 64 percent of the students that completed the assessment scored 3 or better.

Action-we introduced Macmillan Higher Education Online Student Learning/Assessment Resource called Launchpad into the curriculum. Encourage students to attend class and buy the required learning materials for the course on time.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Findings- over all statistics showed that 66 percent of the students that completed the assessment scored 3 or better.

Action- used Learning Curve that offers individualized question sets and feedback for each student based on his or her correct and incorrect response. These activities are designed to enhance student quantitative and empirical analysis skills

Year 2 (2017-2018)



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Findings-the percentage of students that scored 3 or better increased from 66 percent in 2016-2017 to 72 percent in 2017-2018 assessment cycle.

Action- We used Learning Curve that offers individualized question sets and feedback for each student based on his or her correct and incorrect response. These activities are designed to enhance student quantitative and empirical analysis skills.

Year 3 (2018-2019)

Findings- overall in 2018-2019, about 64 percent of the students that completed the assessment scored 3 or better. The percentage of students that scored 3 or better decreased from 72 percent in 2017-2018 to 64 percent in 2018-2019.

Action- continued using Learning curve and added The Work It Out tool which provides quantitative exercises and projects.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text. During the next cycle the faculty will implement the following steps: bring in new student learning technology developed by textbook publishers, encourage student attendance, provide in-class review sessions before each test and final exam

Please include a brief description of your assessment team and your area’s assessment review process.

Click here to enter text. Faculty teaching the courses use a common syllabus and administer common assessment questions. Results are calculated using common method, and stored electronically to use as reference to complete assessment reports

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective



4. Teamwork (TW)

Click here to enter text.

Not Applicable

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.

Year 2 (2017-2018)

Click here to enter text.

Year 3 (2018-2019)

Click here to enter text.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area's assessment review process.



Click here to enter text.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

5. Personal Responsibility (PR)

SLO 6.5: Students will analyze ethical, social, economic, and/or environmental challenges in the global system.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

We did not assess this component in the 2013-2016 assessment cycle

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Not applicable

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Not applicable

Year 2 (2017-2018)

Not applicable

Year 3 (2018-2019)

Overall 80 percent of the students that completed the assessment scored 3 or better. Performance met the expected target.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Require students to familiarize themselves with ethical, social, economic, and/or environmental issues.

Please include a brief description of your assessment team and your area’s assessment review process.

Faculty teaching the courses use a common syllabus and administer common assessment questions. Results are calculated using common method, and stored electronically to use as reference to complete assessment reports

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

6. Social Responsibility (SR)

SLO 6.6

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Not Applicable

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Year 2 (2017-2018)
Not Applicable
Year 3 (2018-2019)
What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.
Click here to enter text.
Please include a brief description of your assessment team and your area's assessment review process.
Click here to enter text.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	General Education
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input checked="" type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

Student will consider critically and state clearly an issue/problem, delivering all relevant information

What overall improvements did you note from the 2013-2016 assessment cycle findings?

The Core was able to create an assignment that assessed critical thinking in a substantive manner. We created a writing assignment based on primary source documents that allowed for students to effectively...

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Based on the 2013-2016 findings and action plans we determined as a team that there was a need for a more robust tool to accurately assess student progress on the identified skill.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

In year one we developed a writing assignment where students in HIST 231 and 232 had the same topic and also had to select their own primary source documents. However, it was later



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

determined by the team that this method was ineffective because students were not selecting appropriate documents and many students were not submitting the assignment.

Year 2 (2017-2018)

Based on the findings from year one, the team reevaluated the assignment and developed a new assignment that was more focused, provided more guidelines (for instructors and students), and whose topic was different for each course. The assignment was given toward the end of each semester in expectation that all instructors had covered enough content. However, we had similar results with many students not completing the assignment.

Year 3 (2018-2019)

Based on the findings from year one and year two, the team decided to continue with the same assignment but moved the due date to earlier in the semester and increased the weight of the assignment to encourage more student participation. The team also dedicated more instruction time for the topic of critical thinking in expectation of increased participation and likewise increased scores.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

The team has decided to change the scope of the assignment and the manner in which the assignment is delivered. We have talked to the publisher of our online textbook about incorporating this skill in to the LMS for the course.

Please include a brief description of your assessment team and your area's assessment review process.

The assessment is composed of the following members. Tomiko Meeks, Julie Vipond Quesada, James Herbst, Gregg Hawkins, Ezell Wilson, Shawna Williams, Ebony Peterson, Tracey Daniel, Kim Milton, Rita Wilbur and Nkuleklu . As a team we score the assignments and write the findings and action plans and make decisions as to how we will proceed based the findings.



Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

2. Communication Skills(COM)

Student will provide a clear central message, thesis statement, or argument

What overall improvements did you note from the 2013-2016 assessment cycle findings?

The Core was able to create an assignment that assessed communication in a substantive manner. We created a writing assignment based on primary source documents that allowed for students to effectively create a clear central message and thesis statement.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Based on the 2013-2016 findings and action plans we determined as a team that there was a need for a more robust tool to accurately assess student progress on the identified skill.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

In year one we developed a writing assignment where students in HIST 231 and 232 had the same topic and had to create a thesis statement. However, it was later determined by the team that this method was ineffective because many students were not including fully developed thesis statements into their papers.

Year 2 (2017-2018)

Based on the findings from year one, the team reevaluated the assignment and developed a new assignment that was more focused, provided more guidelines (for instructors and students), and whose topic was different for each course. The assignment was given toward the end of each semester in expectation that all instructors had covered enough content. Instructors also included directed lectures and assignments that were created to develop student’s ability to create thesis statements. However, we had similar results with many students not completing the assignment.

Year 3 (2018-2019)



Based on the findings from year one and year two, the team decided to continue with the same assignment but moved the due date to earlier in the semester and increased the weight of the assignment to encourage more student participation. The team also dedicated more instruction time for the topic of communication in expectation of increased participation and likewise increased scores.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

5. Personal Responsibility (PR)

5.1 Students will identify a situation in which ethical issues are present (e.g. responsible documentation of sources).

What overall improvements did you note from the 2013-2016 assessment cycle findings?

The Core was able to create an assignment that assessed Personal responsibility in a substantive manner. We created a writing assignment based on primary source documents that allowed for students to use these sources in an ethical manner.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Based on the 2013-2016 findings and action plans we determined as a team that we would exclusively use the Chicago Manual of Style as it the style used in the History discipline.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

In year one we developed a writing assignment where students in HIST 231 and 232 had the same topic and had to find their own primary and secondary sources. However, it was later



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

determined by the team that this method was ineffective because many students were not using credible sources to write their assignments.

Year 2 (2017-2018)

Based on the findings from year one, the team reevaluated the assignment and developed a new assignment that was more focused, provided more guidelines (for instructors and students), and whose topic was different for each course. The assignment was given toward the end of each semester in expectation that all instructors had covered enough content. Instructors also included assignments that were created to develop student’s ability to credible primary and secondary sources. However, findings indicated that many students did not complete the assignment.

Year 3 (2018-2019)

Based on the findings from year one and year two, the team decided to continue with the same assignment but moved the due date to earlier in the semester and increased the weight of the assignment to encourage more student participation. The team also dedicated more instruction time and assignments where students had to find and use primary and secondary sources and also provided lectures and guides that instructed students on how to properly format sources and how to incorporate sources into their papers in expectation of increased participation and likewise increased scores.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

The program will foster relationships with Cengage in an effort to incorporate the assessments into the Learning Modules. It is our belief that in doing this we will inc

Please include a brief description of your assessment team and your area’s assessment review process.

The assessment team includes Tomiko Meeks (History Department Assessment Coordinator), Shawna Williams, Julie Vipond, James Herbst, Gregg Hawkins, Ebony Peterson, Tracy Daniel, Kimberly Milton, Rita Wilbur, and Ekundayo Nkululeko. The team holds a minimum of five meetings per semester, with the final meeting consisting of final reporting of data and preparation of the academic unit assessment report. The academic unit assessment report is then reviewed by the Gen Ed assessment committee for recommendations and final approval.



Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

6. Social Responsibility (SR)

Student will demonstrate awareness of how social, political, or economic structures empower, marginalize, or oppress others

What overall improvements did you note from the 2013-2016 assessment cycle findings?

The Core was able to create an assignment that assessed Social Responsibility in a substantive manner. We created a writing assignment based on primary source documents that allowed for students to effectively demonstrate through the written assignment their awareness of how social, political, or economic structures empower, marginalize, or oppress others

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Based on the 2013-2016 findings and action plans we determined as a team that there was a need for a more robust tool to accurately a

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

In year one we developed a writing assignment where students in HIST 231 and 232 had the same topic and had to find their own primary and secondary sources. However, it was later determined by the team that this method was ineffective because many students were not using sources to express their understanding of cultural awareness.

Year 2 (2017-2018)

Based on the findings from year one, the team reevaluated the assignment and developed a new assignment that was more focused, provided more guidelines (for instructors and students), and whose topic was different for each course. The assignment was given toward



the end of each semester in expectation that all instructors had covered enough content so that students were able to formulate a basic understanding of how social, political, or economic structures empower, marginalize, or oppress others. Instructors also included assignments and videos that addressed these issues. However, findings indicated that many students did not complete the assignment.

Year 3 (2018-2019)

Based on the findings from year one and year two, the team decided to continue with the same assignment but moved the due date to earlier in the semester and increased the weight of the assignment to encourage more student participation.



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Mathematics

General Education Mission:	The core curriculum is central to the intellectual mission of Texas Southern University. It is designed to equip students in each major field or concentration with a broad knowledge base and a set of college-level competencies to support lifelong learning and the attainment of their academic and career goals.
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General Education Foundational Component Area:	<input checked="" type="checkbox"/> Mathematics
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General Education Core Objectives:	<input checked="" type="checkbox"/> Critical Thinking Skills <input checked="" type="checkbox"/> Communication Skills <input checked="" type="checkbox"/> Empirical and Quantitative Skills	<input type="checkbox"/> Teamwork <input type="checkbox"/> Personal Responsibility <input type="checkbox"/> Social Responsibility
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General Education Foundational Component Course(s):	<input checked="" type="checkbox"/> MATH 132 <input checked="" type="checkbox"/> MATH 133 <input checked="" type="checkbox"/> MATH 135 <input checked="" type="checkbox"/> MATH 136
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2016-2019 Assessment Template-General Education

Mathematics

Goal 1

Critical Thinking Skills: Includes creative thinking, innovation, inquiry, analysis, evaluation, application and synthesis of information.

(Note: You may add additional objective(s) by clicking inside the table below, then clicking this icon  that appears at the bottom right of the table below. Repeat this process for each Goal that requires an additional objective.)

Student Learning Outcome(SLO)/Expected Outcome 1.1	
SLO 1.1 Student will demonstrate critical thinking skills through analysis of the mathematical concepts and their relationships with each other.	
Metric 1.1	
Mathematics General Education Assessment Rubric	
Assessment Method 1.1	Assessment Responsibility 1.1
The General Education Assessment questionnaire will be given students after midterm exams and before final exams as a part of the course assessment such as homework, quiz, or exam questions.	Provost and Vice President for Academic Affairs
Target 1.1	
60% of the students will score 70% or higher on assessment questions.	
Findings 1.1	Target Outcome based on Findings 1.1
2016-2017 Findings	
346 students submitted the General Education Assessment questionnaire and their average score was 6.6 out of 10. 46.24% of the students scored 70% or higher on assessment questions.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Mathematics

2017-2018 Findings	
228 students submitted the General Education Assessment questionnaire and their average score was 5.6 out of 10. 32.90% of the students scored 70% or higher on assessment questions.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2018-2019 Findings	
Did not assess 1.1 we assessed 1.4. Students will draw conclusions logically and make informed evaluations. We took unbiased random samples of over 20 sections of Math 132, 133, 135 and 136. We found a sample mean of these samples to measure the central tendencies of the scores for the four question multiple choice assignment. We found that the sample mean was 2.3.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
Discussion of Findings 1.1	
2016-2017 Discussion of Findings	
48.55% of the students scored 50% or less on assessment questions. Students exhibit a number of deficiencies in beginning and intermediate algebra. The average score was close to 7 out of 10.	
2017-2018 Discussion of Findings	
53.95% of the students scored 50% or less on assessment questions. Students exhibit a number of deficiencies in very basic mathematical abilities in pre-algebra such as use of brackets, making proper substitutions, exponential notation, distributive law and fractions.	
2018-2019 Discussion of Findings	
The sample mean showed that on average 31.8% of the students scored 3 or better on assessment questions. Students exhibit a number of deficiencies with basic Algebra, graphing and word problems.	



2016-2019 Assessment Template-General Education

Mathematics

Action Plan /Use of Findings 1.1
2016-2017 Action Plan
Mathematics department will continue to hire tutors to help students to improve on their understanding of basic mathematical and critical thinking skills, ad also request to have supplemental instructors from undergraduate/graduate students who have good mathematical skills.
2017-2018 Action Plan
Mathematics department will continue to hire tutors to help students to improve on their understanding of basic mathematical and critical thinking skills. Class participation and attendance will be emphasized. The departmental assessment committee will revise the assessment questions, and the next assessment questions are going to come directly from the online course supplement, MyMathLab.
2018-2019 Action Plan
Mathematics department will continue to hire tutors to help students to improve on their understanding of basic mathematical and critical thinking skills. Class participation and attendance will be emphasized and TCLAW will be used to track attendance. The department revised the assessment questions, and the next assessment questions have been chosen and four multiple choice questions will be embedded in mid-term examination.
Student Learning Outcome(SLO)/Expected Outcome 1.2
SLO 1.2 Use arithmetical, algebraic, and geometric methods to solve problems.
Metric 1.2
Mathematics General Education Assessment Rubric



2016-2019 Assessment Template-General Education

Mathematics

Assessment Method 1.2		Assessment Responsibility 1.2	
The General Education Assessment questionnaire will be given students after midterm exams and before final exams as a part of the course assessment such as homework, quiz, or exam questions.		Provost and Vice President for Academic Affairs	
Target 1.2			
60% of the students will score 70% or higher on assessment questions.			
Findings 1.2		Target Outcome based on Findings 1.2	
2016-2017 Findings			
346 students submitted the General Education Assessment questionnaire and their average score was 6.6 out of 10. 46.24% of the students scored 70% or higher on assessment questions.		<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)	
2017-2018 Findings			
228 students submitted the General Education Assessment questionnaire and their average score was 5.6 out of 10. 32.90% of the students scored 70% or higher on assessment questions.		<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)	
2018-2019 Findings			
Did not assess 1.2 we assessed 1.5. Students will draw analyze or apply concepts, theories, events, formulas or models relevant to the assignment and demonstrate understanding of significant implications. We took unbiased random samples of over 20 sections of Math 132, 133, 135 and 136. We found a sample mean these of samples to measure the central tendencies of the scores for the four		<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)	



2016-2019 Assessment Template-General Education

Mathematics

question multiple choice assignment. We found that the sample mean was 2.56.	
Discussion of Findings 1.2	
2016-2017 Discussion of Findings	
48.55% of the students scored 50% or less on assessment questions. Students are not prepared for the college-level mathematics courses and therefore they exhibit a number of deficiencies in beginning and intermediate algebra. The average score was close to 7 out of 10.	
2017-2018 Discussion of Findings	
53.95% of the students scored 50% or less on assessment questions. Students exhibit a number of deficiencies in very basic mathematical abilities and also unable to model physical problems.	
2018-2019 Discussion of Findings	
The sample mean showed that on average about 43.18% of the students scored 3 or better on assessment questions. Students exhibit a number of deficiencies with basic Algebra, graphing and word problems.	
Action Plan /Use of Findings 1.2	
2016-2017 Action Plan	
Mathematics department will continue to hire tutors to help students to improve on their understanding of basic mathematical and critical thinking skills, and also request to have supplemental instructors from undergraduate/graduate students who have good mathematical skills.	
2017-2018 Action Plan	
Mathematics department will continue to hire tutors to help students to improve on their understanding of basic mathematical and critical thinking skills. Class participation and	



2016-2019 Assessment Template-General Education

Mathematics

attendance will be emphasized. The departmental assessment committee will revise the assessment questions, and the next assessment questions are going to come directly from the online course supplement, MyMathLab.

2018-2019 Action Plan

Mathematics department will continue to hire tutors to help students to improve on their understanding of basic mathematical and critical thinking skills. Class participation and attendance will be emphasized. The department revised the assessment questions, and the next assessment questions have been chosen and four multiple choice questions will be embedded in mid-term examination.



2016-2019 Assessment Template-General Education

Mathematics

Goal 2

Communication: Includes effective development, interpretation, and expression of ideas through written, oral and visual communication.

Student Learning Outcome(SLO)/Expected Outcome 2.1	
SLO 2.1 Read, write and interpret mathematical statements.	
Metric 2.1	
Mathematics General Education Assessment Rubric	
Assessment Method 2.1	Assessment Responsibility 2.1
The General Education Assessment questionnaire will be given students after midterm exams and before final exams as a part of the course assessment such as homework, quiz, or exam questions.	Provost and Vice President for Academic Affairs
Target 2.1	
60% of the students will score 70% or higher on assessment questions.	
Findings 2.1	Target Outcome based on Findings 2.1
2016-2017 Findings	
346 students submitted the General Education Assessment questionnaire and their average score was 6.3 out of 10. 58.38% of the students scored 70% or higher on assessment questions.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2017-2018 Findings	
228 students submitted the General Education Assessment questionnaire and their average score was 4.9 out of 10. 42.11% of the students scored 70% or higher on assessment questions.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Mathematics

2018-2019 Findings	
<p>We took unbiased random samples of over 20 sections of Math 132, 133, 135 and 136. We found a sample mean of these samples to measure the central tendencies of the scores for the four question multiple choice assignment. We found that the sample mean was 2.72.</p>	<p><input type="checkbox"/> Yes (Target Met)</p> <p><input checked="" type="checkbox"/> No (Target Not Met)</p>
Discussion of Findings 2.1	
2016-2017 Discussion of Findings	
<p>23.70% of the students scored 50% or less and 58.38% of the students scored 70% or higher on assessment questions. The finding was very close to the target, and the average score was 6.3 out of 10.</p>	
2017-2018 Discussion of Findings	
<p>35.09% of the students scored 50% or less on assessment questions. 64.91% of the students scored 50% or more on assessment questions. This finding is better than all other findings but still students unable to read, write and interpret mathematical statements.</p>	
2018-2019 Discussion of Findings	
<p>The sample mean showed that on average 54.54% of the students scored 3 or better on assessment questions. Students exhibit a number of deficiencies with basic Algebra, graphing and word problems.</p>	
Action Plan /Use of Findings 2.1	
2016-2017 Action Plan	



2016-2019 Assessment Template-General Education

Mathematics

More hands on activities and practice problems will be given to continue and improve the reading and writing skills of mathematical statements.	
2017-2018 Action Plan	
More hands on activities will be done to improve the reading and writing skills of mathematical statements, and Mathematics department will continue to hire tutors to help students to improve their basic mathematical skills. The departmental assessment committee will revise the assessment questions, and the next assessment questions are going to come directly from the online course supplement, MyMathLab.	
2018-2019 Action Plan	
Mathematics department will continue to hire tutors to help students to improve on their understanding of basic mathematical and critical thinking skills. Class participation and attendance will be emphasized. The department revised the assessment questions, and the next assessment questions have been chosen and four multiple choice questions will be embedded in mid-term examination.	
Student Learning Outcome(SLO)/Expected Outcome 2.2	
SLO 2.2 Utilize mathematical information given symbolically, visually, numerically, and verbally to solve problems.	
Metric 2.2	
Mathematics General Education Assessment Rubric	
Assessment Method 2.2	Assessment Responsibility 2.2
The General Education Assessment questionnaire will be given students after	Provost and Vice President for Academic Affairs



2016-2019 Assessment Template-General Education

Mathematics

midterm exams and before final exams as a part of the course assessment such as homework, quiz, or exam questions.	
Target 2.2	
60% of the students will score 70% or higher on assessment questions.	
Findings 2.2	Target Outcome based on Findings 2.2
2016-2017 Findings	
346 students submitted the General Education Assessment questionnaire and their average score was 5.5 out of 10. 33.82% of the students scored 70% or higher on assessment questions.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2017-2018 Findings	
228 students submitted the General Education Assessment questionnaire and their average score was 4.4 out of 10. 21.49% of the students scored 70% or higher on assessment questions.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2018-2019 Findings	
Not assessed.	<input type="checkbox"/> Yes (Target Met) <input type="checkbox"/> No (Target Not Met)
Discussion of Findings 2.2	
2016-2017 Discussion of Findings	
51.45% of the students scored 50% or less on assessment questions. Students cannot read the mathematical graphs and data and understand the relation between graphs and formulas. The average score was 5.5 out of 10.	
2017-2018 Discussion of Findings	



2016-2019 Assessment Template-General Education

Mathematics

56.58% of the students scored 50% or less on assessment questions. Students exhibit a number of deficiencies in connecting the mathematical information symbolically, visually, numerically, and verbally.
2018-2019 Discussion of Findings
Not assessed.
Action Plan /Use of Findings 2.2
2016-2017 Action Plan
More hands on activities will be done to improve the interpretation of the data, graphs and formulas. Mathematics department will request to have supplemental instructors from undergraduate/graduate students who have good mathematical skills.
2017-2018 Action Plan
More hands on activities will be done to improve the interpretation of the data and the reading and writing of mathematical statements, and Mathematics department will continue to hire tutors to help students to improve their basic mathematical skills. The departmental assessment committee will revise the assessment questions, and the next assessment questions are going to come directly from the online course supplement, MyMathLab.
2018-2019 Action Plan
Will not be assessed.



