

**Mississippi Delta Community College
2015-2016 General Education/University Parallel
Transfer Degree Program Assessment Results**



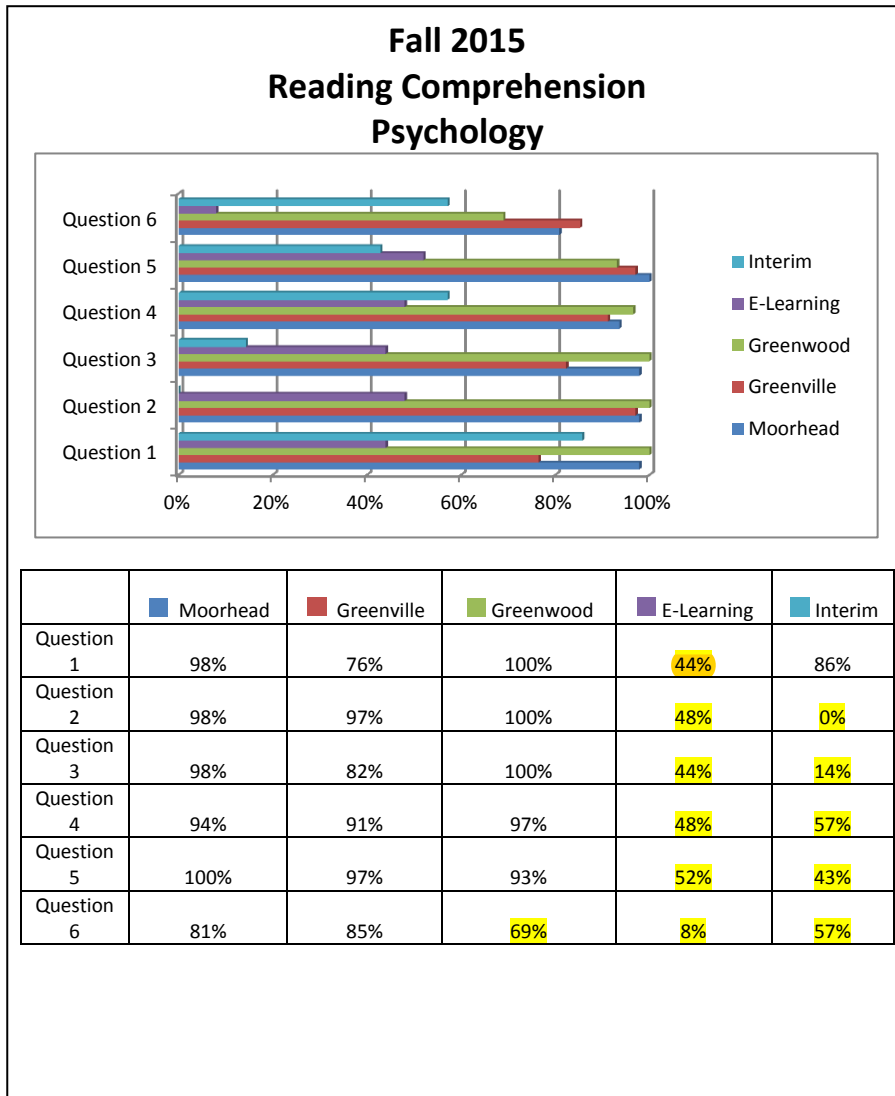
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**Published By:
Office of Institutional Effectiveness
rlamb@msdelta.edu/662-246-6256**

March 3, 2016

Figure 1

Fall 2015 Reading Comprehension Exam Embedded Results for Psychology and Evidence of Improvement



Student Learning Outcome: Reading Comprehension - Reading Comprehension - Students will be able to comprehend readings from psychology.

Criteria/Benchmark: 70% of the students evaluated in psychology will answer each of the six embedded questions correctly.

