

Assessment Findings

Finding per Measure

General Education Outcomes

1. Analytical, Communication, Quantitative, and Information

Outcome: 1A Analytical

Write critically about texts, demonstrating an understanding of analytical and critical approaches.

▼ **Measure:** Writing Assessment *Institution level Direct - Student Artifact*

Details/Description: Teachers of writing intensive courses submit writing samples for writing assessment in fall and spring. Samples are scored on a scale of 10 (fail) 11-13 (marginal pass), 14-18 (pass), or 19 (exceptional).

Level of Proficiency Target (Competency Target): 60% of students will score 14-18 (pass).

Ideal Target: 80% of students will score 14-18 (pass).

Implementation Plan (timeline): May 2014

Key/Responsible Personnel: Dr. Laura Carroll, Director of Writing Across the Curriculum

Supporting Attachments:

 Writing Profile (Microsoft Word)

Rubric used to score writing samples

Findings for Writing Assessment

Summary of Findings: In May 2017, 86.42% of students scored 14 or above. The university average was 15.6.

Results :

Acceptable Target Achievement: Exceeded;
Ideal Target Achievement : Exceeded

Substantiating Evidence:

 Writing Assessment Results for May 2017 (Microsoft Word)

Outcome: 1B. Communication

Communicate effectively in a variety of genres and styles appropriate to specific rhetorical situations.

▼ **Measure:** Communication Assessment
Course level Direct - Student Artifact

Details/Description:	The Communication and Sociology Department (Chair) oversees the collection of verbal/speaking samples from the required course COMS 211. Teachers submit speeches for assessment. These samples are evaluated by faculty using a specifically designed rubric.
Level of Proficiency Target (Competency Target):	The overall speech average will be at the passing (C or better) level for 75% of the students.
Ideal Target:	The overall speech average will be at the passing (C or better) level for 90% of the students.
Implementation Plan (timeline):	Collected and evaluated on an annual basis by the Department of Communication.
Key/Responsible Personnel:	Dr. Joe Cardot, Chair of Communication and Sociology Department, and Dr. Tom Milholland, Office of Institutional Effectiveness

Findings for Communication Assessment

Summary of Findings: The overall speech average at the passing (C or better) level for the fall 2016 semester was 94% of the students and for the spring 2017 semester it was 99% of the students.

Results : Acceptable Target Achievement: Exceeded;
Ideal Target Achievement : Exceeded

Substantiating Evidence:

 COMM 211 General Education Assessment Results 2016-2017 (Adobe Acrobat Document)

Outcome: 1C. Quantitative

Reason and solve quantitative problems from a wide array of authentic contexts.

▼ **Measure:** Quantitative Reasoning *Course level Direct - Student Artifact*

Details/Description: One question from each mathematics course required for general education will address one component of quantitative reasoning, appropriate to the course. For example, MATH 120 includes a question that address financial reasoning and MATH 123 includes a question that addresses data description, organization, and inferences. Most of the questions will come from the final exam in the courses.

Level of Proficiency Target (Competency Target): 70% of the students who take the final exam will give an acceptable response to the question.

Ideal Target: 85% of the students who take the final exam will give an acceptable response to the question.

Implementation Plan
(timeline):
Key/Responsible
Personnel:

Questions will be collected in fall and spring.
Dr. David Hendricks

Findings for Quantitative Reasoning

Summary of Findings:

68% of students in MATH 120
87% of students in MATH 123
65% of students in MATH 124
76% of students in MATH 130
83% of students in MATH 131
66% of students in MATH 185

Results : Acceptable Target Achievement: Not Met;
Ideal Target Achievement : Approaching

Substantiating Evidence:

 Quantitative Reasoning Assessment Report 2016-2017 (Adobe Acrobat Document)

Outcome: 1D. Information Skills

Access information using a variety of search strategies.