2016-2019 Assessment Template-General Education

Mathematics

Goal 3

Empirical and Qualitative Skills: Includes manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Student Learning Outcome(SLO)/Expected Outcome 3.1	
SLO 3.1 Estimate and check answers to mathematical problems in order to determine reasonableness.	
Metric 3.1	
Mathematics General Education Assessment Rubric	
Assessment Method 3.1	Assessment Responsibility 3.1
The General Education Assessment questionnaire will be given students after midterm exams and before final exams as a part of the course assessment such as homework, quiz, or exam questions.	Provost and Vice President for Academic Affairs
Target 3.1	
60% of the students will score 70% or higher on assessment questions.	
Findings 3.1	Target Outcome based on Findings 3.1
2016-2017 Findings	
346 students submitted the General Education Assessment questionnaire and their average score was 4.7 out of 10. 48.55% of the students scored 70% or higher on assessment questions.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2017-2018 Findings	
228 students submitted the General Education Assessment questionnaire and their average score was 8.3 out of 10.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Mathematics

38.16% of the students scored 70% or higher on assessment questions.	
2018-2019 Findings	
We took unbiased random samples of over 20 sections of Math 132, 133, 135 and 136. We found a sample mean of these samples to measure the central tendencies of the scores for the four question multiple choice assignment. We found that the sample mean was 2.64.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
Discussion of Findings 3.1	
2016-2017 Discussion of Findings	
51.45% of the students scored 50% or less on assessment questions. Students have problems with the understanding of key mathematical concepts such as analysis and observable facts.	
2017-2018 Discussion of Findings	
61.84% of the students scored 50% or less on assessment questions. Students exhibit a number of deficiencies in basic mathematical skills such as estimating and checking the answers of the mathematical problems.	
2018-2019 Discussion of Findings	
The sample mean showed that on average 50% of the students scored 3 or better on assessment questions. Students exhibit a number of deficiencies with basic Algebra, graphing and word problems.	
Action Plan /Use of Findings 3.1	
2016-2017 Action Plan	
Key mathematical concepts such as reasoning and checking the answers to the mathematical problems will be emphasized thorough real-life examples and exercises.	



2016-2019 Assessment Template-General Education

Mathematics

2017-2018 Action Plan	
<p>Mathematics department will continue to hire tutors to help students to improve their basic mathematical skills such as reading and understanding the problems and checking and reasoning the answers of the problems. The departmental assessment committee will revise the assessment questions, and the next assessment questions are going to come directly from the online course supplement, MyMathLab.</p>	
2018-2019 Action Plan	
<p>Mathematics department will continue to hire tutors to help students to improve on their understanding of basic mathematical and critical thinking skills. Class participation and attendance will be emphasized. The department revised the assessment questions, and the next assessment questions have been chosen and four multiple choice questions will be embedded in mid-term examination.</p>	
Student Learning Outcome(SLO)/Expected Outcome 3.2	
<p>SLO 3.2 Utilize mathematical information given symbolically, visually, numerically, and verbally to solve problems</p>	
Metric 3.2	
<p>Mathematics General Education Assessment Rubric</p>	
Assessment Method 3.2	Assessment Responsibility 3.2
<p>The General Education Assessment questionnaire will be given students after midterm exams and before final exams as a part of the course assessment such as homework, quiz, or exam questions.</p>	<p>Provost and Vice President for Academic Affairs</p>



2016-2019 Assessment Template-General Education

Mathematics

Target 3.2	
60% of the students will score 70% or higher on assessment questions.	
Findings 3.2	Target Outcome based on Findings 3.2
2016-2017 Findings	
346 students submitted the General Education Assessment questionnaire and their average score was 5.5 out of 10. 33.82% of the students scored 70% or higher on assessment questions.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2017-2018 Findings	
228 students submitted the General Education Assessment questionnaire and their average score was 4.4 out of 10. 21.49% of the students scored 70% or higher on assessment questions.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2018-2019 Findings	
We took unbiased random samples of over 20 sections of Math 132, 133, 135 and 136. We found a sample mean of these samples to measure the central tendencies of the scores for the four question multiple choice assignment. We found that the sample mean was 2.92.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
Click here to enter text.	
2016-2017 Discussion of Findings	
51.45% of the students scored 50% or less on assessment questions. Students have problems with the interpreting the numerical tables, graphs and mathematical equations.	
2017-2018 Discussion of Findings	



2016-2019 Assessment Template-General Education

Mathematics

56.58% of the students scored 50% or less on assessment questions. Students exhibit a number of deficiencies in connecting the mathematical information symbolically, visually, numerically, and verbally.
2018-2019 Discussion of Findings
The sample mean showed that on average 65.9% of the students scored 3 or better on assessment questions. Students exhibit a number of deficiencies with basic Algebra, graphing and word problems.
Action Plan /Use of Findings 3.2
2016-2017 Action Plan
Key mathematical concepts such as reading and analysis of a numerical data, graphs and mathematical equations will be emphasized thorough real-life examples and exercises.
2017-2018 Action Plan
More hands on activities will be done to improve the interpretation of the mathematical information symbolically, visually, numerically, and verbally, and Mathematics department will continue to hire tutors to help students to improve their basic mathematical skills. The departmental assessment committee will revise the assessment questions, and the next assessment questions are going to come directly from the online course supplement, MyMathLab.
2018-2019 Action Plan
Mathematics department will continue to hire tutors to help students to improve on their understanding of basic mathematical and critical thinking skills. Class participation and attendance will be emphasized. The department revised the assessment questions, and the next assessment questions have been chosen and four multiple choice questions will be embedded in mid-term examination.



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Mathematics



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Institutional Option

General Education Mission:	The core curriculum is central to the intellectual mission of Texas Southern University. It is designed to equip students in each major field or concentration with a broad knowledge base and a set of college-level competencies to support lifelong learning and the attainment of their academic and career goals.
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General Education Foundational Component Area:	<input checked="" type="checkbox"/> Institutional Option
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General Education Core Objectives:	<input checked="" type="checkbox"/> Critical Thinking Skills <input checked="" type="checkbox"/> Communication Skills <input checked="" type="checkbox"/> Empirical and Quantitative Skills	<input type="checkbox"/> Teamwork <input checked="" type="checkbox"/> Personal Responsibility <input type="checkbox"/> Social Responsibility
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General Education Foundational Component Course(s):	<input type="checkbox"/> ART 139 <input type="checkbox"/> ART 233 <input type="checkbox"/> CHNS 131 <input type="checkbox"/> CS 116 <input type="checkbox"/> EDCI 210	<input type="checkbox"/> ENG 244 <input type="checkbox"/> FR 131 <input type="checkbox"/> HIST 281 <input checked="" type="checkbox"/> MIS 204	<input type="checkbox"/> SC 135 <input type="checkbox"/> SC 136 <input type="checkbox"/> SOC 254 <input type="checkbox"/> SPAN 131
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Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Institutional Option

Goal 1	
Critical Thinking Skills: Includes creative thinking, innovation, inquiry, analysis, evaluation, application and synthesis of information.	
Student Learning Outcome(SLO)/Expected Outcome 1.6	
SLO 1.6: Students will creatively consider questions, problems, or issues relevant to the assignment and demonstrate innovative or novel solutions.	
Metric 1.6	
Microsoft Excel Project	
Assessment Method 1.6	Assessment Responsibility 1.6
Microsoft Excel project involving gathering information from internet sources and analyzing data via a combination of functions.	Provost
Target 1.6	
70% of Students will score 3 or better using the 4-point scale rubric	
Findings 1.6	Target Outcome based on Findings 1.6
2016-2017 Findings	
The assessment was performed in Spring 2017. 102/139 (73%) of students scored 3 or better. Number of students participated=139.	<input checked="" type="checkbox"/> Yes (Target Met) <input type="checkbox"/> No (Target Not Met)
2017-2018 Findings	
The assessment was performed in Spring 2018. 151/165 (92%) students scored 3 or better. Number of students participated =165.	<input checked="" type="checkbox"/> Yes (Target Met) <input type="checkbox"/> No (Target Not Met)

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Institutional Option

2018-2019 Findings	
<p>Assessment was performed in both Fall 2018 and Spring 2019 Semesters. 246/266 (92%) of students scored 3 or better. Total number of students participated in both semester=266.</p> <p>In Fall 2018, 131/133 (98%) students scored 3 or better. Number of students participated =133.</p> <p>In Spring 2019, 115/133 (86%) students scored 3 or better. Number of students participated =133.</p>	<p><input checked="" type="checkbox"/> Yes (Target Met)</p> <p><input type="checkbox"/> No (Target Not Met)</p>
Discussion of Findings 1.6	
2016-2017 Discussion of Findings	
<p>The target was met. 102/139 (73%) of students scored 3 or better. 27 of 139 (27%) students did not complete or only partially completed Excel assignment. Average score of students = 3.23. The Student Demographics was very diverse. Some of the students returned to college for an undergraduate degree in business after many years of working. They had difficulty in learning computer technologies and their learning curve had been very slow compared to the rest of the class.</p>	
2017-2018 Discussion of Findings	
<p>The target was met. 151/165 (92%) students scored 3 or better. Average score of students = 3.57. Tutoring assistants and additional lab time helped to improve the student performance compared to the last year. This year only 14 out of 165 (8%) students scored less than 3.</p>	



2016-2019 Assessment Template-General Education

Institutional Option

2018-2019 Discussion of Findings
The target was met. 246/266 (92%) students scored 3 or better. In the Fall 2018, 2 out of 133 students submitted partial or incomplete project and in Spring 2019, 18 out of 133 students submitted partial or incomplete project. Both the semesters, total 14 students did not submit their projects. Majority of the students successfully completed the project, and received high grades. Students who attended class regularly knew precisely what to do, in order to get a high grade. The students who did not attend regularly were the ones who either missed the days on which presentations were held, or were not aware that a project was due, even though the class worked on the project in class for a week.
Action Plan /Use of Findings 1.6
2016-2017 Action Plan
The department will allocate tutors to assist the slow learners and provide additional lab time.
2017-2018 Action Plan
We will provide additional exercises and in-class lab work to reinforce the learning objectives.
2018-2019 Action Plan
We will enforce strict attendance policy to improve participation of students in the class exercises and projects.



2016-2019 Assessment Template-General Education

Institutional Option

Goal 2	
Communication: Includes effective development, interpretation, and expression of ideas through written, oral and visual communication.	
Student Learning Outcome(SLO)/Expected Outcome 2.3	
SLO 2.3: Students will develop the body of the work logically using organization or a pattern appropriate to the discipline.	
Metric 2.3	
Oral Presentation project	
Assessment Method 2.3	Assessment Responsibility 2.3
Presentation is assessed for overall clarity, visual effects and patterns.	Provost
Target 2.3	
70% of Students will score 3 or better using the 4-point scale rubric.	
Findings 2.3	Target Outcome based on Findings 2.3
2016-2017 Findings	
The assessment was performed in Spring 2017. 115/139 (83%) students scored 3 or better. Number of students participated =139.	<input checked="" type="checkbox"/> Yes (Target Met) <input type="checkbox"/> No (Target Not Met)
2017-2018 Findings	



2016-2019 Assessment Template-General Education

Institutional Option

<p>The assessment was performed in Spring 2018. 147/165 (89%) students scored 3 or better.</p>	<input checked="" type="checkbox"/> Yes (Target Met) <input type="checkbox"/> No (Target Not Met)
2018-2019 Findings	
<p>Assessment was performed in both Fall 2018 and Spring 2019 Semesters. 239/257 (93%) of students scored 3 or better. Total number of students participated in both semester=257.</p> <p>In Fall 2018, 122/124 (98%) students scored 3 or better. Number of students participated =124.</p> <p>In Spring 2019, 117/133 (88%) students scored 3 or better. Number of students participated =133.</p>	<input checked="" type="checkbox"/> Yes (Target Met) <input type="checkbox"/> No (Target Not Met)
Discussion of Findings 2.3	
2016-2017 Discussion of Findings	
<p>The target was met. 115/139 (83%) students scored 3 or better. 24 of 139 (17%) students did not complete or only partially completed Excel assignment. Average score of students = 3.40. The Student Demographics was very diverse. Some of the students returned to college for an undergraduate degree in business after many years of working. They had difficulty in learning computer technologies and their learning curve had been very slow compared to the rest of the class.</p>	
2017-2018 Discussion of Findings	
<p>The target was met. 147/165 (89%) students scored 3 or better. Average score of the students=3.65. Tutoring assistants and additional lab time helped to improve the student performance compared to the last year. This year 18 out of 165 (11%) students scored less than 3.</p>	



2016-2019 Assessment Template-General Education

Institutional Option

2018-2019 Discussion of Findings
The target was met. 239/257 (93%) of students scored 3 or better. In Fall 2018, 2/124 (2%) did partial or incomplete submission. In Spring 2019, 16/133 (12%) students did partial or incomplete submission. Total 23 students did not submit their projects. Majority of the students successfully completed the project, and received high grades. Students who attended class regularly knew precisely what to do, in order to get a high grade. The students who did not attend regularly were the ones who failed to complete the project.
Action Plan /Use of Findings 2.3
2016-2017 Action Plan
The department will allocate tutors to assist the slow learners and provide additional lab time.
2017-2018 Action Plan
We will provide additional exercises and in-class lab work to reinforce the learning objectives.
2018-2019 Action Plan
We will enforce strict attendance policy to improve participation of students in the class exercises and projects.



2016-2019 Assessment Template-General Education

Institutional Option

Goal 3	
Empirical and Qualitative Skills: Includes manipulation and analysis of numerical data or observable facts resulting in informed conclusions.	
Student Learning Outcome(SLO)/Expected Outcome 3.1	
SLO 3.1 : Students will explain information presented in mathematical/numerical forms (e.g. equations, graphs, diagrams, tables, words)	
Metric 3.1	
Microsoft Excel Project	
Assessment Method 3.1	Assessment Responsibility 3.1
Microsoft Excel project on analyzing product reviews/stock prices and reporting their findings through numerical analysis.	
Target 3.1	
70% of Students will score 3 or better using the 4-point scale rubric.	
Findings 3.1	Target Outcome based on Findings 3.1
2016-2017 Findings	

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Institutional Option

<p>The assessment was performed in Spring 2017. 107/139 (77%) students scored 3 or better. Number of students participated =139.</p>	<input checked="" type="checkbox"/> Yes (Target Met) <input type="checkbox"/> No (Target Not Met)
2017-2018 Findings	
<p>The assessment was performed in Spring 2018. 150/165 (91%) students scored 3 or better. Number of students participated =165.</p>	<input checked="" type="checkbox"/> Yes (Target Met) <input type="checkbox"/> No (Target Not Met)
2018-2019 Findings	
<p>Assessment was performed in both Fall 2018 and Spring 2019 Semesters. 242/264 (92%) of students scored 3 or better. Total number of students participated in both semester=264.</p> <p>In Fall 2018, 128/131 (98%) students scored 3 or better. Number of students participated =128.</p> <p>In Spring 2019, 114/133 (86%) students scored 3 or better. Number of students participated =133.</p>	<input checked="" type="checkbox"/> Yes (Target Met) <input type="checkbox"/> No (Target Not Met)
Discussion of Findings 3.1	
2016-2017 Discussion of Findings	
<p>The target was met. 107/139 (77%) students scored 3 or better. 32 of 139 (23%) students did not complete or only partially completed Excel assignment. Average score of students = 3.22. The Student Demographics was very diverse. Some of the students returned to college for an undergraduate degree in business after many years of working. They had difficulty in learning computer technologies and their learning curve had been very slow compared to the rest of the class.</p>	
2017-2018 Discussion of Findings	



2016-2019 Assessment Template-General Education

Institutional Option

The target was met. 150/165 (91%) students scored 3 or better. Average score of the students=3.57. Tutoring assistants and additional lab time helped to improve the student performance compared to the last year. This year 15 out of 165 (9%) students scored less than 3.

2018-2019 Discussion of Findings

The target was met. 242/264 (92%) of students scored 3 or better. In Fall 2018, 3/131 (2%) did partial or incomplete submission. In Spring 2019, 19/133 (14%) students did partial or incomplete submission. Total 16 students did not submit their projects. Majority of the students successfully completed the project, and received high grades. Students who attended class regularly knew precisely what to do, in order to get a high grade. The students who did not attend regularly were the ones who failed to complete the project.

Action Plan /Use of Findings 3.1

2016-2017 Action Plan

The department will allocate tutors to assist the slow learners and provide additional lab time.

2017-2018 Action Plan

We will provide additional exercises and in-class lab work to reinforce the Excel based numerical analysis skills.



2016-2019 Assessment Template-General Education

Institutional Option

2018-2019 Action Plan
We will enforce strict attendance policy to improve participation of students in the class exercises and projects. Additionally, we will include data analytics project to enhance empirical analysis and visual presentation skills.

Goal 5	
Personal Responsibility: Includes the ability to connect choices, actions and consequences to ethical decision-making	
Student Learning Outcome(SLO)/Expected Outcome 5.1	
SLO 5.1: Students will identify a situation in which ethical issues are present (e.g. responsible documentation of sources).	
Metric 5.1	
Excel Group Project	
Assessment Method 5.1	Assessment Responsibility 5.1
Peer review and evaluation of individual members of the group assessed.	Provost

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Institutional Option

Target 5.1	
70% of Students will score 3 or better using the 4-point scale rubric	
Findings 5.1	Target Outcome based on Findings 5.1
2016-2017 Findings	
The assessment was performed in Spring 2017. 103/139 (74%) students scored 3 or better. Number of students participated =139.	<input checked="" type="checkbox"/> Yes (Target Met) <input type="checkbox"/> No (Target Not Met)
2017-2018 Findings	
The assessment was performed in Spring 2018. 150/165 (91%) students scored 3 or better. Number of students participated =165.	<input checked="" type="checkbox"/> Yes (Target Met) <input type="checkbox"/> No (Target Not Met)
2018-2019 Findings	
<p>Assessment was performed in both Fall 2018 and Spring 2019 Semesters. 238/263 (91%) of students scored 3 or better. Total number of students participated in both semester=263.</p> <p>In Fall 2018, 128/131 (98%) students scored 3 or better. Number of students participated =131.</p> <p>In Spring 2019, 110/132 (83%) students scored 3 or better. Number of students participated =132.</p>	<input checked="" type="checkbox"/> Yes (Target Met) <input type="checkbox"/> No (Target Not Met)

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Institutional Option

Discussion of Findings 5.1	
2016-2017 Discussion of Findings	
The target was met. 103/139 (74%) students scored 3 or better. Average score of students = 3.19. 36 out of 139 (26%) students did incomplete peer review of their group members work.	
2017-2018 Discussion of Findings	
The target was met. 150/165 (91%) students scored 3 or better. Average score of students = 3.6. 15 out of 165 (9%) students did incomplete review of their group members work.	
2018-2019 Discussion of Findings	
The target was met. 238/263 (91%) of students scored 3 or better. In Fall 2018, 3/131 (2%) did incomplete review of their group members work. In Spring 2019, 22/132 (17%) students did incomplete review of their group members work. Total 17 students did not review their peers.	
Action Plan /Use of Findings 5.1	
2016-2017 Action Plan	
We will provide in-class discussions and assignments to overcome difficulties in peer review.	



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Institutional Option

2017-2018 Action Plan
We will continue to provide more in-class discussions and assignments.
2018-2019 Action Plan
We will enforce strict attendance policy to improve participation of students in the class exercises and projects. We will also include data privacy and security quizzes to create awareness of ethical usage and privacy of customer data in businesses.



Academic Program Name	General Education
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input checked="" type="checkbox"/> Creative Arts (MUSIC) <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

1. Critical Thinking Skills (CT)
<p>To produce students with the ability to use critical thinking skills Including creative thinking, innovative inquiry, and analysis, evaluation, and synthesis of information</p>
What overall improvements did you note from the 2013-2016 assessment cycle findings?
<p>The 2013-2016 cycle was the period of development of rubrics, signature assignments and development of the new MUSI 136: Music Appreciation course that became part of the General Education Core in Fall 2014. Critical Thinking Skills were included in Stage II of the development in 2014</p>
How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?
<p>The course data that was gathered at the end of the 2015-2016 cycle was used to inform improvements to rubrics, and help standardize the assessment process across the 3 courses of Music offered in the General Education core</p>
Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.



Year 1 (2016-2017)

Three different SLO's were addressed that assessed the student's ability to develop original ideas, to apply their knowledge of the subject matter in a novel way, and to analyze and interpret musical materials related to the project. It was found that students of MUSI 136: Music Appreciation and MUSI 239: Find Arts and Daily Living did well in this area, meeting the target by over 80%. However, MUSI 131: Introduction to Music appeared to present more of a challenge for students. This was believed to be because of the more specialized skill set required to fully comprehend and successfully work analytically with the material. Attention was given to this course with plans to provide more support materials and ongoing assessment assignments to help students better grasp the musical concepts.