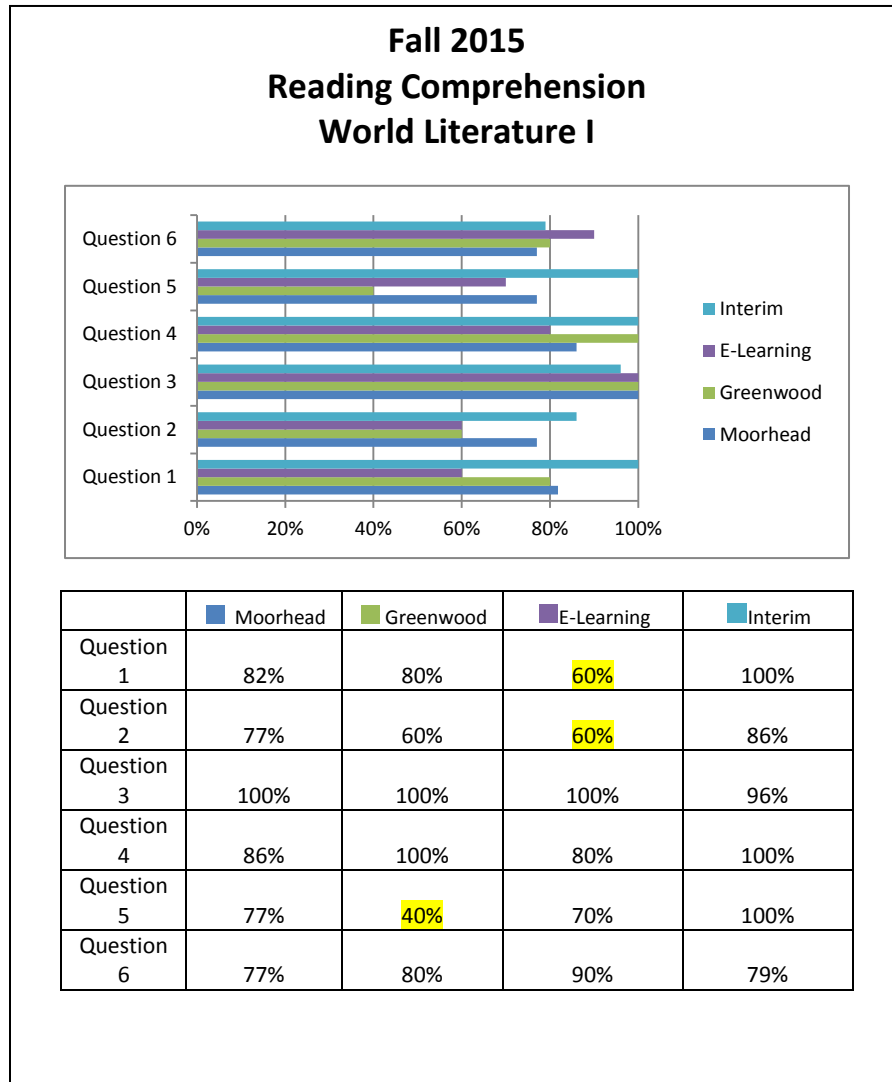
Explanation of Processes: To evaluate this student learning outcome, the psychology faculty created six reading comprehension questions related to psychology and embedded into the Fall 2015 final examination. Faculty collected assessment results from 139 students representing 9 sections from Moorhead, Greenville, Greenwood, distance education /eLearning and the Interim Session. Results by site or mode of delivery are provided in Figure 1.

Evidence of Improvement Based Upon Analysis of Results: The Psychology faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Incorporated multimedia context within the student lecture (students debate certain topics) and allowed more student interaction among peers during the lecture.
2. Increased the use of technology by making supplementary information available through Canvas.
3. Provided absent students with a copy of notes to provide a more complete content coverage.
4. Incorporated activities that allowed the students to present.
5. Used more interactive activities through the book website.

Figure 2

Fall 2015 Reading Comprehension Exam Embedded Results for World Literature I and Evidence of Improvement



Student Learning Outcome: Reading Comprehension - Students will be able to comprehend readings from World Literature I.

Criteria/Benchmark: 70% of the students evaluated in World Literature I will answer each of the six embedded questions correctly.