▼ **Measure:** Pursuit Assessment
Course level Direct - Student Artifact

Details/Description:

Pursuit Assessment team collects position papers from CORE 210 students and scores a random sample using a rubric for information literacy. Item 1.1.A on the Explore II rubric measures whether

	students "determine the nature and the extent of information needed."
Level of Proficiency Target (Competency Target):	70% of students will score 2.5 or higher on the rubric.
Ideal Target:	80% of students will score 2.5 or higher on the rubric.
Implementation Plan (timeline):	Position papers are collected in fall and spring and scored in summer.
Key/Responsible Personnel:	Dr. Phyllis Bolin, Director of Pursuit

Supporting Attachments:

 Explore II Rubric (Microsoft Word)

Findings for Pursuit Assessment

No Findings Added

▼ **Measure:** Pursuit Assessment
Course level Direct - Student Artifact

Details/Description:	Pursuit Assessment team collects annotated bibliographies from Cornerstone students and scores a random sample using a rubric for information literacy. Item One on the Explore rubric measures whether students "determine the extent of information needed."
Level of Proficiency Target (Competency Target):	70% of students will score 2.5 or higher on the rubric.
Ideal Target:	80% of students will score 2.5 or higher on the rubric.
Implementation Plan (timeline):	Annotated bibliographies are collected in fall and scored in early spring.
Key/Responsible Personnel:	Dr. Phyllis Bolin, Director of Pursuit

Supporting Attachments:

 Explore Rubric (Adobe Acrobat Document)

Findings for Pursuit Assessment

No Findings Added

▼ **Measure:** SAILS Assessment *Course level Indirect - Survey*

Details/Description:	SAILS (Standardized Assessment of Information Literacy Skills developed by Kent State University) measure whether students access needed information effectively and efficiently.
Level of Proficiency Target (Competency Target):	Students will perform as well as students at comparable institutions on selecting finding tools, searching, using finding tool features, and retrieving sources.
Ideal Target:	Students will perform better than students at comparable institutions on selecting finding tools, searching, using finding tool features, and retrieving sources.
Implementation Plan (timeline):	SAILS is given to students in the fall of their first year.
Key/Responsible Personnel:	Dr. Tom Milholland, Office of Institutional Effectiveness

Supporting Attachments:

 Explore Rubric (Adobe Acrobat Document)

Findings for SAILS Assessment

No Findings Added

Outcome: 1E. Information Skills

Communicate, organize, and synthesize information from sources to achieve a specific purpose.

▼ **Measure:** Pursuit Assessment
Course level Direct - Student Artifact

Details/Description:	Pursuit Assessment team collects annotated bibliographies from Cornerstone students and scores a random sample using a rubric for information literacy. Item Three on the Explore rubric measures whether students "will use information ethically and legally."
Level of Proficiency Target (Competency Target):	70% of the samples scored will average 2.5 or higher.
Ideal Target:	80% of the samples scored will average 2.5 or higher.
Implementation Plan (timeline):	Annotated bibliographies are collected at the end of the fall semester and scored in the spring.
Key/Responsible Personnel:	Dr. Phyllis Bolin

Supporting Attachments:

 Explore Rubric (Adobe Acrobat Document)

Findings for Pursuit Assessment

No Findings Added

▼ **Measure:** Pursuit Assessment
Course level Direct - Student Artifact

Details/Description:	Pursuit Assessment team collects position papers from CORE 210 students and scores a random sample using a rubric for information literacy. Item 1.1.C on the Explore II rubric measures whether students "access and use information ethically and legally."
Level of Proficiency Target (Competency Target):	70% of students will score 2.5 or higher.
Ideal Target:	80% of students will score 2.5 or higher.
Implementation Plan (timeline):	Position papers are collected in fall and spring and scored in summer.
Key/Responsible Personnel:	Dr. Phyllis Bolin

Findings for Pursuit Assessment

No Findings Added

▼ **Measure:** Pursuit Assessment *Course level Direct - Student Artifact*

Details/Description:	Pursuit Assessment team collects position papers from CORE 210 students and scores a random sample using a rubric for information literacy. Item 1.3.B on the Explore II rubric measures whether students "use information effectively to accomplish a specific purpose."
Level of Proficiency Target (Competency Target):	70% of students will score 2.5 or higher.
Ideal Target:	80% of students will score 2.5 or higher
Implementation Plan (timeline):	Position papers are collected in fall and spring and scored in the summer.
Key/Responsible Personnel:	Dr. Phyllis Bolin, Director of Pursuit