Year 2 (2017-2018)

MUSI 131 was slated for elimination from the Gen Ed core by the State of Texas due to its primarily skills-based components. Findings from the previous cycle seemed to support this by showing that the general student population has a harder time achieving the goal in this course compared to the other 2 general education music courses. MUSI 131 was, therefore, removed from the general education assessment process for this cycle. A section of MUSI 136 was offered in an online format for the first time. While overall, students met the target for critical thinking during this cycle,

Year 3 (2018-2019)

Based on the data submitted, students met the target at over 80% in the Fall and at 76% in the Spring. Attendance seems to be an issue especially toward the end of the semester when most of the group presentations take place. This was a cause for concern in some particular sections of MUSI 239 where performance was as low as 31%. This cannot be attributed to a particular style of grading since, in this instance, the faculty had more than one section and the other results met the average. In general, students appear to be enthusiastic about the assignment both because of the opportunity to learn about an art form that they may not have had a great deal of prior experience and exposure and to rethink the process of developing the art form in a way to which they can relate, putting it into a familiar setting. In comparing the sections of MUSI 136, there was a greater degree of success for those sections where the majority of the students in the class were music majors who may have come with a greater exposure to the elements and concepts covered in the project. Groups will be formed to allow for the presence of more experienced students in each group when possible. Students also appear to need more guidance in how to construct a well-thought out thesis that will guide the research of the project, and consequently frame their process for drawing conclusions based on their research.



2. Communication Skills(COM)

To produce students with the ability to communicate effectively including the effective development, interpretation and expression of ideas through written, oral, and visual communication

What overall improvements did you note from the 2013-2016 assessment cycle findings?

[Click here to enter text.](#)

The 2013-2016 cycle was the period of development of rubrics, signature assignments and development of the new MUSI 136: Music Appreciation course that became part of the General Education Core in Fall 2014. MUSI 132: Intro to Computer Music which was part of the institutional option for the 1st part of the cycle was eventually dropped from the core. Communication Skills were assessed during Stage I of the developmental process in 2013

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Improvements made to signature assignments and rubrics moved toward a greater standardization of the assessment process across the 3 music courses in the Gen Ed core.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Students were assessed for both their written and oral communication skills. While goal was met in overall calculations, it was not met in MUSI 131. Many of the students, especially noted in MUSI 136, were extremely creative and demonstrated a comfort in oral expression. However, written communication appeared to be more problematic especially with spelling and syntax issues. Improvements to the course content included an increase in class listening/discussions of musical works to help students become more familiar with terminology used in expressing their interpretations of what they are hearing.

Year 2 (2017-2018)

MUSI 131 was not assessed for reasons stated above. In comparison to the previous cycle, improvements were shown in the written communication skills of those in MUSI 136 but less so in MUSI 239. However, students appeared to be more comfortable in expressing observations orally in MUSI 239 than in MUSI 136. This may in part because of the greater diversity of art forms covered in MUSI 239 whereas MUSI 136 is much more specific to music and calls for a



greater familiarity and comfort with specific vocabulary and ideas. For this reason, faculty increased the informal discussions within the MUSI 136 classroom to help students become more comfortable with the specific vocabulary and ideas.

Year 3 (2018-2019)

Based on data from Fall 2018 reports students are meeting the target for this goal. However, SLO 2.1 appears to be consistently the lowest score in several sections of MUSI 239. It has been observed that students are hesitant about expressing their opinions regarding art works and often appear uncomfortable when called upon. To help students gain more confidence, instructors will incorporate more critiquing opportunities, both written and spoken, into the course requirements and offer "participation points" for quality discussions. Faculty noted that the smaller class enrollment of the Fast Track semester allowed for more quality discussions. Students seemed more open to sharing observations in this more intimate environment. Faculty also found that the focus of assessment for 1.1 and 2.2 as expressed in the template is redundant and should be reconsidered moving forward.

4. Teamwork (TW)

To produce students with the ability to work to work as a team including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

What overall improvements did you note from the 2013-2016 assessment cycle findings?

The 2013-2016 cycle was the period of development of rubrics, signature assignments and development of the new MUSI 136: Music Appreciation course that became part of the General Education Core in Fall 2014. MUSI 132: Intro to Computer Music was eliminated from the core. While Teamwork was included in the rubric development during 2013, it was not formally assessed until the 3rd stage of the assessment development process.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Studies of AAC&U Value rubrics led to continual improvements to signature assignments and rubrics that resulted in greater standardization of the assessment process across the 3 music courses in the Gen Ed core for the 2016-2019 cycle. Assessment was geared much more toward process than final product.



Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

While the goal was met in overall calculations, it was not met in MUSI 131
In both MUSI 136 and MUSI 239, students worked well together in a team format and seem to enjoy sharing knowledge of what they have learned this semester.
Assignments for MUSI 131 were re-designed to encourage greater group activity and creative responses from the students

Year 2 (2017-2018)

MUSI 131 was not assessed for reasons stated above. While the goal was met in the other two courses, the individual course percentages for MUSI 136 and MUSI 239 dropped from the previous cycle. Almost 50% of the students in the online section of MUSI 136 did not participate in the group work which greatly affected the overall measurement. Since this was the first semester MUSI 136 had been offered online, faculty teaching the online section of MUSI 136 planned to increase the opportunities for peer connection in other activities so the final group project was not the 1st time for this type of activity. This allowed students to become more comfortable with the online methods of communication both written and vide.

Year 3 (2018-2019)

Based on the data from Fall 2018 and Spring 2019, students meet the target in this goal in both MUSI 136 and 239 While everyone was assigned to a group, several never participate in the group work leading to the average % for this goal falling in the low 70% range. Attendance factored into the issue since it affected the level of individual contribution to the overall project. With the 2nd year of offering MUSI 136 online, the instructor provided students an exemplar that allowed them to view what the final submission should look like as well as how creative and original they could be. The project was also broken down more methodically than last semester, which allowed more time and reachable goals for the students. Faculty noted that group participation in the smaller enrollment classes as found during the Fast Track semester tended to be more successful than in the larger class sizes. The students seemed more invested.



6. Social Responsibility (SR)

To produce students with awareness of **Social Responsibility including** intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities

What overall improvements did you note from the 2013-2016 assessment cycle findings?

The 2013-2016 cycle was the period of development of rubrics, signature assignments and development of the new MUSI 136: Music Appreciation course that became part of the General Education Core in Fall 2014. MUSI 132: Intro to Computer Music was eliminated from the core. The method for evaluating this core objective presented the greatest challenge in terms of finding commonality between the various music courses. Demonstrating intercultural competence through an understanding of the cultural relevance of the art form discussed was incorporated into the

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

The method for evaluating this core objective presented the greatest challenge in terms of finding commonality between the various music courses. Demonstrating intercultural competence through an understanding of the cultural relevance of the art form discussed was found to be the most successful way of addressing the objective while allowing for the diversity of project topics offered within all 3 courses.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

While target was met in overall calculations, with students achieving over 80% success in MUSI 136 and MUSI 239, it was not met in MUSI 131, with only 62% success. Topics for group assignments were reviewed and re-developed to offer flexibility in choice of research to allow students the opportunity to make comparisons between cultural art from regions outside their familiar surroundings and what is familiar to them. It was felt that if they saw more relevance in their research, there would be more interest and commitment.

Year 2 (2017-2018)

MUSI 131 was not assessed for reason stated above. Students continued to perform well in this area, showing a 5% increase over results from the previous cycle. Instructors planned to



provide additional links to music sites featuring world music to provide concrete examples of cultural variance.

Year 3 (2018-2019)

Students met the target for this goal in both MUSI 136 and 239. The students appear to respond positively to the practical relevance of aligning the cultural aspects of the project with the group’s own experiences. With some of the updated wording of SLO’s that occurred during the 2018-2019 cycle deemed necessary for more consistency in reporting within all courses of the Gen Ed core, instructors have felt a need to re-examine the metrics used to more specifically address the outcome. This will be done in preparation of the 2019-2020 cycle.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

The group project will be retained as the principal assessment metric for the 2019-2022 cycle. Faculty will address the weakness in the thesis development by providing additional guidance through increased classroom discussion and website links. Groups will also be asked to provide more detailed outlines of their projects earlier in the semester that will include specifics on group member responsibilities in the hope that this will help address some of the prevalent attendance issues. It will also be factored into the scoring process so that final individual scores are more fairly assessed. The updated SLO’s provided in Fall 2018 by the General Education Subcommittee will be re-examined by the faculty to update the rubric with SLO’s that better align with the intent of the project and avoid the redundancy as seen in 1.1 and 2.2.

Please include a brief description of your assessment team and your area’s assessment review process.

All faculty responsible for the individual courses/sections are considered part of the assessment team. All sections of each course provide assessment data each semester. Each faculty member completes the data spreadsheets developed for their course that includes raw data, discussion of findings and proposed action plans and submits to the General Education Subcommittee representative for Music. The representative, who also sits on the college-level assessment committee, checks and submits the data spreadsheets to the General Education Subcommittee for review. Because the courses used for assessment in the music area are offered both Fall AND Spring, the final report for the full cycle cannot be compiled until after the submission of final grades in Spring. Therefore, the first opportunity to present the full cycle results to the faculty is at the opening faculty meeting in August of the following Fall semester. Comments and feedback are solicited from the faculty at that time. Revisions to discussion of findings and



action plans may be made after that meeting. However, during the 2018-2019 cycle, faculty of the Gen. Ed core courses held a meeting presided over by the Gen Ed Subcommittee representative at the midyear point (end of Fall) to discuss possible improvements for upcoming Spring term.



Academic Program Name	General Education- PHYSICS: Phys-101 Intro to Phys Sci, Phys-237 & 238 College Phys (1 yr course), and Phys-251 (University Phys, 1 st semester).
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

Critical Thinking Skills: Include creative thinking: innovation; inquiry; and analysis, evaluation and synthesis of information.

SLO 1.4: Students will logically draw conclusions and make informed evaluations.

SLO 1.5: Student will analyze or clearly apply concepts, theories, events, formulas or models relevant to the assignment and understand significant implications.

SLO 1.6: Students will creatively consider questions, problems or issues, relevant to the assignment and demonstrate the ability to conceive or innovative or novel solutions.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Data not available for 2013-2016 cycle. But it is important to mention that in 2013 our program joined the new Texas Physics Consortium (TPC) which saw a full overhaul of the Physics program including among other things course content and student learning outcomes.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

- Based on previous experience courses were organized into smaller sections to allow more discussion and better interaction between professor & student, tutorial sections were organized to address the students questions, doubts and practice problem solving techniques.
- The Dept. adapted a new textbook series by Cengage Publishing that contains an Internet platform called WebAssign that not only serves to provide access to the homework but in



addition it contains videos and tutorials to help the students grasp some of the more complicated topics. The homework problems provide hints and comments to guide the students so they can learn as they work.

- Finally, Faculty is tracking attendance more seriously and working more problems in class to try to motivate students to attend class consistently.

Over 90% of the student go to class the first week of classes and that number drops to 20-25% after the 12-day class. With poor attendance they can not perform well in the exams!

The goal established is to have 70% of the students perform better than 70% on the assessment questions. Four assessment questions covering multiple SLO were embedded on the mid-term and final exams.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Fall 2016.

Phys-101:

11 students participated in the General Education Assessment questionnaire. 91% of the students scored 70% or higher. The mathematical component of the course is minimal but students a number of deficiencies in very basic mathematical abilities with fractions, pos&neg numbers, exponential notation and performing simple substitutions.

2 (Mastery) 18.2% of the students Mastery the 4 questions.

5 (Proficient) 45.5% of the students Proficient with 3 questions.

1 (Developing) 9.1% of the students are Developing with 2 questions.

3 (Minimal) 23.7% of the students are doing Minimal with 1 question.

Phys-237:

78 students participated in the General Education Assessment questionnaire. 57.7% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

14 (Mastery) 17.9% of the students Mastery the 4 questions.

31 (Proficient) 39.7% of the students Proficient with 3 questions.

14 (Developing) 17.9% of the students are Developing with 2 questions.

19 (Minimal) 24.4% of the students are doing Minimal with 1 question.

Phys-238:

24 students participated in the General Education Assessment questionnaire. 41.6% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also



with basic algebra, like solving linear equations and trigonometry.
4 (Mastery) 16.7% of the students Mastery the 4 questions.
4 (Proficient) 16.7% of the students Proficient with 3 questions.
7 (Developing) 29.2% of the students are Developing with 2 questions.
9 (Minimal) 37.5% of the students are doing Minimal with 1 question.

Phys-251:

17 students participated in the General Education Assessment questionnaire. 52.9% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

5 (Mastery) 29.4% of the students Mastery the 4 questions.
3 (Proficient) 17.6% of the students Proficient with 3 questions.
1 (Developing) 5.9% of the students are Developing with 2 questions.
8 (Minimal) 47.1% of the students are doing Minimal with 1 question.

Except for Phys-101, for which the students exceeded the 70% goal, we are on the average of 19% below our goal for Phys-237 & 238 and Phys-251.

Spring 2017.

Phys-101:

NO DATA.

Phys-237:

35 students participated in the General Education Assessment questionnaire. 57.7% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

2 (Mastery) 5.7% of the students Mastery the 4 questions.
11 (Proficient) 31.4% of the students Proficient with 3 questions.
5 (Developing) 14.3% of the students are Developing with 2 questions.
17 (Minimal) 48.6% of the students are doing Minimal with 1 question.

Phys-238:

12 students participated in the General Education Assessment questionnaire. 25% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

2 (Mastery) 16.7% of the students Mastery the 4 questions.



1 (Proficient) 8.3% of the students Proficient with 3 questions.
 3 (Developing) 25% of the students are Developing with 2 questions.
 6 (Minimal) 50% of the students are doing Minimal with 1 question.

Phys-251:

13 students participated in the General Education Assessment questionnaire. 69.2% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

2 (Mastery) 15.4% of the students Mastery the 4 questions.
 4 (Proficient) 30.8% of the students Proficient with 3 questions.
 6 (Developing) 44.2% of the students are Developing with 2 questions.
 1 (Minimal) 7.7% of the students are doing Minimal with 1 question.

Except for Phys-251, for which the students barely met the 70% goal, we are on the average of 29% below our goal for Phys-237 & 238.

General Findings: (1) Poor attendance is severely affecting student performance. (2) Students do not read the textbook or class lecture notes before class so they are coming unprepared to discuss new class material or doubts. (3) Students that do well in homework problems are not doing well on the same problems during the exam. (4) Most students exhibit a lack of studying skills. They rather take photos of what is written on the board, even when they have access to the professor's lecture notes, rather than take notes.

We are opening a course, Phys-152, to help prepare students in the areas of algebra, trigonometry, pre-calculus with applications in physics to help the students better prepare for the mathematical physics courses.

Year 2 (2017-2018)

Fall 2017.

Phys-101:

63 students participated in the General Education Assessment questionnaire. 60.3% of the students scored 70% or higher. The mathematical component of the course is minimal but students a number of deficiencies in very basic mathematical abilities with fractions, pos&neg numbers, exponential notation and performing simple substitutions.

2 (Mastery) 3.2% of the students Mastery the 4 questions.
 12 (Proficient) 26.7% of the students Proficient with 3 questions.
 3 (Developing) 4.8% of the students are Developing with 2 questions.
 21 (Minimal) 33.3% of the students are doing Minimal with 1 question.

Phys-237:



52 students participated in the General Education Assessment questionnaire. 40.4% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

8 (Mastery) 15.4% of the students Mastery the 4 questions.

12 (Proficient) 23.1% of the students Proficient with 3 questions.

19 (Developing) 36.5% of the students are Developing with 2 questions.

14 (Minimal) 26.9% of the students are doing Minimal with 1 question.

Phys-238:

26 students participated in the General Education Assessment questionnaire. 69.2% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

0 (Mastery) 0% of the students Mastery the 4 questions.

5 (Proficient) 19.2% of the students Proficient with 3 questions.

13 (Developing) 50% of the students are Developing with 2 questions.

8 (Minimal) 30.8% of the students are doing Minimal with 1 question.

Phys-251:

8 students participated in the General Education Assessment questionnaire. 75% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

3 (Mastery) 37.5% of the students Mastery the 4 questions.

1 (Proficient) 12.5% of the students Proficient with 3 questions.

3 (Developing) 37.5% of the students are Developing with 2 questions.

1 (Minimal) 12.5% of the students are doing Minimal with 1 question.

Except for Phys-251, for which the students slightly exceeded the 70% goal, and Phys-238 which met the goal, we are on the average of 20% below our goal for Phys-237 and Phys-101.

Spring 2018.

Phys-101:

42 students participated in the General Education Assessment questionnaire. 76.2% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

3 (Mastery) 7.1% of the students Mastery the 4 questions.

14 (Proficient) 33.3% of the students Proficient with 3 questions.



15 (Developing) 35.7% of the students are Developing with 2 questions.
10 (Minimal) 23.8% of the students are doing Minimal with 1 question.

Phys-237:

28 students participated in the General Education Assessment questionnaire. 42.9% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

4 (Mastery) 14.3% of the students Mastery the 4 questions.

4 (Proficient) 14.3% of the students Proficient with 3 questions.

7 (Developing) 25% of the students are Developing with 2 questions.

13 (Minimal) 46.4% of the students are doing Minimal with 1 question.

Phys-238:

6 students participated in the General Education Assessment questionnaire. 50% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

2 (Mastery) 33.3% of the students Mastery the 4 questions.

1 (Proficient) 16.7% of the students Proficient with 3 questions.

1 (Developing) 16.7% of the students are Developing with 2 questions.

2 (Minimal) 33.3% of the students are doing Minimal with 1 question.

Phys-251:

25 students participated in the General Education Assessment questionnaire. 44% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

1 (Mastery) 4% of the students Mastery the 4 questions.

7 (Proficient) 28% of the students Proficient with 3 questions.

6 (Developing) 24% of the students are Developing with 2 questions.

11 (Minimal) 44% of the students are doing Minimal with 1 question.

Except for Phys-101, for which the students exceeded the 70% goal, we are on the average of 24% below our goal for Phys-237 & 238 and Phys-251.

General Findings: (1) Poor attendance is severely affecting student performance. (2) Students do not read the textbook or class lecture notes before class so they are coming unprepared to discuss new class material or doubts. (3) Students that do well in homework problems are not



doing well on the same problems during the exam. (4) Most students exhibit a lack of studying skills. They rather take photos of what is written on the board, even when they have access to the professor's lecture notes, rather than take notes.

The course Phys-152 is being offered. Not a lot of interest yet from students. We hope to have some statistics soon about how well is the course preparing the students.

We are expecting that the GenEd course FS-102, Freshman Seminar, will help the students learn how to study.

Year 3 (2018-2019)

Fall 2018.

Phys-101:

76 students participated in the General Education Assessment questionnaire. 67.1% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

1 (Mastery) 1.32% of the students Mastery the 4 questions.

18 (Proficient) 23.7% of the students Proficient with 3 questions.

32 (Developing) 42.1% of the students are Developing with 2 questions.

25 (Minimal) 32.9% of the students are doing Minimal with 1 question.

Phys-237:

158 students participated in the General Education Assessment questionnaire. 74.7% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

28 (Mastery) 17.7% of the students Mastery the 4 questions.

53 (Proficient) 33.5% of the students Proficient with 3 questions.

38 (Developing) 24.1% of the students are Developing with 2 questions.

39 (Minimal) 24.7% of the students are doing Minimal with 1 question.

Phys-238:

79 students participated in the General Education Assessment questionnaire. 67.1% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

13 (Mastery) 16.5% of the students Mastery the 4 questions.

17 (Proficient) 21.5% of the students Proficient with 3 questions.

23 (Developing) 29.1% of the students are Developing with 2 questions.

26 (Minimal) 32.9% of the students are doing Minimal with 1 question.

Phys-251:



28 students participated in the General Education Assessment questionnaire. 75% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

4 (Mastery) 14.3% of the students Mastery the 4 questions.

7 (Proficient) 25% of the students Proficient with 3 questions.

10 (Developing) 35.7% of the students are Developing with 2 questions.

7 (Minimal) 25% of the students are doing Minimal with 1 question.

Except for Phys-237 and 251, for which the students exceeded the 70% goal, we are on the average of 3% below our goal for Phys-101 & 238.

Spring 2019.

Phys-101:

50 students participated in the General Education Assessment questionnaire. 66% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

4 (Mastery) 8% of the students Mastery the 4 questions.

15 (Proficient) 30% of the students Proficient with 3 questions.

14 (Developing) 28% of the students are Developing with 2 questions.

17 (Minimal) 34% of the students are doing Minimal with 1 question.

Phys-237:

110 students participated in the General Education Assessment questionnaire. 61% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

14 (Mastery) 13% of the students Mastery the 4 questions.

22 (Proficient) 20% of the students Proficient with 3 questions.

31 (Developing) 28% of the students are Developing with 2 questions.

43 (Minimal) 39% of the students are doing Minimal with 1 question.

Phys-238:

84 students participated in the General Education Assessment questionnaire. 65% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

17 (Mastery) 20% of the students Mastery the 4 questions.



15 (Proficient) 18% of the students Proficient with 3 questions.
23 (Developing) 27% of the students are Developing with 2 questions.
29 (Minimal) 35% of the students are doing Minimal with 1 question.

Phys-251:

25 students participated in the General Education Assessment questionnaire. 76% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

1 (Mastery) 4% of the students Mastery the 4 questions.
5 (Proficient) 18% of the students Proficient with 3 questions.
13 (Developing) 52% of the students are Developing with 2 questions.
6 (Minimal) 24% of the students are doing Minimal with 1 question.