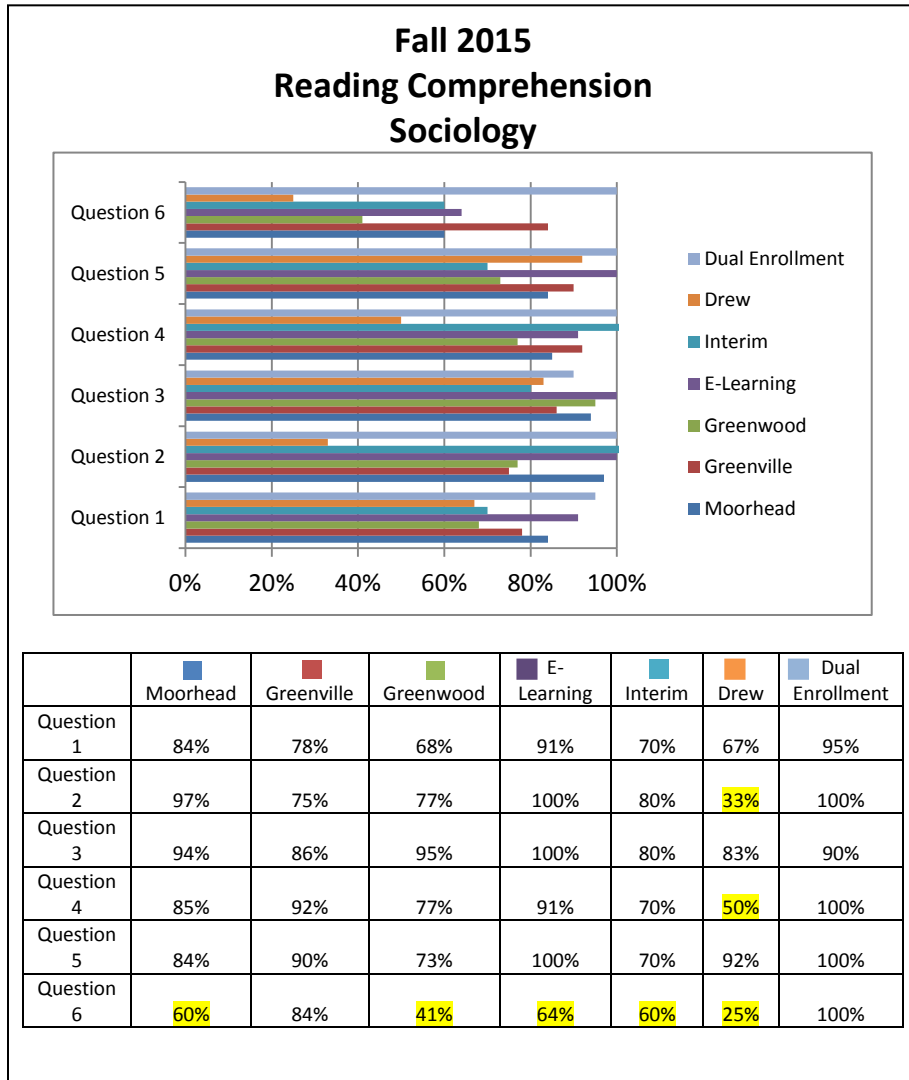
Explanation of Processes: To evaluate this student learning outcome, the World Literature I faculty created six reading comprehension questions related to world literature and embedded into the Fall 2015 final examination. Faculty collected assessment results from 65 students from Moorhead, Greenwood, distance education/e-Learning, and the Interim Session. Results by site or mode of delivery are provided in Figure 2.

Evidence of Improvement Based Upon Analysis of Results: The World Literature I faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Improved technology through the use of Apple TVs and iPads.
2. Enhanced instruction by including more group discussions, presentations, and movies.
3. Updated and enhanced supplementary materials for online students by reorganizing materials for increased clarity.
4. Expanded and enhanced Canvas to increase the opportunity for student/teacher interaction.

Figure 3

Fall 2015 Reading Comprehension Exam Embedded Results for Sociology and Evidence of Improvement



Student Learning Outcome: Reading Comprehension - Students will be able to comprehend readings from Sociology.

Criteria/Benchmark: 70% of the students evaluated in sociology will answer each of the six embedded questions correctly.