Findings for Pursuit Assessment

No Findings Added

2. Knowledge and Inquiry Practices

Knowledge and Inquiry Practices of Natural, Socio-cultural, Aesthetic, and Religious Disciplines

Outcome: 2A. Knowledge

Demonstrate an understanding of the basic knowledge, terminology, or elements appropriate to the discipline.

▼ **Measure:** Knowledge Results *Course level Direct - Student Artifact*

Details/Description:	Each program that has a course in the general education menu for science, social science, fine arts, and humanities will identify one learning outcome and one measure for that outcome related to knowledge or inquiry practices.
Level of Proficiency Target (Competency Target):	70% of the programs that submit results will meet acceptable.
Ideal Target:	50% of the programs that submit results will meet ideal.
Implementation Plan (timeline):	Fall 2013 and spring 2014
Key/Responsible Personnel:	Dr. Nancy Shankle Jordan

Findings for Knowledge Results

No Findings Added

Outcome: 2B. Inquiry Practices

Demonstrate an understanding of the fundamental elements (methodology or theoretical framework)

for sound inquiry and analysis appropriate to the discipline.

▼ **Measure:** Inquiry Practices
Course level Direct - Student Artifact

Details/Description:	Each program that has a course in the general education menu for science, social science, fine arts, and humanities will identify one learning outcome and one measure for that outcome related to knowledge or inquiry practices.
Level of Proficiency Target (Competency Target):	70% of the programs that submit results will meet acceptable.
Ideal Target:	50% of the programs that submit results will meet ideal.
Implementation Plan (timeline):	Fall 2013 and spring 2014
Key/Responsible Personnel:	Dr. Nancy Shankle Jordan

Findings for Inquiry Practices

No Findings Added

3. Intercultural, Integrative, Collaborative
Intercultural Knowledge, Integrative Thinking, and Collaborative Skills

Outcome: 3A. Intercultural Knowledge

Distinguish the elements (thoughts, communications, actions, customs, beliefs, values, or institutions of racial, ethnic, religious, or social groups) important to members of another culture.

▼ **Measure:** Cultural Awareness Assessment Results
Course level Direct - Student Artifact

Details/Description:	Each program that has a course in the general education menu for cultural awareness will identify one learning outcome and one measure for that outcome related to intercultural knowledge.
Level of Proficiency Target (Competency Target):	70% of the programs that submit results will score acceptable.
Ideal Target:	50% of the programs that submit results will score idea.
Implementation Plan (timeline):	Fall 2013 and spring 2014
Key/Responsible Personnel:	Dr. Nancy Shankle Jordan

Findings for Cultural Awareness Assessment Results

No Findings Added

5. Habits of Mind

Outcome: 5B. Critical Thinking

Evaluate data for consistency with known facts, hypotheses, or methods.

▼ **Measure:** Pursuit Assessment *Course level Direct - Student Artifact*

Details/Description:	Pursuit Assessment team collects position papers from CORE 210 students and scores a random sample using a rubric for information literacy. Item 1.3.A on the Explore II rubric measures whether students "evaluate information and its sources critically."
Level of Proficiency Target (Competency Target):	70% of students will score 2.5 or higher.
Ideal Target:	80% of students will score 2.5 or higher.
Implementation Plan	Position papers are collected in fall and spring and

(timeline):

scored in summer.