Except for Phys-251, for which the students exceeded the 70% goal, we are on the average of 6% below our goal for Phys-237 & 238 and Phys-101.

General Findings: (1) Poor attendance is severely affecting student performance. (2) Students do not read the textbook or class lecture notes before class so they are coming unprepared to discuss new class material or doubts. (3) Students that do well in homework problems are not doing well on the same problems during the exam. Finding homework answers on the Internet instead of learning to work the problem. (4) Most students exhibit a lack of studying skills. They rather take photos of what is written on the board, even when they have access to the professor's lecture notes, rather than take notes.

The course Phys-152 is being offered. Not a lot of interest yet from students. No significant statistics are available yet.

We are expecting that the GenEd course FS-102, Freshman Seminar, will help the students learn how to study. No statistics on how this course is helping the students, yet.

We are exploring other textbook publishers with better software portals that can help motivate students to read the appropriate chapter sections before class, and to truly work the homework problems on their own.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

- We are increasing tutoring hours.
- We are trying to advertise the Prep-course Phys-152 so more students are aware that they can



become better prepared for the more mathematical physics courses.

Please include a brief description of your assessment team and your area's assessment review process.

The assessment team is composed of the faculty members teaching the 4 GenEd courses. The issues related to student performance were discussed and a selection of adequate problems was perform to make sure that the SLOs would be properly measured.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

2. Communication Skills(COM)

Communication skills: Includes effective development, interpretation and expression of ideas through written, oral and visual communications.

SLO 2.1: Students will be able to develop, interpret and express ideas effectively through written communication. Students will demonstrate understanding of appropriate context, genre, purpose or audience needs.

SLO 2.2: Students will be able to develop, interpret, and/or express ideas effectively through visual communication such as graphs, maps, diagrams, videos, posters, etc. Students will organize the body of the work using organization or a pattern appropriate to the discipline.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Data not available for 2013-2016 cycle. But it is important to mention that in 2013 our program joined the new Texas Physics Consortium (TPC) which saw a full overhaul of the Physics program including among other things course content and student learning outcomes.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

- Based on previous experience courses were organized into smaller sections to allow more discussion and better interaction between professor & student, tutorial sections were organized to addressed the students questions, doubts and practice problem solving techniques.
- The Dept. adapted a new textbook series by Cengage Publishing that contains an Internet platform called WebAssign that not only serves to provide access to the homework but in addition it contains videos and tutorials to help the students grasp some of the more



complicated topics. The homework problems provide hints and comments to guide the students so they can learn as they work.

- Finally, Faculty is tracking attendance more seriously and working more problems in class to try to motivate students to attend class consistently.

Over 90% of the student go to class the first week of classes and that number drops to 20-25% after the 12-day class. With poor attendance they can not perform well in the exams!

The goal established is to have 70% of the students perform better than 70% on the assessment questions. Four assessment questions covering multiple SLO were embedded on the mid-term and final exams.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Fall 2016.

Phys-101:

11 students participated in the General Education Assessment questionnaire. 91% of the students scored 70% or higher. The mathematical component of the course is minimal but students a number of deficiencies in very basic mathematical abilities with fractions, pos&neg numbers, exponential notation and performing simple substitutions.

2 (Mastery) 18.2% of the students Mastery the 4 questions.

5 (Proficient) 45.5% of the students Proficient with 3 questions.

1 (Developing) 9.1% of the students are Developing with 2 questions.

3 (Minimal) 23.7% of the students are doing Minimal with 1 question.

Phys-237:

78 students participated in the General Education Assessment questionnaire. 57.7% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

14 (Mastery) 17.9% of the students Mastery the 4 questions.

31 (Proficient) 39.7% of the students Proficient with 3 questions.

14 (Developing) 17.9% of the students are Developing with 2 questions.

19 (Minimal) 24.4% of the students are doing Minimal with 1 question.

Phys-238:

24 students participated in the General Education Assessment questionnaire. 41.6% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.



- 4 (Mastery) 16.7% of the students Mastery the 4 questions.
- 4 (Proficient) 16.7% of the students Proficient with 3 questions.
- 7 (Developing) 29.2% of the students are Developing with 2 questions.
- 9 (Minimal) 37.5% of the students are doing Minimal with 1 question.

Phys-251:

17 students participated in the General Education Assessment questionnaire. 52.9% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

- 5 (Mastery) 29.4% of the students Mastery the 4 questions.
- 3 (Proficient) 17.6% of the students Proficient with 3 questions.
- 1 (Developing) 5.9% of the students are Developing with 2 questions.
- 8 (Minimal) 47.1% of the students are doing Minimal with 1 question.

Except for Phys-101, for which the students exceeded the 70% goal, we are on the average of 19% below our goal for Phys-237 & 238 and Phys-251.

Spring 2017.

Phys-101:

NO DATA.

Phys-237:

35 students participated in the General Education Assessment questionnaire. 57.7% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

- 2 (Mastery) 5.7% of the students Mastery the 4 questions.
- 11 (Proficient) 31.4% of the students Proficient with 3 questions.
- 5 (Developing) 14.3% of the students are Developing with 2 questions.
- 17 (Minimal) 48.6% of the students are doing Minimal with 1 question.

Phys-238:

12 students participated in the General Education Assessment questionnaire. 25% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

- 2 (Mastery) 16.7% of the students Mastery the 4 questions.
- 1 (Proficient) 8.3% of the students Proficient with 3 questions.



3 (Developing) 25% of the students are Developing with 2 questions.
6 (Minimal) 50% of the students are doing Minimal with 1 question.

Phys-251:

13 students participated in the General Education Assessment questionnaire. 69.2% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

2 (Mastery) 15.4% of the students Mastery the 4 questions.
4 (Proficient) 30.8% of the students Proficient with 3 questions.
6 (Developing) 44.2% of the students are Developing with 2 questions.
1 (Minimal) 7.7% of the students are doing Minimal with 1 question.

Except for Phys-251, for which the students barely met the 70% goal, we are on the average of 29% below our goal for Phys-237 & 238.

General Findings: (1) Poor attendance is severely affecting student performance. (2) Students do not read the textbook or class lecture notes before class so they are coming unprepared to discuss new class material or doubts. (3) Students that do well in homework problems are not doing well on the same problems during the exam. (4) Most students exhibit a lack of studying skills. They rather take photos of what is written on the board, even when they have access to the professor's lecture notes, rather than take notes.

We are opening a course, Phys-152, to help prepare students in the areas of algebra, trigonometry, pre-calculus with applications in physics to help the students better prepare for the mathematical physics courses.

Year 2 (2017-2018)

Fall 2017.

Phys-101:

63 students participated in the General Education Assessment questionnaire. 60.3% of the students scored 70% or higher. The mathematical component of the course is minimal but students a number of deficiencies in very basic mathematical abilities with fractions, pos&neg numbers, exponential notation and performing simple substitutions.

2 (Mastery) 3.2% of the students Mastery the 4 questions.
12 (Proficient) 26.7% of the students Proficient with 3 questions.
3 (Developing) 4.8% of the students are Developing with 2 questions.
21 (Minimal) 33.3% of the students are doing Minimal with 1 question.

Phys-237:

52 students participated in the General Education Assessment questionnaire. 40.4% of the



students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

8 (Mastery) 15.4% of the students Mastery the 4 questions.

12 (Proficient) 23.1% of the students Proficient with 3 questions.

19 (Developing) 36.5% of the students are Developing with 2 questions.

14 (Minimal) 26.9% of the students are doing Minimal with 1 question.

Phys-238:

26 students participated in the General Education Assessment questionnaire. 69.2% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

0 (Mastery) 0% of the students Mastery the 4 questions.

5 (Proficient) 19.2% of the students Proficient with 3 questions.

13 (Developing) 50% of the students are Developing with 2 questions.

8 (Minimal) 30.8% of the students are doing Minimal with 1 question.

Phys-251:

8 students participated in the General Education Assessment questionnaire. 75% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

3 (Mastery) 37.5% of the students Mastery the 4 questions.

1 (Proficient) 12.5% of the students Proficient with 3 questions.

3 (Developing) 37.5% of the students are Developing with 2 questions.

1 (Minimal) 12.5% of the students are doing Minimal with 1 question.

Except for Phys-251, for which the students slightly exceeded the 70% goal, and Phys-238 which met the goal, we are on the average of 20% below our goal for Phys-237 and Phys-101.

Spring 2018.

Phys-101:

42 students participated in the General Education Assessment questionnaire. 76.2% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

3 (Mastery) 7.1% of the students Mastery the 4 questions.

14 (Proficient) 33.3% of the students Proficient with 3 questions.



15 (Developing) 35.7% of the students are Developing with 2 questions.
10 (Minimal) 23.8% of the students are doing Minimal with 1 question.

Phys-237:

28 students participated in the General Education Assessment questionnaire. 42.9% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

4 (Mastery) 14.3% of the students Mastery the 4 questions.

4 (Proficient) 14.3% of the students Proficient with 3 questions.

7 (Developing) 25% of the students are Developing with 2 questions.

13 (Minimal) 46.4% of the students are doing Minimal with 1 question.

Phys-238:

6 students participated in the General Education Assessment questionnaire. 50% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

2 (Mastery) 33.3% of the students Mastery the 4 questions.

1 (Proficient) 16.7% of the students Proficient with 3 questions.

1 (Developing) 16.7% of the students are Developing with 2 questions.

2 (Minimal) 33.3% of the students are doing Minimal with 1 question.

Phys-251:

25 students participated in the General Education Assessment questionnaire. 44% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

1 (Mastery) 4% of the students Mastery the 4 questions.

7 (Proficient) 28% of the students Proficient with 3 questions.

6 (Developing) 24% of the students are Developing with 2 questions.

11 (Minimal) 44% of the students are doing Minimal with 1 question.

Except for Phys-101, for which the students exceeded the 70% goal, we are on the average of 24% below our goal for Phys-237 & 238 and Phys-251.

General Findings: (1) Poor attendance is severely affecting student performance. (2) Students do not read the textbook or class lecture notes before class so they are coming unprepared to discuss new class material or doubts. (3) Students that do well in homework problems are not



doing well on the same problems during the exam. (4) Most students exhibit a lack of studying skills. They rather take photos of what is written on the board, even when they have access to the professor's lecture notes, rather than take notes.

The course Phys-152 is being offered. Not a lot of interest yet from students. We hope to have some statistics soon about how well is the course preparing the students.

We are expecting that the GenEd course FS-102, Freshman Seminar, will help the students learn how to study.

Year 3 (2018-2019)

Fall 2018.

Phys-101:

76 students participated in the General Education Assessment questionnaire. 67.1% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

- 1 (Mastery) 1.32% of the students Mastery the 4 questions.
- 18 (Proficient) 23.7% of the students Proficient with 3 questions.
- 32 (Developing) 42.1% of the students are Developing with 2 questions.
- 25 (Minimal) 32.9% of the students are doing Minimal with 1 question.

Phys-237:

158 students participated in the General Education Assessment questionnaire. 74.7% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

- 28 (Mastery) 17.7% of the students Mastery the 4 questions.
- 53 (Proficient) 33.5% of the students Proficient with 3 questions.
- 38 (Developing) 24.1% of the students are Developing with 2 questions.
- 39 (Minimal) 24.7% of the students are doing Minimal with 1 question.

Phys-238:

79 students participated in the General Education Assessment questionnaire. 67.1% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

- 13 (Mastery) 16.5% of the students Mastery the 4 questions.
- 17 (Proficient) 21.5% of the students Proficient with 3 questions.
- 23 (Developing) 29.1% of the students are Developing with 2 questions.
- 26 (Minimal) 32.9% of the students are doing Minimal with 1 question.

Phys-251:

28 students participated in the General Education Assessment questionnaire. 75% of the



students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

4 (Mastery) 14.3% of the students Mastery the 4 questions.

7 (Proficient) 25% of the students Proficient with 3 questions.

10 (Developing) 35.7% of the students are Developing with 2 questions.

7 (Minimal) 25% of the students are doing Minimal with 1 question.

Except for Phys-237 and 251, for which the students exceeded the 70% goal, we are on the average of 3% below our goal for Phys-101 & 238.

Spring 2019.

Phys-101:

50 students participated in the General Education Assessment questionnaire. 66% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

4 (Mastery) 8% of the students Mastery the 4 questions.

15 (Proficient) 30% of the students Proficient with 3 questions.

14 (Developing) 28% of the students are Developing with 2 questions.

17 (Minimal) 34% of the students are doing Minimal with 1 question.

Phys-237:

110 students participated in the General Education Assessment questionnaire. 61% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

14 (Mastery) 13% of the students Mastery the 4 questions.

22 (Proficient) 20% of the students Proficient with 3 questions.

31 (Developing) 28% of the students are Developing with 2 questions.

43 (Minimal) 39% of the students are doing Minimal with 1 question.

Phys-238:

84 students participated in the General Education Assessment questionnaire. 65% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

17 (Mastery) 20% of the students Mastery the 4 questions.

15 (Proficient) 18% of the students Proficient with 3 questions.



23 (Developing) 27% of the students are Developing with 2 questions.
29 (Minimal) 35% of the students are doing Minimal with 1 question.

Phys-251:

25 students participated in the General Education Assessment questionnaire. 76% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

- 1 (Mastery) 4% of the students Mastery the 4 questions.
- 5 (Proficient) 18% of the students Proficient with 3 questions.
- 13 (Developing) 52% of the students are Developing with 2 questions.
- 6 (Minimal) 24% of the students are doing Minimal with 1 question.

Except for Phys-251, for which the students exceeded the 70% goal, we are on the average of 6% below our goal for Phys-237 & 238 and Phys-101.

General Findings: (1) Poor attendance is severely affecting student performance. (2) Students do not read the textbook or class lecture notes before class so they are coming unprepared to discuss new class material or doubts. (3) Students that do well in homework problems are not doing well on the same problems during the exam. Finding homework answers on the Internet instead of learning to work the problem. (4) Most students exhibit a lack of studying skills. They rather take photos of what is written on the board, even when they have access to the professor's lecture notes, rather than take notes.

The course Phys-152 is being offered. Not a lot of interest yet from students. No significant statistics are available yet.

We are expecting that the GenEd course FS-102, Freshman Seminar, will help the students learn how to study. No statistics on how this course is helping the students, yet.

We are exploring other textbook publishers with better software portals that can help motivate students to read the appropriate chapter sections before class, and to truly work the homework problems on their own.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

We are exploring other textbook publishers with better software portals that can help motivate students to read the appropriate chapter sections before class, come better prepared to class and to truly work the homework problems on their own.



We are planning to use some of the Laboratory time for class recitation to spend more time with students working on problem solving.

Please include a brief description of your assessment team and your area's assessment review process.

The assessment team is composed of the faculty members teaching the 4 GenEd courses. The issues related to student performance were discussed and a selection of adequate problems was performed to make sure that the SLOs would be properly measured.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

3. Empirical and Quantitative Skills (EQS)

Empirical and Quantitative Skills: Include the manipulation and analysis of mathematical data or observable facts resulting in informed conclusions.

SLO 3.1: Students will demonstrate the ability to manipulate numerical data. Students will explain information presented in mathematical/numerical form (e.g. equations, graphs, diagrams, tables, words).

SLO 3.2: Students will be able to analyze collected/observed data to draw conclusions. Students will convert relevant information into appropriate mathematical/numerical form (e.g. equations, graphs, diagrams, tables, words).

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Data not available for 2013-2016 cycle. But it is important to mention that in 2013 our program joined the new Texas Physics Consortium (TPC) which saw a full overhaul of the Physics program including among other things course content and student learning outcomes.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

- Based on previous experience courses were organized into smaller sections to allow more discussion and better interaction between professor & student, tutorial sections were organized to address the students questions, doubts and practice problem solving techniques.
- The Dept. adapted a new textbook series by Cengage Publishing that contains an Internet platform called WebAssign that not only serves to provide access to the homework but in addition it contains videos and tutorials to help the students grasp some of the more complicated topics. The homework problems provide hints and comments to guide the students so they can learn as they work.



- Finally, Faculty is tracking attendance more seriously and working more problems in class to try to motivate students to attend class consistently.
Over 90% of the student go to class the first week of classes and that number drops to 20-25% after the 12-day class. With poor attendance they can not perform well in the exams!

The goal established is to have 70% of the students perform better than 70% on the assessment questions. Four assessment questions covering multiple SLO were embedded on the mid-term and final exams.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Fall 2016.

Phys-101:

11 students participated in the General Education Assessment questionnaire. 91% of the students scored 70% or higher. The mathematical component of the course is minimal but students a number of deficiencies in very basic mathematical abilities with fractions, pos&neg numbers, exponential notation and performing simple substitutions.

2 (Mastery) 18.2% of the students Mastery the 4 questions.

5 (Proficient) 45.5% of the students Proficient with 3 questions.

1 (Developing) 9.1% of the students are Developing with 2 questions.

3 (Minimal) 23.7% of the students are doing Minimal with 1 question.

Phys-237:

78 students participated in the General Education Assessment questionnaire. 57.7% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

14 (Mastery) 17.9% of the students Mastery the 4 questions.

31 (Proficient) 39.7% of the students Proficient with 3 questions.

14 (Developing) 17.9% of the students are Developing with 2 questions.

19 (Minimal) 24.4% of the students are doing Minimal with 1 question.

Phys-238:

24 students participated in the General Education Assessment questionnaire. 41.6% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

4 (Mastery) 16.7% of the students Mastery the 4 questions.

4 (Proficient) 16.7% of the students Proficient with 3 questions.



7 (Developing) 29.2% of the students are Developing with 2 questions.

9 (Minimal) 37.5% of the students are doing Minimal with 1 question.

Phys-251:

17 students participated in the General Education Assessment questionnaire. 52.9% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

5 (Mastery) 29.4% of the students Mastery the 4 questions.

3 (Proficient) 17.6% of the students Proficient with 3 questions.

1 (Developing) 5.9% of the students are Developing with 2 questions.

8 (Minimal) 47.1% of the students are doing Minimal with 1 question.

Except for Phys-101, for which the students exceeded the 70% goal, we are on the average of 19% below our goal for Phys-237 & 238 and Phys-251.

Spring 2017.

Phys-101:

NO DATA.

Phys-237:

35 students participated in the General Education Assessment questionnaire. 57.7% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

2 (Mastery) 5.7% of the students Mastery the 4 questions.

11 (Proficient) 31.4% of the students Proficient with 3 questions.

5 (Developing) 14.3% of the students are Developing with 2 questions.

17 (Minimal) 48.6% of the students are doing Minimal with 1 question.

Phys-238:

12 students participated in the General Education Assessment questionnaire. 25% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

2 (Mastery) 16.7% of the students Mastery the 4 questions.

1 (Proficient) 8.3% of the students Proficient with 3 questions.

3 (Developing) 25% of the students are Developing with 2 questions.

6 (Minimal) 50% of the students are doing Minimal with 1 question.



Phys-251:

13 students participated in the General Education Assessment questionnaire. 69.2% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

2 (Mastery) 15.4% of the students Mastery the 4 questions.

4 (Proficient) 30.8% of the students Proficient with 3 questions.

6 (Developing) 44.2% of the students are Developing with 2 questions.

1 (Minimal) 7.7% of the students are doing Minimal with 1 question.

Except for Phys-251, for which the students barely met the 70% goal, we are on the average of 29% below our goal for Phys-237 & 238.

General Findings: (1) Poor attendance is severely affecting student performance. (2) Students do not read the textbook or class lecture notes before class so they are coming unprepared to discuss new class material or doubts. (3) Students that do well in homework problems are not doing well on the same problems during the exam. (4) Most students exhibit a lack of studying skills. They rather take photos of what is written on the board, even when they have access to the professor's lecture notes, rather than take notes.

We are opening a course, Phys-152, to help prepare students in the areas of algebra, trigonometry, pre-calculus with applications in physics to help the students better prepare for the mathematical physics courses.

Year 2 (2017-2018)

Fall 2017.

Phys-101:

63 students participated in the General Education Assessment questionnaire. 60.3% of the students scored 70% or higher. The mathematical component of the course is minimal but students a number of deficiencies in very basic mathematical abilities with fractions, pos&neg numbers, exponential notation and performing simple substitutions.

2 (Mastery) 3.2% of the students Mastery the 4 questions.

12 (Proficient) 26.7% of the students Proficient with 3 questions.

3 (Developing) 4.8% of the students are Developing with 2 questions.

21 (Minimal) 33.3% of the students are doing Minimal with 1 question.

Phys-237:

52 students participated in the General Education Assessment questionnaire. 40.4% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also



with basic algebra, like solving linear equations and trigonometry.
8 (Mastery) 15.4% of the students Mastery the 4 questions.
12 (Proficient) 23.1% of the students Proficient with 3 questions.
19 (Developing) 36.5% of the students are Developing with 2 questions.
14 (Minimal) 26.9% of the students are doing Minimal with 1 question.

Phys-238:

26 students participated in the General Education Assessment questionnaire. 69.2% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.
0 (Mastery) 0% of the students Mastery the 4 questions.
5 (Proficient) 19.2% of the students Proficient with 3 questions.
13 (Developing) 50% of the students are Developing with 2 questions.
8 (Minimal) 30.8% of the students are doing Minimal with 1 question.