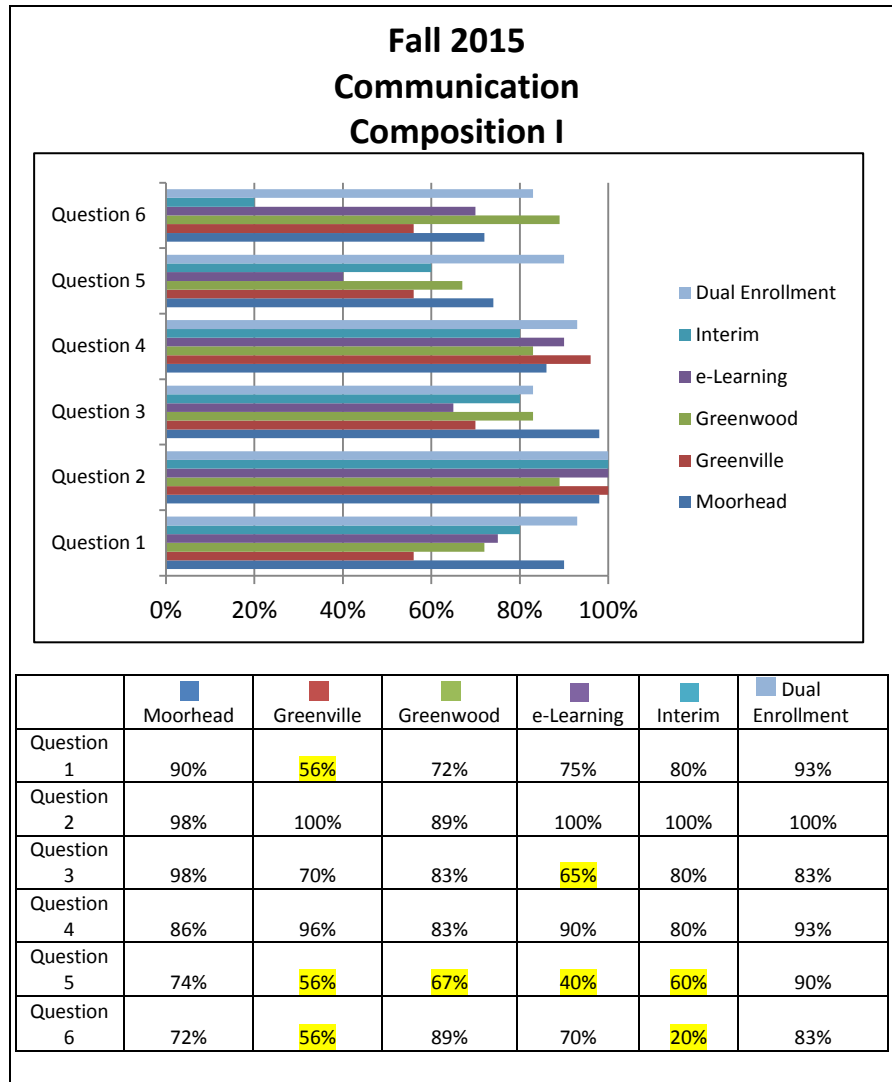
Explanation of Processes: To evaluate this student learning outcome, the sociology faculty created six reading comprehension questions related to sociology and embedded into the Fall 2015 final examination. Faculty collected assessment results from 208 students representing 11 sections from Moorhead, Greenville, Greenwood, Drew, distance education/eLearning, Dual Enrollment, and the Interim Session. Results by site or mode of delivery are provided in Figure 3.

Evidence of Improvement Based Upon Analysis of Results: The sociology faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Increased the use of technology for classroom instruction by purchasing an additional I-Pad and Apple TVs.
2. Incorporated more outside assignments that concentrated on society and the changes that are constantly occurring.
3. Infused more technology through the use of NBC learn videos where the students were required to watch and respond with their thoughts.
4. Incorporated more assignments that required students to think critically.
5. Restructured course content to include a reflection paper on the social class ladder for the United States.
6. Included more group activities in the classroom to promote peer learning.
7. Implemented the use of the student centered approach.
8. Reviewed Question 6 to see if revisions are needed for the next assessment cycle.

Figure 4

Fall 2015 Communication Exam Embedded Results for Composition I and Evidence of Improvement



Student Learning Outcome: Communication Skills - Students will be able to write effectively.

Criteria/Benchmark: 70% of the students evaluated in English Composition I will answer each of the six embedded questions correctly.