Key/Responsible
Personnel:

Dr. Phyllis Bolin, Director of Pursuit

Findings for Pursuit Assessment

No Findings Added

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Writing Assessment Profile

Organization and Content (50%)	
This paper is a superior and carefully organized response to the assigned topic. Each paragraph has a controlling idea and excellent supporting detail.	Exceptional (10)
This paper is an acceptable to good response to the assigned topic. Each paragraph has a controlling idea that is adequately supported by detail.	Pass (8)
This paper is an inadequate response to the assigned topic because of any of the following: a controlling idea is not stated; the controlling idea is not sufficiently supported; ideas are confused or disconnected; blocked communication.	Fail (6)
Diction and Style (25%)	
The essay has a fluent style, sophisticated word choice, excellent tone, and outstanding sentence variety.	Exceptional (5)
The essay has a moderately clear style, an adequate range of word choice, good tone, and some sentence variety.	Pass (3)
The essay has an ineffective style, limited word choice, unclear tone, or poor sentence structure. Errors in diction may suggest illiteracy in English language.	Fail (1)
Language Use and Mechanics (25%)	
The paper demonstrates complete command of standard English. There are few, if any, errors in grammar, punctuation, spelling, or usage.	Exceptional (5)
The paper demonstrates a moderate command of standard English. Errors in grammar, punctuation, spelling, or usage do not seriously distract the reader.	Pass (3)
The paper demonstrates little command of language use. Major errors or repeated minor errors in grammar, punctuation, spelling, or usage interfere with a reader's understanding of the paper.	Fail (1)

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Results from Writing Assessment, May 2017

Department	WI Course	% of Students ≥ 14	Average Score
CAS			
Agriculture & Environmental Sciences	ANSC497 ENVR420	100% 83.53%	15.5 14.9
Art and Design	ART 423 DSGN351	73.20%	15.8
Biology	BIOL497	88.33%	16.6
Chemistry & Biochemistry	CHEM423		
Communication & Sociology	COMM491 SOCI385 SOCI415	79.65%	15.2
Engineering and Physics	ENGR432 PHYS497	82.40% 74.75%	15.4 14.3
History & Global Studies	HIST353 GLST499	93.21% 89.86%	15.4 16.0
Journalism & Mass Communication	JMC 488	91.51%	17.0
Language & Literature	ENGL325 ENGL499 SPAN499	84.29%	15.3
Mathematics	MATH497	100%	16.2
Music	MUSM431	79.05%	16.3
Political Science	POLS499	67.31%	12.3
Psychology	PSYC493		
Theater	THEA495		
CBS			
Bible, Missions, & Ministry	BIBM439	79.84%	15.8
Family Studies	FAM 485		
COBA			
Accounting & Finance Management Sciences	MGMT439	87.80%	15.0
School of Information Technology & Computing	CS 495 IS 430 ITC 460		

Results from Writing Assessment, May 2017

Dept & Degree	WI Course	% of Students ≥ 14	Average Score
CEHS			
Communication Sciences & Disorders	COMP356 COMP485	100%	17.1
Kinesiology & Nutrition	KINE311 KINE360 NUTR421	77.74% 88.90% 93.01%	14.8 15.4 16.3
School of Social Work	SOCW451	71.14%	15.5
Teacher Education	EDUC411 READ464 SPED371	88.80%	15.9
School of Nursing			
BSN Nursing	NURS464	88.92%	16.3
<i>University Average</i>		86.42%	15.6

COMM 211: Speech and Rhetoric
GenEd Evaluation Report
2016-2017

As the attached data indicates, 94% of students in fall 2016 and 99% of students in spring 2017 indicated mastery of oral communication concepts by passing COMM 211 with a “C” or higher average.

In reviewing the data, the following notes should be considered:

- Grades for each speech assignment include grades on speeches and corresponding outlines and visual aids as aspects of each student’s total assignment average.
- Although the speech grade is weighted much more heavily than other pieces of each speech assignment, these grades include assessment of GenEd competencies such as the ability to find/evaluate credible sources, correct use of APA style, critical thinking and argumentation, as well as the ability to communicate orally.
- COMM 211 requires that each student complete a mastery speech at the end of the course in which they return to a previous assignment, revise/make corrections to their work, continue to rehearse the presentation, and then deliver the speech a second time. Because they are implementing the process of revision, students’ grades on this assignment typically increase by 5-10 points. These new grades replace their original scores, which accounts for the variation in grades from one speech to another rather than simply seeing a somewhat-linear increase in grades from the beginning to the end of the semester as we typically do without the mastery assignment.
- Final course averages include both speech assignments and in class work, quizzes, and the final exam. Thus this average indicates the student’s level of mastery with both understanding and applying core concepts from the course.