Phys-251:

8 students participated in the General Education Assessment questionnaire. 75% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.
3 (Mastery) 37.5% of the students Mastery the 4 questions.
1 (Proficient) 12.5% of the students Proficient with 3 questions.
3 (Developing) 37.5% of the students are Developing with 2 questions.
1 (Minimal) 12.5% of the students are doing Minimal with 1 question.

Except for Phys-251, for which the students slightly exceeded the 70% goal, and Phys-238 which met the goal, we are on the average of 20% below our goal for Phys-237 and Phys-101.

Spring 2018.

Phys-101:

42 students participated in the General Education Assessment questionnaire. 76.2% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.
3 (Mastery) 7.1% of the students Mastery the 4 questions.
14 (Proficient) 33.3% of the students Proficient with 3 questions.
15 (Developing) 35.7% of the students are Developing with 2 questions.
10 (Minimal) 23.8% of the students are doing Minimal with 1 question.



Phys-237:

28 students participated in the General Education Assessment questionnaire. 42.9% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

4 (Mastery) 14.3% of the students Mastery the 4 questions.

4 (Proficient) 14.3% of the students Proficient with 3 questions.

7 (Developing) 25% of the students are Developing with 2 questions.

13 (Minimal) 46.4% of the students are doing Minimal with 1 question.

Phys-238:

6 students participated in the General Education Assessment questionnaire. 50% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

2 (Mastery) 33.3% of the students Mastery the 4 questions.

1 (Proficient) 16.7% of the students Proficient with 3 questions.

1 (Developing) 16.7% of the students are Developing with 2 questions.

2 (Minimal) 33.3% of the students are doing Minimal with 1 question.

Phys-251:

25 students participated in the General Education Assessment questionnaire. 44% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

1 (Mastery) 4% of the students Mastery the 4 questions.

7 (Proficient) 28% of the students Proficient with 3 questions.

6 (Developing) 24% of the students are Developing with 2 questions.

11 (Minimal) 44% of the students are doing Minimal with 1 question.

Except for Phys-101, for which the students exceeded the 70% goal, we are on the average of 24% below our goal for Phys-237 & 238 and Phys-251.

General Findings: (1) Poor attendance is severely affecting student performance. (2) Students do not read the textbook or class lecture notes before class so they are coming unprepared to discuss new class material or doubts. (3) Students that do well in homework problems are not doing well on the same problems during the exam. (4) Most students exhibit a lack of studying skills. They rather take photos of what is written on the board, even when they have access to the professor's lecture notes, rather than take notes.



The course Phys-152 is being offered. Not a lot of interest yet from students. We hope to have some statistics soon about how well is the course preparing the students.
We are expecting that the GenEd course FS-102, Freshman Seminar, will help the students learn how to study.

Year 3 (2018-2019)

Fall 2018.

Phys-101:

76 students participated in the General Education Assessment questionnaire. 67.1% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

- 1 (Mastery) 1.32% of the students Mastery the 4 questions.
- 18 (Proficient) 23.7% of the students Proficient with 3 questions.
- 32 (Developing) 42.1% of the students are Developing with 2 questions.
- 25 (Minimal) 32.9% of the students are doing Minimal with 1 question.

Phys-237:

158 students participated in the General Education Assessment questionnaire. 74.7% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

- 28 (Mastery) 17.7% of the students Mastery the 4 questions.
- 53 (Proficient) 33.5% of the students Proficient with 3 questions.
- 38 (Developing) 24.1% of the students are Developing with 2 questions.
- 39 (Minimal) 24.7% of the students are doing Minimal with 1 question.

Phys-238:

79 students participated in the General Education Assessment questionnaire. 67.1% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

- 13 (Mastery) 16.5% of the students Mastery the 4 questions.
- 17 (Proficient) 21.5% of the students Proficient with 3 questions.
- 23 (Developing) 29.1% of the students are Developing with 2 questions.
- 26 (Minimal) 32.9% of the students are doing Minimal with 1 question.

Phys-251:

28 students participated in the General Education Assessment questionnaire. 75% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also



with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

4 (Mastery) 14.3% of the students Mastery the 4 questions.

7 (Proficient) 25% of the students Proficient with 3 questions.

10 (Developing) 35.7% of the students are Developing with 2 questions.

7 (Minimal) 25% of the students are doing Minimal with 1 question.

Except for Phys-237 and 251, for which the students exceeded the 70% goal, we are on the average of 3% below our goal for Phys-101 & 238.

Spring 2019.

Phys-101:

50 students participated in the General Education Assessment questionnaire. 66% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

4 (Mastery) 8% of the students Mastery the 4 questions.

15 (Proficient) 30% of the students Proficient with 3 questions.

14 (Developing) 28% of the students are Developing with 2 questions.

17 (Minimal) 34% of the students are doing Minimal with 1 question.

Phys-237:

110 students participated in the General Education Assessment questionnaire. 61% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

14 (Mastery) 13% of the students Mastery the 4 questions.

22 (Proficient) 20% of the students Proficient with 3 questions.

31 (Developing) 28% of the students are Developing with 2 questions.

43 (Minimal) 39% of the students are doing Minimal with 1 question.

Phys-238:

84 students participated in the General Education Assessment questionnaire. 65% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

17 (Mastery) 20% of the students Mastery the 4 questions.

15 (Proficient) 18% of the students Proficient with 3 questions.

23 (Developing) 27% of the students are Developing with 2 questions.

29 (Minimal) 35% of the students are doing Minimal with 1 question.



Phys-251:

25 students participated in the General Education Assessment questionnaire. 76% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

1 (Mastery) 4% of the students Mastery the 4 questions.

5 (Proficient) 18% of the students Proficient with 3 questions.

13 (Developing) 52% of the students are Developing with 2 questions.

6 (Minimal) 24% of the students are doing Minimal with 1 question.

Except for Phys-251, for which the students exceeded the 70% goal, we are on the average of 6% below our goal for Phys-237 & 238 and Phys-101.

General Findings: (1) Poor attendance is severely affecting student performance. (2) Students do not read the textbook or class lecture notes before class so they are coming unprepared to discuss new class material or doubts. (3) Students that do well in homework problems are not doing well on the same problems during the exam. Finding homework answers on the Internet instead of learning to work the problem. (4) Most students exhibit a lack of studying skills. They rather take photos of what is written on the board, even when they have access to the professor's lecture notes, rather than take notes.

The course Phys-152 is being offered. Not a lot of interest yet from students. No significant statistics are available yet.

We are expecting that the GenEd course FS-102, Freshman Seminar, will help the students learn how to study. No statistics on how this course is helping the students, yet.

We are exploring other textbook publishers with better software portals that can help motivate students to read the appropriate chapter sections before class, and to truly work the homework problems on their own.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

We are exploring other textbook publishers with better software portals that can help motivate students to read the appropriate chapter sections before class, come better prepared to class and to truly work the homework problems on their own.

We are planning to use some of the Laboratory time for class recitation to spend more time with students working on problem solving.



Please include a brief description of your assessment team and your area’s assessment review process.

The assessment team is composed of the faculty members teaching the 4 GenEd courses. The issues related to student performance were discussed and a selection of adequate problems was perform to make sure that the SLOs would be properly measured.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

4. Teamwork (TW)

Teamwork: Includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

SLO 4.1: Students will be ableti work effectively in teams toward achieving a common goal. Students will contribute to team meetings.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Data not available for 2013-2016 cycle. But it is important to mention that in 2013 our program joined the new Texas Physics Consortium (TPC) which saw a full overhaul of the Physics program including among other things course content and student learning outcomes.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

- Based on previous experience courses were organized into smaller sections to allow more discussion and better interaction between professor & student, tutorial sections were organized to addressed the students questions, doubts and practice problem solving techniques.
 - The Dept. adapted a new textbook series by Cengage Publishing that contains an Internet platform called WebAssign that not only serves to provide access to the homework but in addition it contains videos and tutorials to help the students grasp some of the more complicated topics. The homework problems provide hints and comments to guide the students so they can learn as they work.
 - Finally, Faculty is tracking attendance more seriously and working more problems in class to try to motivate students to attend class consistently.
- Over 90% of the student go to class the first week of classes and that number drops to 20-25% after the 12-day class. With poor attendance they can not perform well in the exams!

The goal established is to have 70% of the students perform better than 70% on the assessment questions. Four assessment questions covering multiple SLO were embedded on the mid-term and final exams.



Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Fall 2016.

Phys-101:

11 students participated in the General Education Assessment questionnaire. 91% of the students scored 70% or higher. The mathematical component of the course is minimal but students a number of deficiencies in very basic mathematical abilities with fractions, pos&neg numbers, exponential notation and performing simple substitutions.

2 (Mastery) 18.2% of the students Mastery the 4 questions.

5 (Proficient) 45.5% of the students Proficient with 3 questions.

1 (Developing) 9.1% of the students are Developing with 2 questions.

3 (Minimal) 23.7% of the students are doing Minimal with 1 question.

Phys-237:

78 students participated in the General Education Assessment questionnaire. 57.7% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

14 (Mastery) 17.9% of the students Mastery the 4 questions.

31 (Proficient) 39.7% of the students Proficient with 3 questions.

14 (Developing) 17.9% of the students are Developing with 2 questions.

19 (Minimal) 24.4% of the students are doing Minimal with 1 question.

Phys-238:

24 students participated in the General Education Assessment questionnaire. 41.6% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

4 (Mastery) 16.7% of the students Mastery the 4 questions.

4 (Proficient) 16.7% of the students Proficient with 3 questions.

7 (Developing) 29.2% of the students are Developing with 2 questions.

9 (Minimal) 37.5% of the students are doing Minimal with 1 question.

Phys-251:

17 students participated in the General Education Assessment questionnaire. 52.9% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not



strong enough.

5 (Mastery) 29.4% of the students Mastery the 4 questions.

3 (Proficient) 17.6% of the students Proficient with 3 questions.

1 (Developing) 5.9% of the students are Developing with 2 questions.

8 (Minimal) 47.1% of the students are doing Minimal with 1 question.

Except for Phys-101, for which the students exceeded the 70% goal, we are on the average of 19% below our goal for Phys-237 & 238 and Phys-251.

Spring 2017.

Phys-101:

NO DATA.

Phys-237:

35 students participated in the General Education Assessment questionnaire. 57.7% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

2 (Mastery) 5.7% of the students Mastery the 4 questions.

11 (Proficient) 31.4% of the students Proficient with 3 questions.

5 (Developing) 14.3% of the students are Developing with 2 questions.

17 (Minimal) 48.6% of the students are doing Minimal with 1 question.

Phys-238:

12 students participated in the General Education Assessment questionnaire. 25% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

2 (Mastery) 16.7% of the students Mastery the 4 questions.

1 (Proficient) 8.3% of the students Proficient with 3 questions.

3 (Developing) 25% of the students are Developing with 2 questions.

6 (Minimal) 50% of the students are doing Minimal with 1 question.

Phys-251:

13 students participated in the General Education Assessment questionnaire. 69.2% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

2 (Mastery) 15.4% of the students Mastery the 4 questions.



4 (Proficient) 30.8% of the students Proficient with 3 questions.
 6 (Developing) 44.2% of the students are Developing with 2 questions.
 1 (Minimal) 7.7% of the students are doing Minimal with 1 question.

Except for Phys-251, for which the students barely met the 70% goal, we are on the average of 29% below our goal for Phys-237 & 238.

General Findings: (1) Poor attendance is severely affecting student performance. (2) Students do not read the textbook or class lecture notes before class so they are coming unprepared to discuss new class material or doubts. (3) Students that do well in homework problems are not doing well on the same problems during the exam. (4) Most students exhibit a lack of studying skills. They rather take photos of what is written on the board, even when they have access to the professor's lecture notes, rather than take notes.

We are opening a course, Phys-152, to help prepare students in the areas of algebra, trigonometry, pre-calculus with applications in physics to help the students better prepare for the mathematical physics courses.

Year 2 (2017-2018)

Fall 2017.

Phys-101:

63 students participated in the General Education Assessment questionnaire. 60.3% of the students scored 70% or higher. The mathematical component of the course is minimal but students a number of deficiencies in very basic mathematical abilities with fractions, pos&neg numbers, exponential notation and performing simple substitutions.

2 (Mastery) 3.2% of the students Mastery the 4 questions.
 12 (Proficient) 26.7% of the students Proficient with 3 questions.
 3 (Developing) 4.8% of the students are Developing with 2 questions.
 21 (Minimal) 33.3% of the students are doing Minimal with 1 question.

Phys-237:

52 students participated in the General Education Assessment questionnaire. 40.4% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

8 (Mastery) 15.4% of the students Mastery the 4 questions.
 12 (Proficient) 23.1% of the students Proficient with 3 questions.
 19 (Developing) 36.5% of the students are Developing with 2 questions.
 14 (Minimal) 26.9% of the students are doing Minimal with 1 question.

Phys-238:

26 students participated in the General Education Assessment questionnaire. 69.2% of the



students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

0 (Mastery) 0% of the students Mastery the 4 questions.

5 (Proficient) 19.2% of the students Proficient with 3 questions.

13 (Developing) 50% of the students are Developing with 2 questions.

8 (Minimal) 30.8% of the students are doing Minimal with 1 question.

Phys-251:

8 students participated in the General Education Assessment questionnaire. 75% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

- 3 (Mastery) 37.5% of the students Mastery the 4 questions.
- 1 (Proficient) 12.5% of the students Proficient with 3 questions.
- 3 (Developing) 37.5% of the students are Developing with 2 questions.
- 1 (Minimal) 12.5% of the students are doing Minimal with 1 question.

Except for Phys-251, for which the students slightly exceeded the 70% goal, and Phys-238 which met the goal, we are on the average of 20% below our goal for Phys-237 and Phys-101.

Year 3 (2018-2019)

Fall 2018.

Phys-101:

76 students participated in the General Education Assessment questionnaire. 67.1% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

1 (Mastery) 1.32% of the students Mastery the 4 questions.

18 (Proficient) 23.7% of the students Proficient with 3 questions.

32 (Developing) 42.1% of the students are Developing with 2 questions.

25 (Minimal) 32.9% of the students are doing Minimal with 1 question.

Phys-237:

158 students participated in the General Education Assessment questionnaire. 74.7% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.



28 (Mastery) 17.7% of the students Mastery the 4 questions.
53 (Proficient) 33.5% of the students Proficient with 3 questions.
38 (Developing) 24.1% of the students are Developing with 2 questions.
39 (Minimal) 24.7% of the students are doing Minimal with 1 question.

Phys-238:

79 students participated in the General Education Assessment questionnaire. 67.1% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

13 (Mastery) 16.5% of the students Mastery the 4 questions.
17 (Proficient) 21.5% of the students Proficient with 3 questions.
23 (Developing) 29.1% of the students are Developing with 2 questions.
26 (Minimal) 32.9% of the students are doing Minimal with 1 question.

Phys-251:

28 students participated in the General Education Assessment questionnaire. 75% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

4 (Mastery) 14.3% of the students Mastery the 4 questions.
7 (Proficient) 25% of the students Proficient with 3 questions.
10 (Developing) 35.7% of the students are Developing with 2 questions.
7 (Minimal) 25% of the students are doing Minimal with 1 question.

Except for Phys-237 and 251, for which the students exceeded the 70% goal, we are on the average of 3% below our goal for Phys-101 & 238.

Spring 2019.

Phys-101:

50 students participated in the General Education Assessment questionnaire. 66% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

4 (Mastery) 8% of the students Mastery the 4 questions.
15 (Proficient) 30% of the students Proficient with 3 questions.
14 (Developing) 28% of the students are Developing with 2 questions.
17 (Minimal) 34% of the students are doing Minimal with 1 question.



Phys-237:

110 students participated in the General Education Assessment questionnaire. 61% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

14 (Mastery) 13% of the students Mastery the 4 questions.

22 (Proficient) 20% of the students Proficient with 3 questions.

31 (Developing) 28% of the students are Developing with 2 questions.

43 (Minimal) 39% of the students are doing Minimal with 1 question.

Phys-238:

84 students participated in the General Education Assessment questionnaire. 65% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry.

17 (Mastery) 20% of the students Mastery the 4 questions.

15 (Proficient) 18% of the students Proficient with 3 questions.

23 (Developing) 27% of the students are Developing with 2 questions.

29 (Minimal) 35% of the students are doing Minimal with 1 question.

Phys-251:

25 students participated in the General Education Assessment questionnaire. 76% of the students scored 70% or higher. Students exhibit a number of deficiencies in very basic mathematical abilities, like with fractions, pos&neg numbers, exponential notation, but also with basic algebra, like solving linear equations and trigonometry. Finally, Calculus skills are not strong enough.

1 (Mastery) 4% of the students Mastery the 4 questions.

5 (Proficient) 18% of the students Proficient with 3 questions.

13 (Developing) 52% of the students are Developing with 2 questions.

6 (Minimal) 24% of the students are doing Minimal with 1 question.

Except for Phys-251, for which the students exceeded the 70% goal, we are on the average of 6% below our goal for Phys-237 & 238 and Phys-101.

General Findings: (1) Poor attendance is severely affecting student performance. (2) Students do not read the textbook or class lecture notes before class so they are coming unprepared to discuss new class material or doubts. (3) Students that do well in homework problems are not doing well on the same problems during the exam. Finding homework answers on the Internet instead of learning to work the problem. (4) Most students exhibit a lack of studying skills. They rather take photos of what is written on the board, even when they have access to the professor's lecture notes, rather than take notes.



The course Phys-152 is being offered. Not a lot of interest yet from students. No significant statistics are available yet.

We are expecting that the GenEd course FS-102, Freshman Seminar, will help the students learn how to study. No statistics on how this course is helping the students, yet.

We are exploring other textbook publishers with better software portals that can help motivate students to read the appropriate chapter sections before class, and to truly work the homework problems on their own.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

We are exploring other textbook publishers with better software portals that can help motivate students to read the appropriate chapter sections before class, come better prepared to class and to truly work the homework problems on their own.

We are planning to use some of the Laboratory time for class recitation to spend more time with students working on problem solving.

Please include a brief description of your assessment team and your area's assessment review process.

The assessment team is composed of the faculty members teaching the 4 GenEd courses. The issues related to student performance were discussed and a selection of adequate problems was perform to make sure that the SLOs would be properly measured.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

5. Personal Responsibility (PR)

N/A.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.



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How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.

Year 2 (2017-2018)

Click here to enter text.

Year 3 (2018-2019)

Click here to enter text.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area’s assessment review process.

Click here to enter text.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective



6. Social Responsibility (SR)

N/A.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.

Year 2 (2017-2018)

Click here to enter text.

Year 3 (2018-2019)

Click here to enter text.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area's assessment review process.



Click here to enter text.



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Government/Political Science

General Education Mission:	The core curriculum is central to the intellectual mission of Texas Southern University. It is designed to equip students in each major field or concentration with a broad knowledge base and a set of college-level competencies to support lifelong learning and the attainment of their academic and career goals.
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General Education Foundational Component Area:	<input checked="" type="checkbox"/> Government/Political Science
--	--

General Education Core Objectives:	<input checked="" type="checkbox"/> Critical Thinking Skills <input checked="" type="checkbox"/> Communication Skills <input type="checkbox"/> Empirical and Quantitative Skills	<input type="checkbox"/> Teamwork <input checked="" type="checkbox"/> Personal Responsibility <input checked="" type="checkbox"/> Social Responsibility
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General Education Foundational Component Course(s):	<input checked="" type="checkbox"/> POLS 235 <input type="checkbox"/> POLS 236
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TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Government/Political Science

Goal 1

Provide students the opportunities to understand the origin and development of the U.S. Constitution, structure and powers of the national government, including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties, and civil rights.

(Note: You may add additional objective(s) by clicking inside the table below, then clicking this icon  that appears at the bottom right of the table below. Repeat this process for each Goal that requires an additional objective.)

Student Learning Outcome(SLO)/Expected Outcome 1.1	
Click here to enter text. 1.5 student will analyze or apply concepts, theories, events, formulas, or models relevant to the assignment and demonstrate understanding of significant implications.	
Metric 1.1	
Percentage of students who correctly answer questions that are aligned with the specific SLO. Specific questions are chosen from the final exam that addresses the SLO. During the fall semester five questions were used while for the Spring final exam, eight questions were used to address the SLO.	
Assessment Method 1.1	Assessment Responsibility 1.1
Final exam offered to all students in all POLS 235 classes both online and in person.	Political Science instructors, Mickey Leland Staff, Barbara Jordan Institute, Graduate and undergraduate assistants.