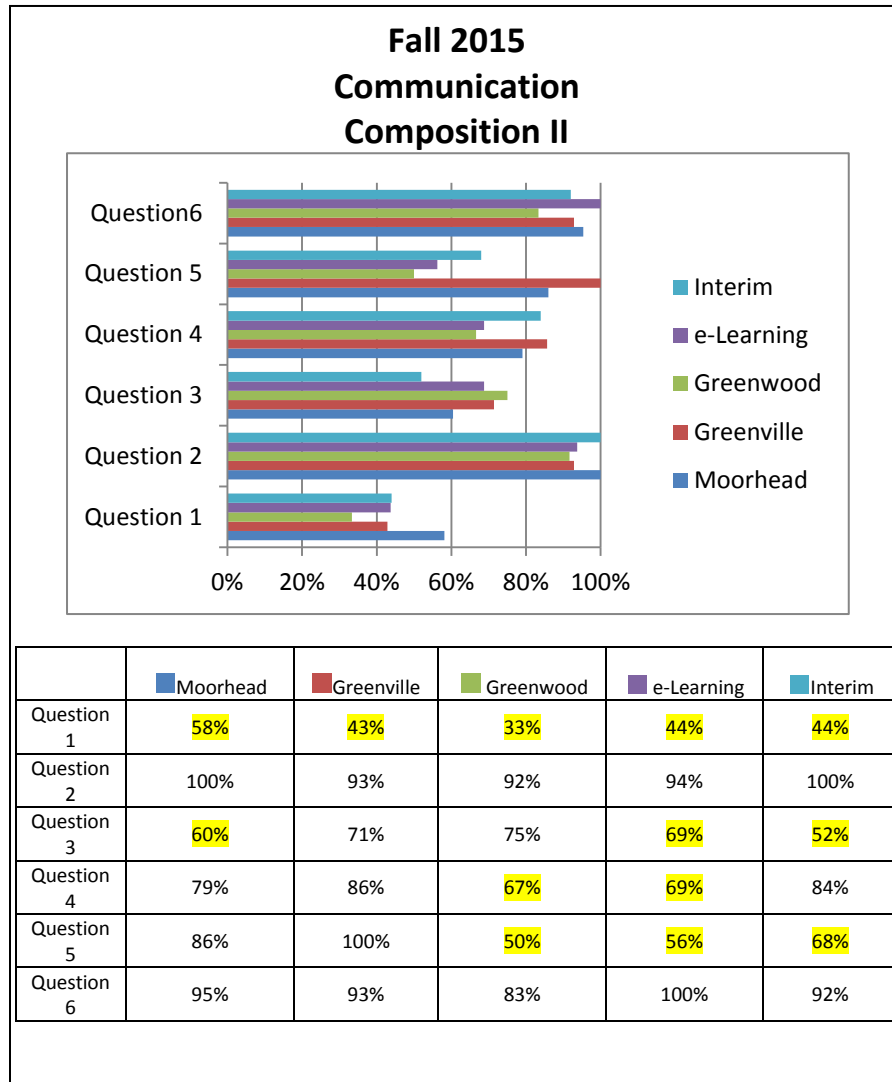
Explanation of Processes: To evaluate this student learning outcome, the English Composition I faculty created six written communication questions related to Composition I and embedded into the Fall 2015 final examination. Faculty collected assessment results from 163 students representing 14 sections from Moorhead, Greenville, Greenwood, distance education/eLearning, Dual Enrollment and the Interim Session. Results by site or mode of delivery are provided in Figure 4.

Evidence of Improvement Based Upon Analysis of Results: The English Composition I faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Implemented new learning tools through the use of the Apple tv.
2. Required students to work more independently and outside of class.
3. Used more model papers and provided one-on-one time with students
4. Provided more online tutorials.
5. Moved the argument essay until later in the semester.
6. Increased the use of technology in classes.
7. Included more power points on various topics, including writing strategies and grammar.
8. Incorporated online quizzes to check students' understanding of concepts covered in class.
9. Increased the writing assignments to increase fluency.
10. Used pretests and quizzes to assess strengths and weaknesses in knowledge of standard usage to determine whether students needed individual or small group sessions or other resources.

Figure 5

Fall 2015 Communication Exam Embedded Results for Composition II and Evidence of Improvement



Student Learning Outcome: Communication Skills - Students will be able to write effectively.

Criteria/Benchmark: 70% of the students evaluated in English Composition II will answer each of the six embedded questions correctly.