The 2016-2017 academic year brought our first opportunity to deliver COMM 211 in the new “compressed/accelerated” format. Students overwhelmingly responded well to this delivery model that corresponds closely to how we deliver summer courses. Pass rates in these sections across the year tracked closely with regular sections, with 95% of students in compressed/accelerated sections passing the course with a “C” or higher and no students in the 6 sections (across both semesters) failing the course with an “F.”

COMM 211 General Education Assessment					
Fall 2016 (n=226)					
Letter Grade	National Issue Speech	International Issue Speech	Community Advocacy Speech	Overall Course Average	
A	48%	50.00%	48.00%	46%	
B	31%	31.00%	32.00%	35%	
C	11%	12.00%	11.00%	13%	
D	3%	4.00%	4.00%	2%	
F	7%	3.00%	5.00%	4%	
Total	100%	100%	100%	100%	
Spring 2017 (n=226)					
Letter Grade	National Issue Speech	International Issue Speech	Community Advocacy Speech	Overall Course Average	
A	54%	50.00%	50.00%	48%	
B	30%	32.00%	30.00%	36%	
C	10%	11.00%	12.00%	15%	
D	3%	5.00%	5.00%	1%	
F	3%	2.00%	3.00%	0%	
Total	100.00%	100.00%	100.00%	100%	

Department of Mathematics

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325-674-2007



To: Dr. Eric Gumm

From: Dr. David Hendricks
Chair, Department of Mathematics

Date: June 16, 2017

Re: General Education Assessments for Mathematics

Attached are documents relating to the General Education Assessment for mathematics for the 2016–17 academic year. We collected data from the following mathematics courses in both the fall and spring semesters:

- MATH 120, 123, 124, 130, and 185 and
- MATW 120 and 130.

We collected data from MATH 131 during the spring 2017 semester only because it is a once-a-year course. We also collected data from MATH 120 and MATH 123 during the summer of 2016.

For 2016-17, we changed assessment in most of our courses. Instead of using only one question for assessment, we collected data by using multiple questions in our courses (except MATH 123). The questions were chosen so that each of the major topics from the course was covered. We continued to use one question from MATH 123 because it already assessed multiple topics of the course.

Overall, I feel that we have continued to improve. Students in MATH 123, MATH 130/MATW 130, MATH 131, and MATH 185 all showed improvement from last year. MATH 120/MATW 120 had a slight drop. The biggest concern is the significant drop in MATH 124.

We still need to work on fine-tuning our assessment questions especially in MATH 120/MATW 120.