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Government/Political Science

Target 1.1	
Over 50% of students will identify 50% or more of the identified question correctly. In previous semesters, four questions were identified. Based on statistical reliability the number of questions were increased to 8. Eight represents an appropriate sample size.	
Findings 1.1	Target Outcome based on Findings 1.1
2016-2017 Findings	
No data available for 2016-2017	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2017-2018 Findings	
No data available for 2017-2018	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2018-2019 Findings	
During the Fall 2018 the Political Science department implemented statistical approaches to better understand the student achievements along the learning objectives. Five questions representing SLO 1.5 were chosen from the 100 question final. Success was measured based on students answering three or more of the five questions correct. The data seemed to indicate 66.9% of the students in Pols 235 scored 3 or better for the Fall 2018. While in 2019 spring 31.7% of the student scored a comparative 3 or better. Please note Spring 2019 used a statistically correct sample size.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
Discussion of Findings 1.1	
2016-2017 Discussion of Findings	

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education Government/Political Science

None available
2017-2018 Discussion of Findings
None available
2018-2019 Discussion of Findings
<p>The Fall semester 2018 the Political Science 235 had 20 classes and 13 classes in the spring both in person and online. The Department administered two required exams over the semester with one exam used as its measuring rod for the Student Learning Objectives. The initial approach was to access the accumulative results of all classes in line with the SLO. Additionally, the department invested in software and physical equipment to measure student performance on a variety of levels. The SLO's became the only true means of measurement. Initially, the goal was to achieve a score where 70% of the students scored 3 or better. That goal was not met. The actual results from the Fall 2018 showed that 66.9% of the students scored 3 or better.</p> <p>The given the implementation of the Student learning objective as outlined, the Political Science Department internal goal of 50% of the student scoring 3 or better was set. That goal was met with 66.95% of the student scoring 3 or better for SLO 1.5. Using the standard goal of 75% of the students scoring 3 or better was not met. During the Spring 2019 semester, the Political science Department employed a new statistical approach that met reliability standards by increasing the number of questions in each SLO to at least 8 measures. With that new approach the Spring semester saw a drop in the percent of students scoring 3 or better and was 31.75%. The semester by semester average indicated 49.30% of students scored 3 or better. That result almost met the internal target.</p> <p>Given the significant negative change in the percent of students scoring 3 or better, an analysis of the Spring semester was done using 5 variables for SLO 1.5. The change in the number of variables showed a slight increase in the number of students scoring 3 or better, from 66.9% to 68.3%. Although the internal target of 50% was met the institutional target of 75% of the students scoring 3 or bet was missed by just over 7%.</p> <p>From a reliability standpoint we hope to discuss the use of variables and the number needed for statistical reliability into the next assessment period. Given we currently use one measure overall, internal reliability is very important.</p>

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Government/Political Science

Action Plan /Use of Findings 1.1
2016-2017 Action Plan
No action plan
2017-2018 Action Plan
No action
2018-2019 Action Plan
Use better data analysis and approaches in order to provide the students the best opportunity to reach the desired goals of 75% scoring 3 or better. Add student helpers to classes with over 60 students as much as possible. Provide greater support systems to adjunct professors including access to office space, computers, and other digital resources. Provide training to professors and students in accessing and using Blackboard and the book publisher Cengage online resource Mind Tap. Changes that may have negatively affected overall outcomes included a change in the computing systems over the two semesters being measured. Provide more opportunities to adjunct professors to get access to resources and support. During the Fall semester a key Political Science operational unit was located adjacent the major spaces that Pols 235 lectures are undertaken. The locational adjustment provided an easy access to both professor and students to gain support.
Student Learning Outcome(SLO)/Expected Outcome 2.1

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Government/Political Science

2.1 students will demonstrate an understanding of appropriate context, genre, purpose, or audience for communication.	
Click here to enter text.	
Metric 1.2	
Click here to enter text. Percentage of students who correctly answer questions that are aligned with the specific SLO. During the Fall 2018 five questions were used to address the specific SLO, while in the Spring 2019 eight questions were chosen from the final exam that addressed the specific SLO.	
Assessment Method 1.2	Assessment Responsibility 1.2
Subset of question addressing the SLO taken from the final exam of POLS 235	Professors, Political Science Staff, Mikey Leland Center, Barbara Jordan Institute to implement analysis of results, Graduate assistants
Target 1.2	
50% of students will correctly address 50% of questions relating to the stated SLO. The goal of 75% is the institutional target goal but the internal goal is set at 50% based on the developmental stage of the approaches. Both targets will be addressed. If the target is met or not will refer to the 75% target goal.	
Findings 1.2	Target Outcome based on Findings 1.2

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2016-2019 Assessment Template-General Education Government/Political Science

2016-2017 Findings	
No data assessed	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2017-2018 Findings	
No data assessed	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2018-2019 Findings	
The institutional target of 75% of students meeting 3 or better was met in the Fall of 2018 but not in the Spring of 2019.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
Discussion of Findings 1.2	
2016-2017 Discussion of Findings	
Cannot address.	
2017-2018 Discussion of Findings	
Cannot address.	
2018-2019 Discussion of Findings	
<p>In respect to the number of students scoring 3 or better the required standard was 75%. That goal was not met. The given the implementation of the Student learning objective as outlined, the Political Science Department internal goal of 50% of the student scoring 3 or better was set. That goal was met with 63.4 of the student in scoring 3 or better for SLO 2.1 during the Fall 2018 semester. Using the improved analytics for the Spring of 2019 the outcome proved much lower, with only 23.3 of students scoring 3 or better on SLO 2.1. Subsequently the semester over semester target was not met institutionally or internally.</p>	



2016-2019 Assessment Template-General Education

Government/Political Science

<p>With that new approach the Spring semester saw a drop in the percent of students scoring 3 or better. The semester by semester average indicated 34.60% of the students scoring 3 or better. When the number of variables were reverted to match the lower number from the Fall of 2018 the Spring score increase to 38% of student scoring 3 or better. The internal target was met semester of semester with 30.70% of student scoring 3 or better when using 5 variables for the fall and the spring.</p>
Action Plan /Use of Findings 1.2
2016-2017 Action Plan
No action plan
2017-2018 Action Plan
No action plan
2018-2019 Action Plan
Use better data analysis and approaches in order to provide the students the best opportunity to reach the desired goals of 75% scoring 3 or better. Add student helpers to classes with over 60 students as much as possible. Provide greater support systems to adjunct professors including access to office space, computers, and other digital resources. Provide training to professors and students in accessing and using Blackboard and the book publisher Cengage online resource Mind Tap. Changes that may have negatively affected overall outcomes included a change in the computing systems over the two semesters being measured. Provide more opportunities to adjunct professors to get access to resources and support. During the Fall semester a key Political Science operational unit was located adjacent the major spaces that Pols 235 lectures

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Government/Political Science

are undertaken. The locational adjustment provided an easy access to both professor and students to gain support. From a curriculum level encourage professors to collaborate more and provide additional opportunities to measure student performance beyond the final exam.



2016-2019 Assessment Template-General Education Government/Political Science

Goal 2
Continue Goal One

5.6 student will consider how the context/settings informs the ethical issue(s)	
5.6 student will consider how the context/settings informs the ethical issue(s)	
Metric 2.1	
Percentage of students whom correctly address a group of questions that pertain to the measured SLO 5.6.	
Assessment Method 2.1	Assessment Responsibility 2.1
Final exam with one hundred questions and eight questions identified that measure SLO 5.6 for Spring 2019; while in Fall of 2018 five questions were used to measure the objective.	Political Science faculty, Mickey Leland Center Staff, Barbara Jordan Institute, Graduate Assistants,
Target 2.1	
75% of students will correctly address the Final Exam Question which corresponds to the SLO. Also the Political Science Department will use as a measure of positive growth if 50% of the students score 3 or better based on the questions selected. Based on the initial discussion on statistical reliability the number of question used for analysis was increased to 8.	
Findings 2.1	Target Outcome based on Findings 2.1
2016-2017 Findings	
No findings	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2017-2018 Findings	

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2016-2019 Assessment Template-General Education

Government/Political Science

No findings	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2018-2019 Findings	
The institutional target was met for the Fall 2018 but not for the Spring 2019. The internal target was met based on the mean score of both the Fall and Spring 2018-2019 semesters.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
Discussion of Findings 2.1	
2016-2017 Discussion of Findings	
No findings for discussion	
2017-2018 Discussion of Findings	
No findings for discussion	
2018-2019 Discussion of Findings	
<p>The SLO 5.6 analysis of the findings demonstrate that steps must be taken to provide greater opportunities for success based on the metrics used. As such, the assessment team increased the number of questions. The increased number of question pertaining to SLO 5.6 and the other SLO's constantly saw the targets not being met and in most instances the results were not as favorable in the Spring compared to the Fall. Even though it is statistically correct to increase the number of variables to 8 or even 12 an additional test was undertaken and reduced the number of variables in the Spring to match the number of variables in the Fall. That moved saw overall spring scores to look more like Fall scores. Knowing that the number of variables are statistically inadequate we will not use the increase performance measure as success. Instead we will implement other measures throughout the coming semesters to provide the students true opportunities to improve performance. The overall measures intended will be reported in later in this assessment.</p>	



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Government/Political Science

Action Plan /Use of Findings 2.1
2016-2017 Action Plan
No action plan
2017-2018 Action Plan
No action plan.
2018-2019 Action Plan
Provide students with more opportunities to participate in politically based lecture series. Also, encourage professors to implement quick starts in the classroom to address current and relevant events that address context and setting in the political arena. Provide support to professors with classes over 60. Provide training for both professor and student in utilizing the technological resources.
Student Learning Outcome(SLO)/Expected Outcome 6.1
Click here to enter text.6.1 Student will demonstrate knowledge of cultural worldview frameworks
Metric 2.2
Percentage of students whom correctly address subset of questions on POLS 235 Spring Final American Politics final exam.

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Government/Political Science

Assessment Method 2.2	Assessment Responsibility 2.2
<p>Click here to enter text. Final exam with one hundred questions and eight questions identified that measure SLO 6.1 for Spring 2019; while in Fall of 2018 five questions were used to measure the objective. Eight questions were used in the Spring of 2019. Additionally though further analysis was undertaken using the same number of questions for this objective. The reasoning for the adjustment was to see if the Spring result looked more like the Fall result.</p>	<p>Political Science faculty, Mickey Leland Center Staff, Barbara Jordan Institute, Graduate Assistants</p>
Target 2.2	
<p>75% of students will get a score of 3 or better. The score will be using a variety of measures. Due to the statistical adjustments the Political Science group is also using a measure of 50% of students scoring 3 or better; or proficiency or above based on the questions identified for SLO 6.1.</p>	
Findings 2.1	Target Outcome based on Findings 2.1
2016-2017 Findings	
<p>No findings available</p>	<p><input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)</p>
2017-2018 Findings	
<p>No findings available</p>	<p><input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)</p>
2018-2019 Findings	
<p>During the Fall of 2018 and the Spring of 2019, the Political Science Department administered two finals respectively. Each final had 100 questions. Within each final</p>	<p><input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)</p>

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

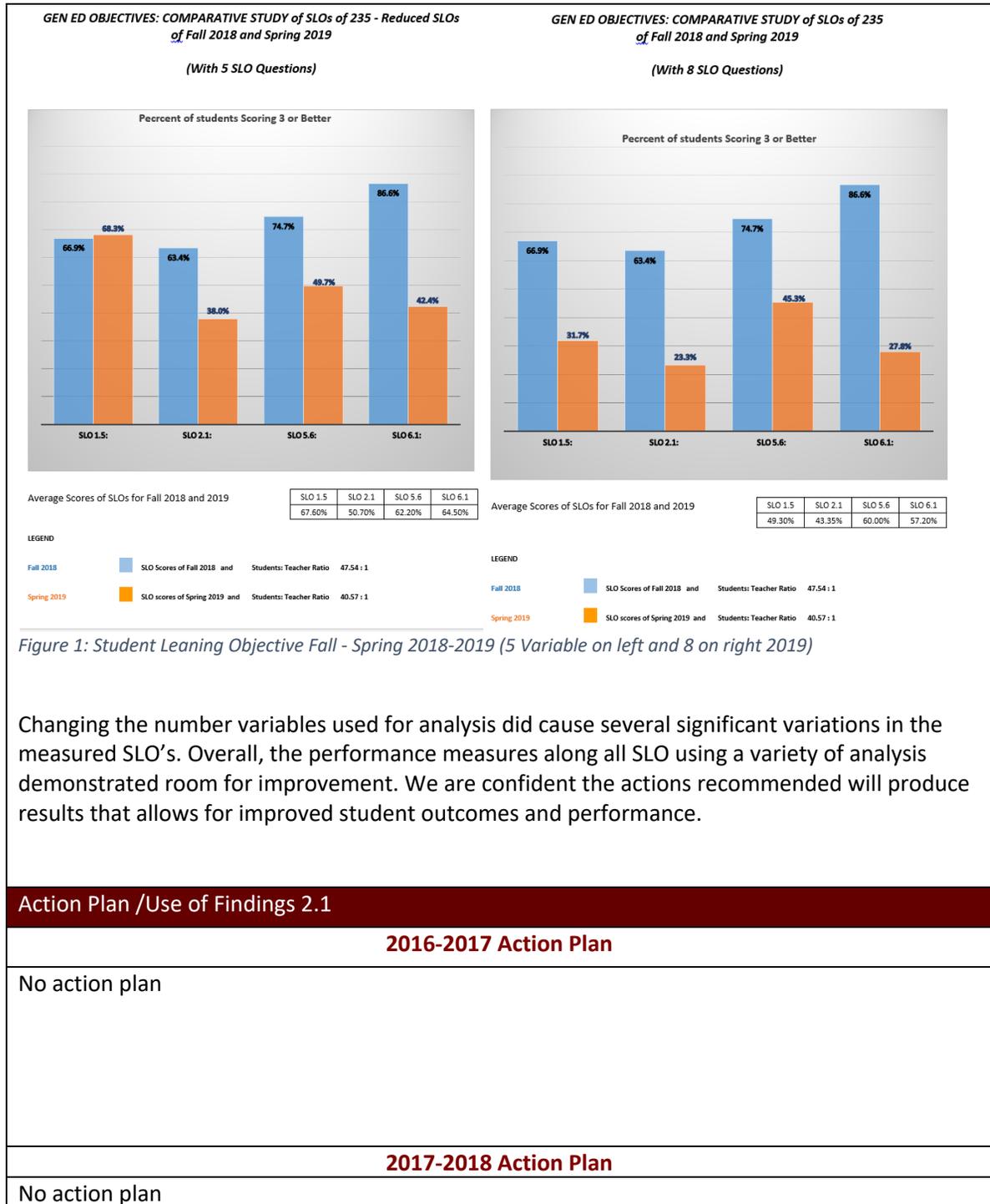
Government/Political Science

questions were identified to address the SLO 6.1. In Fall 2018 five questions were identified while in Spring 2019 eight questions were identified to measure the performance.	
Discussion of Findings 2.1	
2016-2017 Discussion of Findings	
No findings to discuss	
2017-2018 Discussion of Findings	
No findings to discuss	
2018-2019 Discussion of Findings	
<p>In this section we will look at the findings and provide an accumulative discussion of the metrics, methods of assessment, adjustments made to the instrument, and changes made in the measurements. Using the eight variables as previously discussed and for the reasoning of statistical sufficiency it is clear that the overall performance measures went down in every SLO between the Fall and the Spring analysis. In the fall 86.6% of students scored 3 or better in SLO 6.1. While in the Spring using the 8 variable analysis, 27.8% of students scored 3 or better. Which significantly distance from the internal goal of 50% and the institutional goal of 75% of student scoring 3 or better.</p> <p>In an attempt to respond to the significant difference between the Fall and the Spring we adjusted the variable count for the Spring to match the Fall. After running the same analysis for the class performance using the same variable count for the Spring as the Fall, the results indicated more of a balanced performance. Overall, Political Science 235 performance indicators show that SLO 5.6 and 6.1 met and exceeded the 75% students scoring 3 or better for the Fall of 2018. Four the Spring of 2019 the performance indicators demonstrated the students did not meet any of the performance measures using five or eight variables for analysis. Finally, using a mean score for the Fall over the Spring Semester 2018 – 2019 shows overall, 50% of the students scored 3 or better on each of the four SLO’s as follows: SLO 1.5 - 67.60%, SLO 2.1 - 50.70%, SLO 5.6 -62.20% and SLO 6.1 - 64.50%. Consequently the same analysis demonstrates that the 75% of students scoring 3 or better on each SLO was not met.</p>	



2016-2019 Assessment Template-General Education

Government/Political Science



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2016-2019 Assessment Template-General Education

Government/Political Science

2018-2019 Action Plan
<p>Given the emphasis towards meeting the students' needs as translated by measures of achievement based on the Student Learning Objectives, the Political Science Department is initiating several measures to improve performance of the students and provide greater opportunities for professor successes as measured by student learning objectives. This action plan is intended as the foundation for the next cycle of assessment 2019-2022. Observations of the operations required adjustments which begun in the Fall of 2018. The initial actions incorporated standardizing the testing space, the main measuring rod for the SLO the final exam. Providing student and faculty support prior to the final exam and during the testing time. Utilizing technology to measure the testing results and provide useful reports and data for professor's use. Involve more faculty in developing the final exam instrument. Provide two testing times for the final exam, one for Political Science 235 and a different time for Political Science 236. Provide testing locations and times at least two weeks prior to the final. The latter are structural adjustments that will improvement the testing environment and help remove external variables that can negatively impact the results.</p> <p>In respect to improving performance of students and providing greater opportunities the following depicts areas of interest that the Political Science Department will explore for the upcoming cycle and hope to plan and implement. In order to move forward the involvement and collaboration with more faculty at all levels, and that includes adjunct and visiting professors is crucial. Use all the available technology to involve participation including digital meetings. All the recommendations that follow are based on a collaborative effort. The following items are for future consideration:</p> <p>Pre-Test for POLS 235 and 236. Results will drive semester emphasis Post Test at Midterm (Key questions immersed into Midterm) Post Test at Final</p> <p>Provide short (less than 3 minutes how to videos for Faculty and students using and integrating the various technologies.</p> <p>A more focused Syllabus and unified that includes the Student Learning objectives as prescribed at the institutional level "common syllabus"</p>



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Government/Political Science

The Gen Ed will convene at minimum two group collaborative meetings each semester

Explore means to increase the number of students with a text book.

Promote teachers ability to deliver content such that students that do not have or cannot acquire a text book can still have a measure of success as measured by the assessment goals.

Explore means to reduce the negative impact of extra-large classes including recoding lectures, providing in class student helpers.

Reduce the time required to take roll by implement digital methods "roll call"

Add additional methods to measure student achievement of the Student Learning Objectives.

Integrate the SLO with the syllabus objectives.

Integrate technology use in the classroom beyond power point presentations. i.e. 'bring your own devise approaches'

Add writing component to final

Consider Reducing the number of Questions

Increase number of independent variable for each SLO to 8 as the minimum standard with a goal of 12.

Reduce exam frustration by scheduling POLS 235 at a different time than POLS 236

Implement Student Digital survey beyond course evaluation at least once a semester to monitor students outlook and sense of progress

Request the publisher to integrate the Student learning Objectives directly into the text book



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Government/Political Science

Provide alternative testing approaches for students with different learning styles. (i.e. Oral presentation - written essay, paper presentation - Graphic depictions Poster presentation)

Pre semester workshop for adjuncts

The above ideas are considerations discussed pre-semester with faculty and adjuncts. The overarching goal is to improve the student outcomes with a focus on using data and technology to do so.



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education
Government/Political Science

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Government/Political Science

General Education Mission:	The core curriculum is central to the intellectual mission of Texas Southern University. It is designed to equip students in each major field or concentration with a broad knowledge base and a set of college-level competencies to support lifelong learning and the attainment of their academic and career goals.
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General Education Foundational Component Area:	<input checked="" type="checkbox"/> Government/Political Science
--	--

General Education Core Objectives:	<input checked="" type="checkbox"/> Critical Thinking Skills <input checked="" type="checkbox"/> Communication Skills <input type="checkbox"/> Empirical and Quantitative Skills	<input type="checkbox"/> Teamwork <input checked="" type="checkbox"/> Personal Responsibility <input checked="" type="checkbox"/> Social Responsibility
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General Education Foundational Component Course(s):	<input type="checkbox"/> POLS 235 <input checked="" type="checkbox"/> POLS 236
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TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Government/Political Science

Goal 1

Provide students the opportunities to understand the origin and development of the Texas Constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation, the election process, public policy, and the political culture of Texas.

(Note: You may add additional objective(s) by clicking inside the table below, then clicking this icon  that appears at the bottom right of the table below. Repeat this process for each Goal that requires an additional objective.)