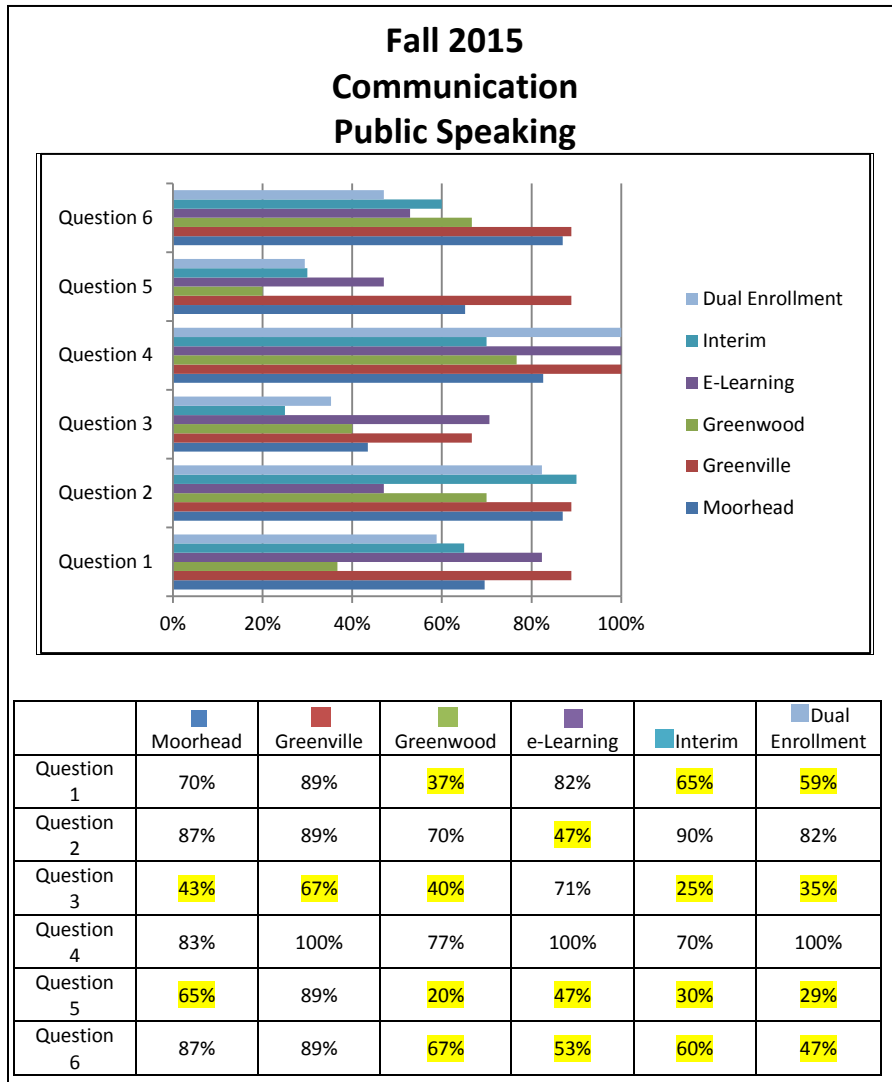
Explanation of Processes: To evaluate this student learning outcome, the English Composition II faculty created six written communication questions related to Composition II and embedded into the Fall 2015 final examination. Faculty collected assessment results from 110 students representing 10 sections from Moorhead, Greenville, Greenwood, distance education/eLearning, and the Interim Session. Results by site or mode of delivery are provided in Figure 5.

Evidence of Improvement Based Upon Analysis of Results: The English Composition II faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Increased the use of technology through the use of Apple TVs and I-Pads.
2. Provided more tutorials especially in the areas where students scored less than 100%.
3. Provided more handouts and model papers to students.
4. Expanded the course to include instruction in multiple research formats.
5. Implemented a step-by-step process of doing research and analysis.
6. Used repetition in the classroom more often in order to enhance students' understanding and learning
7. Provided one-on-one help to students, used the GHEC Writing Center and peer tutors for additional support.
8. Reviewed Question 1 to see if revisions are needed for the next assessment cycle.

Figure 6

Fall 2015 Communication Exam Embedded Results for Speech and Evidence of Improvement



Student Learning Outcome: Communication Skills - Students will be able to speak effectively.

Criteria/Benchmark: 70% of the students evaluated in speech will answer each of the six embedded questions correctly.