General Education Assessment

Department of Mathematics

Summer 2016 - Fall 2016 - Spring 2017

Course	Term	Number of Students	Percentage	Target			2015-16 Results	2014-15 Results	2013-14 Results
				Ideal 85%–100%	Acceptable 70%–84%	Not Met 0%–69%			
MATH 120-T1	Summer	14	93%	x					
MATH 120-T1	Fall	27	78%		x				
MATH 120-T2	Fall	55	82%		x				
MATH 120-03	Fall	37	43%			x			
MATW 120-01	Fall	27	52%			x			
MATW 120-02	Fall	27	63%			x			
MATW 120-03	Fall	23	74%		x				
MATW 120-04	Fall	21	81%		x				
MATH 120-T1	Spring	43	70%		x				
MATH 120-T2	Spring	32	55%			x			
MATH 120-D4	Spring	5	80%		x				
MATW 120-T1	Spring	6	50%			x			
MATW 120-T2	Spring	17	65%			x			
MATW 120-03	Spring	9	100%	x					
MATH 120/MATW 120	all terms	343	68%				70%	62%	45%
MATH 123-01	Summer	20	100%	x					
MATH 123-T1	Fall	37	89%	x					
MATH 123-T2	Fall	77	88%	x					
MATH 123-T1	Spring	70	79%		x				
MATH 123-T2	Spring	39	90%	x					
MATH 123 (all sections)	all terms	243	87%				76%	77%	82%
MATH 124-01	Fall	22	55%			x			
MATH 124-02	Fall	25	80%		x				
MATH 124-01	Spring	29	69%			x			
MATH 124-02	Spring	35	57%			x			
MATH 124 (all sections)	all terms	111	65%				84%	59%	71%
MATH 130-01	Fall	36	83%		x				
MATH 130-02	Fall	41	88%	x					
MATW 130-01	Fall	22	41%			x			
MATH 130-01	Spring	52	83%		x				
MATH 130-02	Spring	32	88%	x					
MATW 130-01	Spring	10	10%			x			
MATH 130/MATW 130	all terms	193	76%				65%	56%	50%
MATH 131-01	Spring	29	83%						
MATH 131 (all sections)	all terms	29	83%				36%	50%	50%
MATH 185-01	fall	16	53%			x			
MATH 185-02	fall	17	41%			x			
MATH 185-D3	fall	5	100%	x					
MATH 185-01	spring	6	100%	x					
MATH 185-02	spring	20	80%		x				
MATH 185 (all sections)	all terms	64	66%				60%	36%	52%

The given percentage is the percentage of students that scored 7 out of 10 or higher on the assessment question for the course.

General Education Assessment

Name of Course:

MATH 120/MATW 120 -- Quantitative Reasoning

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

Beginning with the 2016-17 year, the department is using three questions. One question is from each of the three major topics of the course: statistics, probability, and mathematics of finance.

Acceptable:

70% of the students will have an acceptable average on the questions (70% or higher).

Ideal Target:

85% of the students will have an acceptable average on the questions (70% or higher).

Implementation Plan:

We will collect data from the course in summer, fall, and spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course

General Education Assessment

Name of Course:

MATH 123 -- Elementary Statistics

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

One question from the course will address data description, organization, and inferences. This question is usually from the final exam and has multiple parts.

Acceptable:

70% of the students will give an acceptable response to the question (70% or higher).

Ideal Target:

85% of the students will give an acceptable response to the question (70% or higher).

Implementation Plan:

We will collect data from the course in summer, fall, and spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course

General Education Assessment

Name of Course:

MATH 124 -- Precalculus II

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

Beginning with the 2016-17 year, at least two questions from the course will address forming and using a function to model a physical application (exponential, logarithmic, or sinusoidal). We will find the average of the questions.

Acceptable:

70% of the students will have an acceptable average on the questions (70% or higher).

Ideal Target:

85% of the students will have an acceptable average on the questions (70% or higher).

Implementation Plan:

We will collect data from the course in fall and spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course

General Education Assessment

Name of Course:

MATH 130 / MATW 130 -- Finite Math for Applications

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

Beginning with the 2016-17 year, the department is using three questions. One question is from each of the three major topics of the course: modeling, probability, and mathematics of finance.

Acceptable:

70% of the students will have an acceptable average on the questions (70% or higher).

Ideal Target:

85% of the students will have an acceptable average on the questions (70% or higher).

Implementation Plan:

We will collect data from the course in fall and spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course

General Education Assessment

Name of Course:

MATH 131 -- Calculus for Applications

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

Beginning with the 2016-17 year, the department is using two questions. One question is from each of the two major topics of the course: differentiation and integration.

Acceptable:

70% of the students will have an acceptable average on the questions (70% or higher).

Ideal Target:

85% of the students will have an acceptable average on the questions (70% or higher).

Implementation Plan:

We will collect data from the course in spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course

General Education Assessment

Name of Course:

MATH 185 -- Calculus I

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

Beginning with the 2016-17 year, the department is using three questions from the course that address optimization and rectilinear motion.

Acceptable:

70% of the students will have an acceptable average on the questions (70% or higher).

Ideal Target:

85% of the students will have an acceptable average on the questions (70% or higher).

Implementation Plan:

We will collect data from the course in fall and spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course