Student Learning Outcome(SLO)/Expected Outcome 1.1	
Click here to enter text. 1.5 student will analyze or apply concepts, theories, events, formulas, or models relevant to the assignment and demonstrate understanding of significant implications.	
Metric 1.1	
Percentage of students who correctly answer questions that are aligned with the specific SLO. Specific questions are chosen from the final exam that addresses the SLO. During the fall semester four questions were used while for the Spring final exam, eight questions were used to address the SLO.	
Assessment Method 1.1	Assessment Responsibility 1.1
Click here to enter text.Final exam offered to all students in all POLS 236 classes both online and in person.	Political Science faculty, BJMLSPA – staff group.
Target 1.1	

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Government/Political Science

<p>The internal goal is that 50%> of students will identify 50% or more of the identified question correctly. In fall 2018 four questions were used while for the Spring 2018 eight questions are planned. Based on statistical reliability the number of questions were increased to eight. The number of variables are an appropriate sample size when four dependent variables. Eight to twelve items are necessary to test for meeting the standards.</p>	
Findings 1.1	Target Outcome based on Findings 1.1
2016-2017 Findings	
No data available for 2016-2017	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2017-2018 Findings	
No data available for 2017-2018	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2018-2019 Findings	
<p>During the Fall 2018 the Political Science department implemented statistical approaches to better understand the student achievements along the learning objectives. Four questions representing SLO 1.5 were chosen from the 100 question final. Success was measured based on students answering 3 or more of the four questions correct. The data indicate 65.2% of the students in Pols 236 scored 3 or better for the Fall 2018. While in 2019 spring using eight items the score went down to 26.1% of the students scoring 3 or better. However, when using the same number of question for the spring as the fall the percent of students scoring 3 or better was 55.9%. Please note the use of 8 questions</p>	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Government/Political Science

are likely a more reliable measure of achievement.	
Discussion of Findings 1.1	
2016-2017 Discussion of Findings	
None available	
2017-2018 Discussion of Findings	
None available	
2018-2019 Discussion of Findings	
<p>The Fall semester 2018 the Political Science 236 had 12 classes in person and online and Spring semester had 16 classes in person and online. The Department administered two required exams over the semester with one exam used as its measuring rod for the Student Learning Objectives. The initial approach was to access the accumulative results of all classes in line with the SLO. Additionally, the department invested in software and Scantron equipment to measure varied performance measures using testing. The SLO's became the only true means of measurement. Initially, the goal was to achieve a 75% of students scoring 3 or better. That goal was not met. The mean score for POLS 236 Fall 2018 for SLO 1.5 65.2%. An internal goal of 50% of students scoring 3 or better was also set. Using the 4 questions from the fall final and the 8 questions for the spring semester final, resulted in 45.65% of student scoring 3 or better.</p> <p>If the same number of variables was used in the Spring as the fall the number of students scoring 3 or better increase to 55.9%. The change resulted in 60.55% of students scoring 3 or better for 2018-2019. The given the implementation of the Student learning objective as outlined, the Political Science Department internal goal of 50% of the student scoring 3 or better was met.</p>	
Action Plan /Use of Findings 1.1	



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education Government/Political Science

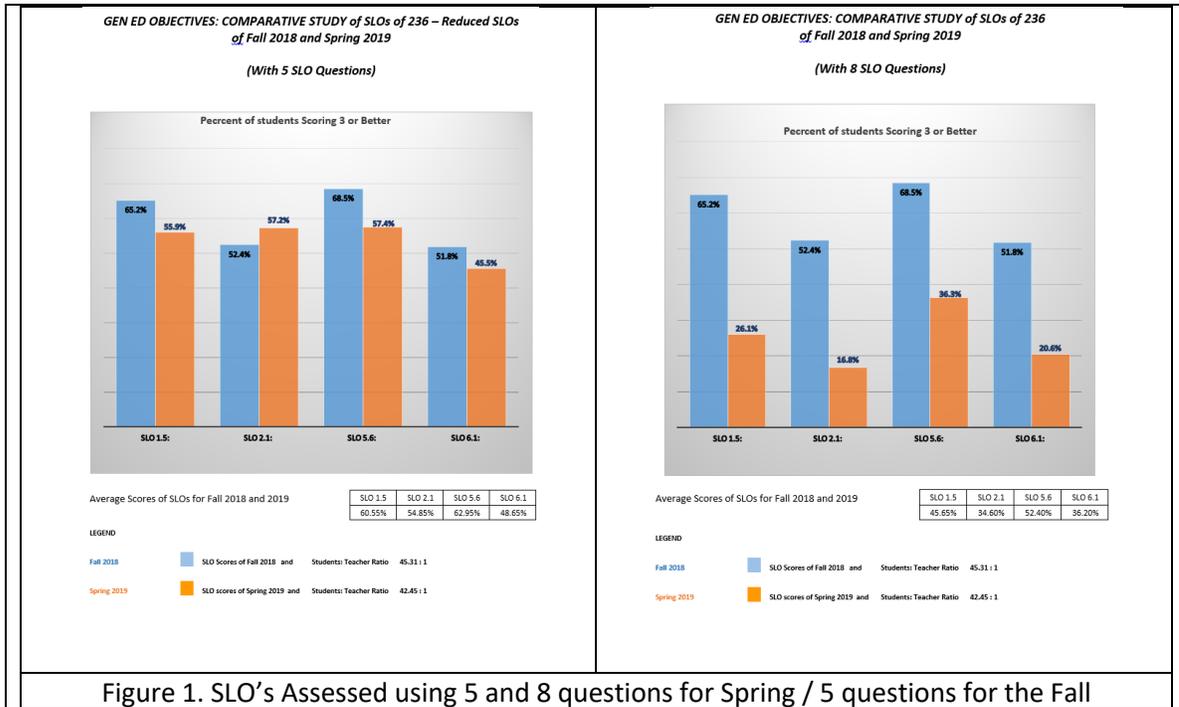
2016-2017 Action Plan
No action plan
2017-2018 Action Plan
No action
2018-2019 Action Plan
Use better data analysis and approaches in order to provide the students the best opportunity to reach the desired goals of 75% scoring 3 or better. Add student helpers to classes with over 60 students as much as possible. Provide greater support systems to adjunct professors including access to office space, computers, and other digital resources. Provide training to professors and students in accessing and using Blackboard and the book publisher Cengage online resource Mind Tap. Changes that may have negatively affected overall outcomes included a change in the computing systems over the two semesters being measured. Provide more opportunities to adjunct professors to get access to resources and support. Maintain an operations unit close to major classroom spaces used for Pols 236. The locational adjustment provides easy access to professor and students as a resource outlet.

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Government/Political Science



Student Learning Outcome(SLO)/Expected Outcome 2.1

2.1 students will demonstrate an understanding of appropriate context, genre, purpose, or audience for communication.

Click here to enter text.

Metric 1.2

Click here to enter text. Percentage of students who correctly answer questions that are aligned with the specific SLO.



2016-2019 Assessment Template-General Education

Government/Political Science

Assessment Method 1.2	Assessment Responsibility 1.2
Subset of question addressing the SLO taken from the final exam of POLS 236	Professors, Political Science Staff, Mikey Leland Center, Barbara Jordan Institute to implement analysis of results, Graduate assistants
Target 1.2	
50% of students will correctly address 50% of questions relating to the stated SLO. The goal of 75% is the institutional target goal but the internal goal is set at 50% based on the developmental stage of the approaches. Both targets will be addressed. If the target is met or not will refer to the 75% target goal.	
Findings 1.2	Target Outcome based on Findings 1.2
2016-2017 Findings	
No data assessed	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2017-2018 Findings	
No data assessed	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2018-2019 Findings	
The institutional target of 75% of students meeting 3 or better was not met fall 2018 or Spring of 2019.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education Government/Political Science

Discussion of Findings 1.2	
2016-2017 Discussion of Findings	
Cannot address.	
2017-2018 Discussion of Findings	
Cannot address.	
2018-2019 Discussion of Findings	
<p>In respect to the number of students scoring 3 or better the required standard was 75%. That goal was not met. The given the implementation of the Student learning objective as outlined, the Political Science Department internal goal of 50% of the student scoring 3 or better was set. That goal was met in the fall of 2018 with 52.49% of students scoring 3 or better. While in the spring 2019 and the use of 8 questions the percent of students scoring 3 or better dropped to 16.8% for SLO 2.1. Adjusting the spring analysis by using 5 questions instead of 8 resulted in 57.2% of students scoring 3 or better. Using the standard goal of 75% of the students scoring 3 or better was not met. The semester by semester average using five questions for each semester analysis showed that 5.85% of students scored 3 or better for SLO 2.1.</p>	
Action Plan /Use of Findings 1.2	
2016-2017 Action Plan	
No action plan	



2016-2019 Assessment Template-General Education

Government/Political Science

2017-2018 Action Plan
No action plan
2018-2019 Action Plan
Use better data analysis and approaches in order to provide the students the best opportunity to reach the desired goals of 75% scoring 3 or better. Add student helpers to classes with over 60 students as much as possible. Provide greater support systems to adjunct professors including access to office space, computers, and other digital resources. Provide training to professors and students in accessing and using Blackboard and the book publisher Cengage online resource Mind Tap. Changes that may have negatively affected overall outcomes included a change in the computing systems over the two semesters being measured. Provide more opportunities to adjunct professors to get access to resources and support. During the Fall semester a key Political Science operational unit was located adjacent the major spaces that Pols 236 lectures are undertaken. The locational adjustment provided an easy access to both professor and students to gain support. From a curriculum level encourage professors to collaborate more and provide additional opportunities to measure student performance beyond the final exam.



2016-2019 Assessment Template-General Education

Government/Political Science

Goal 2
Continue Goal One

5.6 student will consider how the context/settings informs the ethical issue(s)	
5.6 student will consider how the context/settings informs the ethical issue(s)	
Metric 2.1	
Percentage of students whom correctly address a group of questions that pertain to the measured SLO 5.6.	
Assessment Method 2.1	Assessment Responsibility 2.1
Final exam with one hundred questions. Specific questions were identified to measure SLO 5.6 for fall 2018 and Spring 2019; while in Fall of 2018 five questions were used to measure the objective, during the spring 8 questions were used.	Political Science faculty, Mickey Leland Center Staff, Barbara Jordan Institute, Graduate Assistants,
Target 2.1	
75% of students will correctly address the Final Exam Question which corresponds to the SLO. The Political Science Department used an internal measure of positive growth predicting that 50% of the students will score 3 or better based on the questions selected. Reflecting on the previous conversation of statistical reliability the number of question used for analysis was increased from 5 in the fall to 8 in the spring.	
Findings 2.1	Target Outcome based on Findings 2.1
2016-2017 Findings	
No findings	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education Government/Political Science

2017-2018 Findings	
No findings	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
2018-2019 Findings	
The institutional target was not met for the Fall 2018 nor for Spring 2019. The internal target of 50% scoring 3 or better was met when using five questions both for the Fall and the spring, 2018-2019 semesters.	<input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)
Discussion of Findings 2.1	
2016-2017 Discussion of Findings	
No findings for discussion	
2017-2018 Discussion of Findings	
No findings for discussion	
2018-2019 Discussion of Findings	
<p>The SLO 5.6 analysis of the findings demonstrate that steps must be taken to provide greater opportunities for success based on the metrics used. Initially it was hoped by increasing the questions to a statistically reliable amount would prove beneficial. The increased number of question pertaining to SLO 5.6 and the other SLO's constantly saw the targets not being met and in most instances the results were not as favorable in the Spring compared to the Fall. Even though it is statistically correct to increase the number of variables to 8 or even 12, an additional test was undertaken reducing the spring questions to match the fall questions. The change resulted in overall better scores and the number of students scoring 3 or better.</p>	



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education Government/Political Science

Action Plan /Use of Findings 2.1	
2016-2017 Action Plan	
No action plan	
2017-2018 Action Plan	
No action plan.	
2018-2019 Action Plan	
Provide students with more opportunities to participate in politically based lecture series. Also, encourage professors to implement quick starts in the classroom to address current and relevant events that address context and setting in the political arena. Provide support to professors with classes over 60. Provide training for both professor and student in utilizing the technological resources.	
Student Learning Outcome(SLO)/Expected Outcome 6.1	
Click here to enter text.6.1 Student will demonstrate knowledge of cultural worldview frameworks	
Metric 2.2	
Percentage of students whom correctly address subset of questions on POLS 236 Texas Politics final exam.	
Assessment Method 2.2	Assessment Responsibility 2.2

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education

Government/Political Science

<p>Click here to enter text. Final exam with one hundred questions and eight questions identified that measure SLO 6.1 for Spring 2019; while in Fall of 2018 five questions were used to measure the objective, eight questions were used in the Spring of 2019.</p>	<p>Political Science faculty, Mickey Leland Center Staff, Barbara Jordan Institute, Graduate Assistants</p>
Target 2.2	
<p>75% of students will get a score of 3 or better. The score will be using a variety of measures. Due to the statistical adjustments the Political Science group is also using a measure of 50% of students scoring 3 or better.</p>	
Findings 2.1	
Target Outcome based on Findings 2.1	
2016-2017 Findings	
<p>No findings available</p>	<p><input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)</p>
2017-2018 Findings	
<p>No findings available</p>	<p><input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)</p>
2018-2019 Findings	
<p>During the Fall of 2018 and the Spring of 2019, the Political Science Department administered two finals respectively. Each final had 100 questions.</p>	<p><input type="checkbox"/> Yes (Target Met) <input checked="" type="checkbox"/> No (Target Not Met)</p>
Discussion of Findings 2.1	
2016-2017 Discussion of Findings	
<p>No findings to discuss</p>	



2016-2019 Assessment Template-General Education Government/Political Science

2017-2018 Discussion of Findings
No findings to discuss
2018-2019 Discussion of Findings
<p>Using the eight variables to establish overall student achievement of the learning objectives resulted in very low performance measures. As such, the number of questions used for analysis was changed from 8 to 5 questions. The change produced results that looked more like the fall 2018 results. Just the same the overall results still did not meet either target 75% or 50% of students scoring 3 or better.</p> <p>The results did show the volatility of changing the number of questions used in the analysis of objective and target achievements. Using 8 questions for SLO 6.1 resulted in 20.6% of students scored 3 or better. When the number of question is changed to 5 the resulting performance measure is 45.5% scoring 3 or better. As an overall measure of performance of all objectives the figures below depicts scoring along all objectives while utilizing both 8 questions for the spring and 5 questions for the fall and 5 questions for the fall and 5 questions for the spring.</p> <p>In all cases it is clear with the Political Science Department general education classes have opportunities for positive growth. In the fall 51.8% of students scored 3 or better in SLO 6.1. While in the spring using the 8 variable analysis, 20.6% of students scored 3 or better.</p>
Action Plan /Use of Findings 2.1
2016-2017 Action Plan
Click here to enter text.
2017-2018 Action Plan
Click here to enter text.

Assessment Timeline: First year of cycle Fall 2016, **June 1st Annually** Findings & Action Plans due, **July 15th** Final Plan entered in to Xitracs in last year of cycle Summer 2019.



2016-2019 Assessment Template-General Education Government/Political Science

2018-2019 Action Plan
<p>Given the emphasis towards meeting the students' needs as translated by measures of achievement based on the Student Learning Objectives, the Political Science Department is initiating several measures to improve performance of the students and provide greater opportunities for professor successes as measured by student learning objectives. This action plan is intended as the foundation for the next cycle of assessment 2019-2022. Observations of the operations required adjustments which begun in the Fall of 2018. The initial actions incorporated standardizing the testing space, the main measuring rod for the SLO the final exam. Providing student and faculty support prior to the final exam and during the testing time. Utilizing technology to measure the testing results and provide useful reports and data for professor's use. Involve more faculty in developing the final exam instrument. Provide two testing times for the final exam, one for Political Science 235 and a different time for Political Science 236. Provide testing locations and times at least two weeks prior to the final. The latter are structural adjustments that will improvement the testing environment and help remove external variables that can negatively impact the results.</p> <p>In respect to improving performance of students and providing greater opportunities the following depicts areas of interest that the Political Science Department will explore for the upcoming cycle and hope to plan and implement. In order to move forward the involvement and collaboration with more faculty at all levels, and that includes adjunct and visiting professors is crucial. Use all the available technology to involve participation including digital meetings. All the recommendations that follow are based on a collaborative effort. The following items are for future consideration:</p> <p>Pre-Test for POLS 235 and 236. Results will drive semester emphasis Post Test at Midterm (Key questions immersed into Midterm) Post Test at Final</p> <p>Provide short (less than 3 minutes how to videos for Faculty and students using and integrating the various technologies.</p> <p>A more focused Syllabus and unified that includes the Student Learning objectives as prescribed at the institutional level "common syllabus"</p>



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Government/Political Science

The Gen Ed will convene at minimum two group collaborative meetings each semester

Explore means to increase the number of students with a text book.

Promote teachers ability to deliver content such that students that do not have or cannot acquire a text book can still have a measure of success as measured by the assessment goals.

Explore means to reduce the negative impact of extra-large classes including recoding lectures, providing in class student helpers.

Reduce the time required to take roll by implement digital methods "roll call"

Add additional methods to measure student achievement of the Student Learning Objectives.

Integrate the SLO with the syllabus objectives.

Integrate technology use in the classroom beyond power point presentations. i.e. 'bring your own devise approaches'

Add writing component to final

Consider Reducing the number of Questions

Increase number of independent variable for each SLO to 8 as the minimum standard with a goal of 12.

Reduce exam frustration by scheduling POLS 235 at a different time than POLS 236

Implement Student Digital survey beyond course evaluation at least once a semester to monitor students outlook and sense of progress

Request the publisher to integrate the Student learning Objectives directly into the text book



TEXAS SOUTHERN UNIVERSITY

2016-2019 Assessment Template-General Education

Government/Political Science

Provide alternative testing approaches for students with different learning styles. (i.e. Oral presentation - written essay, paper presentation - Graphic depictions Poster presentation)

Pre semester workshop for adjuncts

The above ideas are considerations discussed pre-semester with faculty and adjuncts. The overarching goal is to improve the student outcomes with a focus on using data and technology to do so.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	General Education
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input checked="" type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

Critical Thinking Skills:

PSY 131 – Students will select and use information to investigate a point of view or conclusion.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

No assessment data was available prior to Spring 2017. The 2013-2016 assessment period involved extensive discussions related to appropriate student learning outcomes that could be used to assess critical thinking.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

No assessment data was available prior to Spring 2017. Therefore, the assessment period 2016-2017 was used as a benchmark for this assessment period.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Three different SLOs were used to assess critical thinking in this course. Seventy percent or higher of all students enrolled performed satisfactorily on two of the three SLOs. Only minor modifications were made to the assessment items for the upcoming assessment cycle.

Year 2 (2017-2018)

Three different SLOs were used to assess critical thinking in this course. Seventy percent or more of students performed satisfactorily on all three SLOs. Following year two, adjustments were made in the SLOs assessed and metrics used for assessment. Instead of using multiple SLOs for each core objective only one SLO was used.

Year 3 (2018-2019)

PSY 131 assessments were conducted in the Fall and Spring. Seventy percent of all students enrolled performed satisfactorily in both the Fall and Spring.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

For the upcoming cycle the department will review the metrics used to assess critical thinking. Adjustments will be made to further refine the overall assessment instrument.

Please include a brief description of your assessment team and your area's assessment review process.

The assessment team includes the Department Chair and the instructors of record of the core courses. At the end of each year data are compiled and analyzed. Decisions are then made regarding changes and modifications to the assessment process.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective



2. Communication Skills(COM)

Communication Skills:

PSY 131 – Students will demonstrate an understanding of appropriate context, genre, purpose, or audience for communication.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

No assessment data was available prior to Spring 2017. The 2013-2016 assessment period involved extensive discussions related to appropriate student learning outcomes that could be used to assess communication skills.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

No assessment data was available prior to Spring 2017. Therefore, the assessment period 2016-2017 was used as a benchmark for this assessment period.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Two different SLOs were used to assess communication skills in this course. Seventy percent or more of students performed satisfactorily on one of the two SLOs. Modifications were made to the assessment items for the upcoming assessment cycle.

Year 2 (2017-2018)

Two different SLOs were used to assess communication skills in this course. Results for year two were similar to year one. Seventy percent of students performed satisfactorily on one of the two SLOs. Following year two, adjustments were made in the SLOs assessed and metrics used for assessment. Instead of using multiple SLOs for each core objective only one SLO was used.

Year 3 (2018-2019)

Assessments were conducted in the Fall and Spring. The 70 percent target was not met in either the fall or spring. The department has begun to re-assess the metrics used to address this area.



What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

For the upcoming cycle the department will review the metrics used to assess communication skills. Adjustments will be made to further refine the overall assessment instrument.

Please include a brief description of your assessment team and your area’s assessment review process.

The assessment team includes the Department Chair and the instructors of record of the core courses. At the end of each year data are compiled and analyzed. Decisions are then made regarding changes and modifications to the assessment process.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

3. Empirical and Quantitative Skills (EQS)

Empirical and Quantitative Skills:

PSY 131 – Students will make judgements and draw appropriate conclusions based on the quantitative analysis of data and results.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

No assessment data was available prior to Spring 2017. The 2013-2016 assessment period involved extensive discussions related to appropriate student learning outcomes that could be used to assess empirical and quantitative skills.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?



No assessment data was available prior to Spring 2017. Therefore, the assessment period 2016-2017 was used as a benchmark for this assessment period.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Two different SLOs were used to assess empirical and quantitative skills in this course. Seventy percent or more of students performed satisfactorily on both SLOs. Minor modifications were made to the assessment items for the upcoming assessment cycle.

Year 2 (2017-2018)

Two different SLOs were used to assess empirical and quantitative skills in this course. Results for year two decreased dramatically. The target was not met for either SLO during this assessment period. Following year two, adjustments were made in the SLOs assessed and metrics used for assessment. Instead of using multiple SLOs for each core objective only one SLO was used.

Year 3 (2018-2019)

Assessments were conducted in the Fall and Spring. Results failed to improve from the previous year where the 70 percent target was not met in either the fall or spring. The department has begun to re-assess the metrics used to address this area.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

For the upcoming cycle the department will review the metrics used to assess empirical and quantitative skills. Adjustments will be made to further refine the overall assessment instrument.

Please include a brief description of your assessment team and your area's assessment review process.



The assessment team includes the Department Chair and the instructors of record of the core courses. At the end of each year data are compiled and analyzed. Decisions are then made regarding changes and modifications to the assessment process.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

4. Teamwork (TW)

NA

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.

Year 2 (2017-2018)

Click here to enter text.

Year 3 (2018-2019)

Click here to enter text.



What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area’s assessment review process.

Click here to enter text.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

5. Personal Responsibility (PR)

NA

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.

Year 2 (2017-2018)

Click here to enter text.



Year 3 (2018-2019)

Click here to enter text.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area’s assessment review process.

Click here to enter text.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

6. Social Responsibility (SR)

Social Responsibility:

PSY 131 – Students will be able to evaluate his/her civic identity and commitment to action.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

No assessment data was available prior to Spring 2017. The 2013-2016 assessment period involved extensive discussions related to appropriate student learning outcomes that could be used to assess social responsibility.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?



No assessment data was available prior to Spring 2017. Therefore, the assessment period 2016-2017 was used as a benchmark for this assessment period.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Two different SLOs were used to assess social responsibility in this course. Seventy percent or more of students performed satisfactorily on both SLOs. Minor modifications were made to the assessment items for the upcoming assessment cycle.

Year 2 (2017-2018)

Two different SLOs were used to assess social responsibility in this course. Results for year two were similar to year one, 70 percent or more of students performed satisfactorily on both SLOs. Following year two, adjustments were made in the SLOs assessed and metrics used for assessment. Instead of using multiple SLOs for each core objective only one SLO was used

Year 3 (2018-2019)

Assessments were conducted in the Fall and Spring. Results decreased dramatically from the previous year. The expected target was not met in either the Fall or the Spring. The department has begun to re-assess the metrics used to address this area.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

For the upcoming cycle the department will review the metrics used to assess social responsibility. Adjustments will be made to further refine the overall assessment instrument.

Please include a brief description of your assessment team and your area's assessment review process.

The assessment team includes the Department Chair and the instructors of record of the core courses. At the end of each year data are compiled and analyzed. Decisions are then made regarding changes and modifications to the assessment process.





TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	General Education
Academic Program Level	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

- 1.1 Consider critically and state an issue/problem delivering relevant information
- 1.2 Select and use information to investigate a point of view or conclusion

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Overall improvements noted from the 2013-2016 assessment cycle findings included the department implementing signature assignments which focus on critical thinking, researching, problem solving and presentation.
The Core assignment was also moved to earlier in the semester to ensure more student participation.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

100 % of students were assessed in critical thinking. The signature assignments used to assess critical thinking included research techniques which began with learning how to navigate the library resources.



Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Findings-during the 2016-2017 school year, the School of Communication assessed less than 40% of SC 135 and SC 136 classes. There was no signature assignment and no continuity of assessment practices. From the sample that was assessed, the SLO critical thinking, was not measured. Class sizes were 90 to 100 students per section.

Actions- Reduce the class sizes to no more than 35 students per section and to implement a signature assignment for all classes. Identify and assess the student learning outcomes.

Year 2 (2017-2018)

Findings-during the 2017-2018 school year, the School of Communication assessed less than 25% of SC 135 and SC 136 classes. From the sample size of 239 students that were assessed, only 2 students scored a 3 or higher in critical thinking.

Actions-Reduce the class size to no more than 35 students per sections and to implement a signature assignment for all classes. Identify and assess the student learning outcomes.

Year 3 (2018-2019)

Findings-during the Fall 2018, the signature assignment was implemented. Faculty was trained to utilize the signature assignment, blackboard, and the learning management system (LMS) that accompanied the textbook in a semester.

Actions-during the 2018-2019 school year, the School of Communication assessed and will assess 100% of students taking SC 135 and SC 136 courses. A signature assignment was implemented. Class sizes were reduced to no more than 35 students per section. Syllabi and blackboard continuity increased. Training for more efficiency is in progress for the upcoming semester. In reviewing Fall of 2018 data, over half of students in 80% of sections scored 3 or higher in the SLO critical thinking.

[Click here to enter text.](#)

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

The speech department is now restructuring the speech degree program. We are in the process of creating a program that more closely defines for the student how a degree in communication from Texas Southern University can properly equip them for their future. Our team has begun the restructuring process-course descriptions, etc.



Please include a brief description of your assessment team and your area’s assessment review process.

The 2016-2017 assessment team consisted of Dr. Zantel Nichols. The aggregation of data was based on non-standardized assessment practices with a small sampling size of students assessed.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

2. Communication Skills (COM)

2.3 Organize the body of work using organization or a pattern appropriate to the discipline

2.4 Appropriately incorporate supporting materials

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Overall improvements noted from the 2013-2016 assessment cycle findings included: the signature assignment implemented, students developed a persuasive presentation with supporting materials from relevant authorities. Students attended database and library training in preparation for appropriate use of sources. Reduce the class sizes

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

100% of students used a signature assessment. The students developed a persuasive presentation utilizing supporting materials. The students practiced and then presented and were provided feedback from instructors and peers ensuring that the objectives were clearly understood in advance of the assignment.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Findings-during the 2016-2017 school year, the School of Communication assessed less than 40% of SC 135 and SC 136 classes. There was no signature assignment and no continuity of assessment practices. From the sample that was assessed, the SLO communication, was measured. Of the sample size, 70% students presented and utilized supporting materials at the developing level.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Actions- Reduce the class sizes to no more than 35 students per section and to implement a signature assignment for all classes. Identify and assess the student learning outcomes.

Year 2 (2017-2018)

Findings-during the 2017-2018 school year, the School of Communication assessed less than 25% of SC 135 and SC 136 classes. From the sample size of 239 students that were assessed, 169 students scored a 3 or higher in meeting the SLO communication.

Actions-Reduce the class size to no more than 35 students per sections and to implement a signature assignment for all classes. Identify and assess the student learning outcomes.

Year 3 (2018-2019)

Findings-during the Fall 2018, the signature assignment was implemented. Faculty was trained to utilize the signature assignment, blackboard, and the learning management system (LMS) that accompanied the textbook in a semester.

Actions-during the 2018-2019 school year, the School of Communication assessed and will assess 100% of students taking SC 135 and SC 136 courses. A signature assignment was implemented. Class sizes were reduced to no more than 35 students per section. Syllabi and blackboard continuity increased. Training for more efficiency is in progress for the upcoming semester. In reviewing Fall of 2018 data, over half of students in 80% of sections scored 3 or higher in the SLO communication

[Click here to enter text.](#)

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

The department is making a deliberate effort to attract more students to the possibilities of what a career in communication looks like. Currently, the School of Communication has scheduled invitations with local high schools to recruit students into the discipline.

Please include a brief description of your assessment team and your area's assessment review process.

The 2017-2018 assessment team consisted of Dr. Zantel Nichols. The aggregation of data was based on non-standardized assessment practices with a small sampling size of students assessed.



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Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

<p>3. Empirical and Quantitative Skills (EQS)</p> <p>Click here to enter text.</p>

<p>What overall improvements did you note from the 2013-2016 assessment cycle findings?</p> <p>Click here to enter text.</p>

<p>How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?</p> <p>Click here to enter text.</p>

<p>Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.</p>
Year 1 (2016-2017)
Click here to enter text.
Year 2 (2017-2018)
Click here to enter text.
Year 3 (2018-2019)
Click here to enter text.

<p>What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in</p>



technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area’s assessment review process.

Click here to enter text.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

4. Teamwork (TW)

4.4 Foster a constructive team climate

4.7 Explain the benefits of working with a diverse group

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Overall improvements from the 2013-2106 assessment cycle findings included the written component to meet the teamwork student learning outcome. 100% as compared to a sampling of students were assessed on the student learning outcome (SLO) teamwork.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Overall findings and action plans incorporated into 2016-2019 included an increased written student reflection of processes used in team settings and students reflecting about their experiences working in a diverse group.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Findings-During the 2016-2017 school year, the School of Communication assessed less than 40% of SC 135 and SC 136 classes. From the sample that was assessed, the SLO teamwork was not measured. Class sizes consisted of 90-100 students.

Actions-Reduce the class size. Implement a signature assignment. Train faculty in using blackboard and the LMS system proficiently. Assess 100% of students.



Year 2 (2017-2018)
<p>Click here to enter text.</p> <p>Findings-during the 2017-2018 school year, the School of Communication assessed less than 25% of SC 135 and SC 136 classes. From the sample of 239 students, 4 were assessed at 3 or higher in teamwork.</p> <p>Actions-Reduce the class size to no more than 35 students per sections and to implement a signature assignment for all classes. Identify and assess the student learning outcomes.</p>
Year 3 (2018-2019)
<p>Findings-during the Fall 2018, the signature assignment was implemented. Faculty was trained to utilize the signature assignment, blackboard, and the learning management system (LMS) that accompanied the textbook in a semester.</p> <p>Actions-during the 2018-2019 school year, the School of Communication assessed and will assess 100% of students taking SC 135 and SC 136 courses. A signature assignment was implemented. Class sizes were reduced to no more than 35 students per section. Syllabi and blackboard continuity increased. Training for more efficiency is in progress for the upcoming semester. In reviewing Fall of 2018 data, over half of students in 80% of sections scored 3 or higher in the SLO teamwork. A group and individual assessment of teamwork is a component of the signature assignment.</p>
<p>What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.</p>
<p>The speech department has standardized the syllabi, signature assignments, and coordinated scheduled meetings within the department. The department has procured regular adjunct faculty who are familiar with the program. The department will incorporate within the curriculum a research component to strengthen our student’s capacity to research, write, and present.</p>
<p>Please include a brief description of your assessment team and your area’s assessment review process.</p>
<p>The 2018-2019 assessment team consists of Dr. Zantel Nichols and Dr. Gail Hall. A signature assignment, syllabi, rubric, systematic trainings and faculty meetings have all been implemented</p>



on a consistent basis. All students are assessed each semester increasing the reliability of the assessment rubric.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

5. Personal Responsibility (PR)

Click here to enter text.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.

Year 2 (2017-2018)

Click here to enter text.

Year 3 (2018-2019)

Click here to enter text.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in



technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area’s assessment review process.

Click here to enter text.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

6. Social Responsibility (SR)

Click here to enter text.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.

Year 2 (2017-2018)

Click here to enter text.

Year 3 (2018-2019)

Click here to enter text.



What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

[Click here to enter text.](#)

Please include a brief description of your assessment team and your area's assessment review process.

[Click here to enter text.](#)



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Academic Program Name	General Education
Academic Program Level	<input type="checkbox"/> Communication <input type="checkbox"/> Mathematics <input type="checkbox"/> Life and Physical Sciences <input type="checkbox"/> Language, Philosophy & Culture <input type="checkbox"/> Creative Arts <input type="checkbox"/> American History <input type="checkbox"/> Gov't/Political Science <input checked="" type="checkbox"/> Social and behavioral Sciences <input type="checkbox"/> Component Area Option

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective

1. Critical Thinking Skills (CT)

Critical Thinking Skills:

SOC 157; SOC 158; SOC 238 – Students will draw conclusions logically and make informed evaluations.

SOC 221 – Students will analyze or apply concepts, theories, events, formulas, or models relevant to the assignment and demonstrate understanding of significant implications.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

No assessment data was available prior to Spring 2017. The 2013-2016 assessment period involved extensive discussions related to appropriate student learning outcomes that could be used to assess critical thinking.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

No assessment data was available prior to Spring 2017. Therefore, the assessment period 2016-2017 was used as a benchmark for this assessment period.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.



Year 1 (2016-2017)

Assessments were conducted in SOC 157 and 158 in Spring 2017. Three different SLOs were used to assess critical thinking in these courses. Seventy percent or higher of all students enrolled in SOC 157 performed satisfactorily on all three SLOs. Seventy percent or higher of all students enrolled in SOC 158 performed satisfactorily on two of the three SLOs. Only minor modifications were made to the assessment items in SOC 157 and 158; however, efforts were made to incorporate similar assessments into SOC 221 and SOC 238 for the upcoming assessment cycle.

Year 2 (2017-2018)

Assessments were conducted in SOC 157, 158, 221, and 238 in Spring 2018. Three different SLOs were used to assess critical thinking in these courses. Results for year two for SOC 157 and 158 were similar to year one where 70 percent or more of students in SOC 157 performed satisfactorily on all three SLOs and 70 percent or more in SOC 158 performed satisfactorily on two of the three SLOs. Results for SOC 221 and 238 revealed that on two of the three SLOs assessed, 70 percent or more performed satisfactorily. Following year two, adjustments were made in the SLOs assessed and metrics used for assessment. Instead of using multiple SLOs for each core objective only one SLO was used.

Year 3 (2018-2019)

Assessments were conducted in the Fall and Spring for SOC 157, 158, and 221. Assessments were conducted only in the Fall for SOC 238. Seventy percent of students performed satisfactorily in SOC 157 in Fall 2018, but less than 70 percent did so in SOC 158, 221, and 238. Adjustments were made to the assessment instrument for the Spring semester. Results improved only for SOC 221 where 70 percent now performed satisfactorily.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

For the upcoming cycle the department will further standardize the assessment instruments used in the various courses. Specifically, SOC 221 and 238 will use the same SLO and will be assessed in a manner similar to the methods used in SOC 157 and 158.

Please include a brief description of your assessment team and your area's assessment review process.



The assessment team includes the Department Chair and the instructors of record of the core courses. At the end of each year data are compiled and analyzed. Decisions are then made regarding changes and modifications to the assessment process.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

2. Communication Skills(COM)

Communication Skills:
SOC 157; SOC 158; SOC 238 – Students will provide a clear central message, thesis statement, or argument.
SOC 221 – Students will demonstrate an understanding of appropriate context, genre, purpose, or audience for communication.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

No assessment data was available prior to Spring 2017. The 2013-2016 assessment period involved extensive discussions related to appropriate student learning outcomes that could be used to assess communication skills.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

No assessment data was available prior to Spring 2017. Therefore, the assessment period 2016-2017 was used as a benchmark for this assessment period.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Assessments were conducted in SOC 157 and 158 in Spring 2017. Two different SLOs were used to assess communication skills in these courses. Less than 70 percent of students enrolled in SOC 157 and SOC 158 performed satisfactorily on both SLOs. Modifications were made to the assessment items in SOC 157 and 158 and assessments were incorporated into SOC 221 and SOC 238 for the upcoming assessment cycle.



Year 2 (2017-2018)
Assessments were conducted in SOC 157, 158, 221, and 238 in Spring 2018. Two different SLOs were used to assess communication skills in these courses. Results for year two for SOC 157 and 158 improved from year one but did not meet the target 70 percent. Results for SOC 221 and 238 were much better. Seventy percent of students performed satisfactorily on one of the two SLOs in SOC 221 and 70 percent performed satisfactorily on both SLOs for SOC 238. Following year two, adjustments were made in the SLOs assessed and metrics used for assessment. Instead of using multiple SLOs for each core objective only one SLO was used.
Year 3 (2018-2019)
Assessments were conducted in the Fall and Spring for SOC 157, 158, and 221. Assessments were conducted only in the Fall for SOC 238. Seventy percent of students performed satisfactorily in SOC 157 and 158 in both Fall 2018 and Spring 2019. Also, 70 percent of students performed satisfactorily in SOC 238 in Fall 2018. However, results for SOC 221 decreased substantially in Fall 2018 (26 percent), but increased to 69 percent in Spring 2019.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

For the upcoming cycle the department will further standardize the assessment instruments used in the various courses. Specifically, SOC 221 and 238 will use the same SLO and will be assessed in a manner similar to the methods used in SOC 157 and 158.

Please include a brief description of your assessment team and your area’s assessment review process.

The assessment team includes the Department Chair and the instructors of record of the core courses. At the end of each year data are compiled and analyzed. Decisions are then made regarding changes and modifications to the assessment process.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective



3. Empirical and Quantitative Skills (EQS)

Empirical and Quantitative Skills:

SOC 157; SOC 158 – Students will explain information presented in mathematical/numerical forms (e.g., equations, graphs, diagrams, tables, words).

SOC 221 – Students will make judgements and draw appropriate conclusions based on the quantitative analysis of data and results.

SOC 238 – Students will convert relevant information into an appropriate mathematical/numerical form (e.g., equations, graphs, diagrams, tables, words).

What overall improvements did you note from the 2013-2016 assessment cycle findings?

No assessment data was available prior to Spring 2017. The 2013-2016 assessment period involved extensive discussions related to appropriate student learning outcomes that could be used to assess empirical and quantitative skills.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

No assessment data was available prior to Spring 2017. Therefore, the assessment period 2016-2017 was used as a benchmark for this assessment period.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Assessments were conducted in SOC 157 and 158 in Spring 2017. Two different SLOs were used to assess empirical and quantitative skills in these courses. Seventy percent or more of all students enrolled in SOC 157 performed satisfactorily on both SLOs. Seventy percent or more of all students enrolled in SOC 158 performed satisfactorily on one of the two SLOs. Modifications were made to the assessment items in SOC 157 and 158 and assessments were incorporated into SOC 221 and SOC 238 for the upcoming assessment cycle.

Year 2 (2017-2018)

Assessments were conducted in SOC 157, 158, 221, and 238 in Spring 2018. Two different SLOs were used to assess empirical and quantitative skills in these courses. Seventy percent of students performed satisfactorily on both SLOs in SOC 157, 221, and 238. Following year two, adjustments were made in the SLOs assessed and metrics used for assessment. Instead of using multiple SLOs for each core objective only one SLO was used.



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

Year 3 (2018-2019)
Assessments were conducted in the Fall and Spring for SOC 157, 158, and 221. Assessments were conducted only in the Fall for SOC 238. Seventy percent of students performed satisfactorily in all courses except SOC 158. Similar results were noted for Spring 2019.
<p>What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.</p> <p>For the upcoming cycle the department will further standardize the assessment instruments used in the various courses. Specifically, SOC 221 and 238 will use the same SLO and will be assessed in a manner similar to the methods used in SOC 157 and 158.</p>
<p>Please include a brief description of your assessment team and your area’s assessment review process.</p> <p>The assessment team includes the Department Chair and the instructors of record of the core courses. At the end of each year data are compiled and analyzed. Decisions are then made regarding changes and modifications to the assessment process.</p>
Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective
<p>4. Teamwork (TW)</p> <p>NA</p>
<p>What overall improvements did you note from the 2013-2016 assessment cycle findings?</p> <p>Click here to enter text.</p>



TEXAS SOUTHERN UNIVERSITY **3-Year Summary Template** (Revised 03.06.19)

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.

Year 2 (2017-2018)

Click here to enter text.

Year 3 (2018-2019)

Click here to enter text.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area's assessment review process.

Click here to enter text.

Assess by Core Objective by clicking inside the table below, then click the blue "+" icon at the bottom of this table to add Core Objective



5. Personal Responsibility (PR)

NA

What overall improvements did you note from the 2013-2016 assessment cycle findings?

Click here to enter text.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

Click here to enter text.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Click here to enter text.

Year 2 (2017-2018)

Click here to enter text.

Year 3 (2018-2019)

Click here to enter text.

What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.

Click here to enter text.

Please include a brief description of your assessment team and your area's assessment review process.



Click here to enter text.

Assess by Core Objective by clicking inside the table below, then click the blue “+” icon at the bottom of this table to add Core Objective

6. Social Responsibility (SR)

Social Responsibility:

SOC 157 – Students will analyze ethical, social, economic, and/or environmental challenges in the global systems.

SOC 158; SOC 221 – Students will demonstrate awareness of how social, political, or economic structures empower, marginalize, or oppress others.

SOC 238 – Students will demonstrate knowledge of cultural worldview frameworks.

What overall improvements did you note from the 2013-2016 assessment cycle findings?

No assessment data was available prior to Spring 2017. The 2013-2016 assessment period involved extensive discussions related to appropriate student learning outcomes that could be used to assess social responsibility.

How were the 2013-2016 Findings and Action Plans used and incorporated into 2016-2019 assessment planning process?

No assessment data was available prior to Spring 2017. Therefore, the assessment period 2016-2017 was used as a benchmark for this assessment period.

Provide a narrative of findings and action steps taken to-date during the 2016-2019 assessment cycle.

Year 1 (2016-2017)

Assessments were conducted in SOC 157 and 158 in Spring 2017. Two different SLOs were used to assess social responsibility in these courses. Seventy percent or more of all students enrolled in SOC 157 performed satisfactorily on both SLOs. Seventy percent or more of all students enrolled in SOC 158 performed satisfactorily on one of the two SLOs. Modifications were made to the assessment items in SOC 157 and 158 and assessments were incorporated into SOC 221 and SOC 238 for the upcoming assessment cycle.



Year 2 (2017-2018)
Assessments were conducted in SOC 157, 158, 221, and 238 in Spring 2018. Two different SLOs were used to assess social responsibility in these courses. Seventy percent of students performed satisfactorily on both SLOs in SOC 157, 221, and 238. However, in SOC 158 students performed satisfactorily on only one of the two SLOs. Following year two, adjustments were made in the SLOs assessed and metrics used for assessment. Instead of using multiple SLOs for each core objective only one SLO was used.
Year 3 (2018-2019)
Assessments were conducted in the Fall and Spring for SOC 157, 158, and 221. Assessments were conducted only in the Fall for SOC 238. Seventy percent of students performed satisfactorily in only SOC 158 in the Fall. However, in Spring 2019 seventy percent of students performed satisfactorily in SOC 157 and SOC 158.
What steps will your area take toward program improvements during the next cycle? This could include program changes, updates to courses, alternate pedagogy, enhancements in technology use, community partnerships, etc. This could be any changes that will be used to promote continuous improvement.
For the upcoming cycle the department will further standardize the assessment instruments used in the various courses. Specifically, SOC 221 and 238 will use the same SLO and will be assessed in a manner similar to the methods used in SOC 157 and 158.
Please include a brief description of your assessment team and your area's assessment review process.
The assessment team includes the Department Chair and the instructors of record of the core courses. At the end of each year data are compiled and analyzed. Decisions are then made regarding changes and modifications to the assessment process