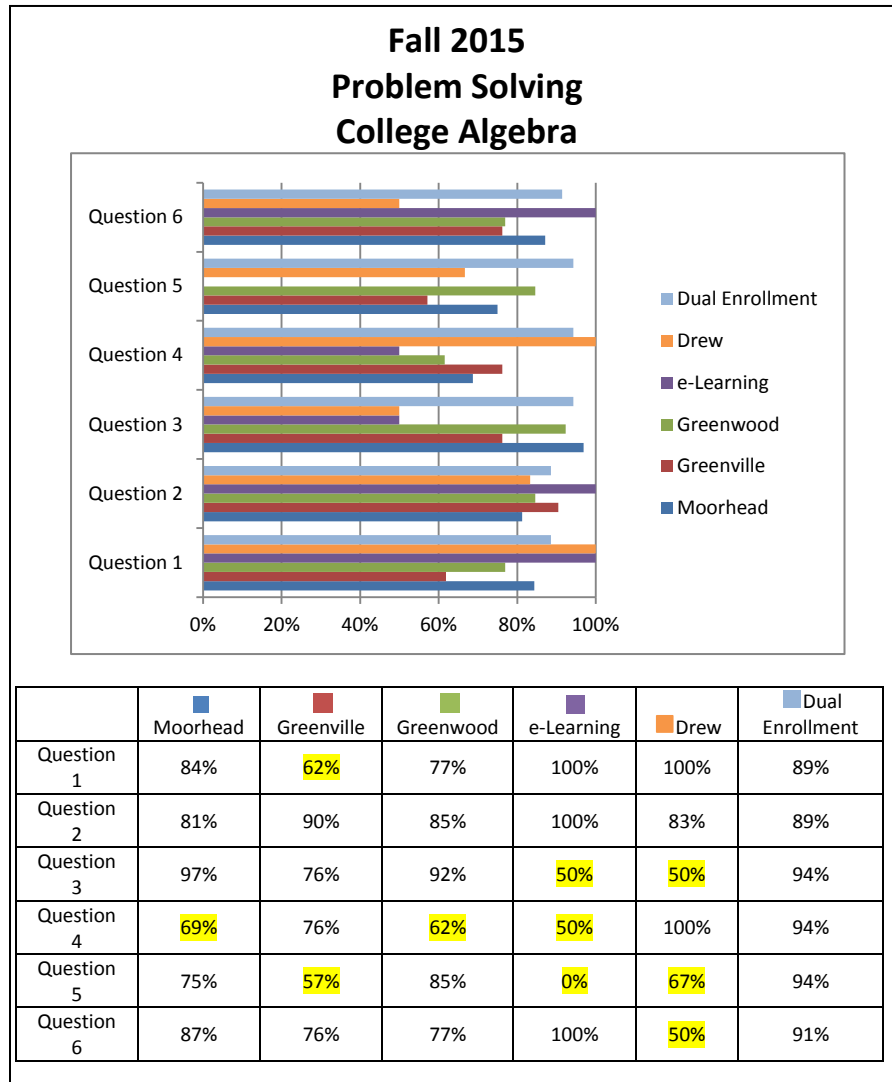
Explanation of Processes: To evaluate this student learning outcome, the public speaking faculty created six communication questions related to the course and embedded into the Fall 2015 final examination. Faculty collected assessment results from 116 students representing 8 sections and six of the seven campus sites of Mississippi Delta Community College (Moorhead, Greenville, Greenwood, distance education/eLearning, Dual Enrollment and the Holiday Interim Session). Results by site or mode of delivery are provided in Figure 6.

Evidence of Improvement Based Upon Analysis of Results: The public speaking faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Improved review method by using multimedia.
2. Updated textbook to the new edition.
3. Incorporated more Canvas use for traditional classes (example: Youtube examples of different types of speeches).
4. Focused more on delivery and practiced standing up and expressing opinion in group settings.
5. Administered more assessments related to core content.
6. Provided practice tests in Canvas for all chapters to help the students.
7. Implemented more discussion board posts.
8. Incorporated more information within syllabus as well as course information.
9. Implemented the submission of assignments through Canvas.
10. Reviewed Questions 3 and 5 to see if revisions are needed for the next assessment cycle.

Figure 7

Fall 2015 Problem Solving Exam Embedded Results for College Algebra and Evidence of Improvement



Student Learning Outcome: Problem Solving - Students will be able to use mathematics skills to solve problems.

Criteria/Benchmark: 70% of the students evaluated in college algebra will answer each of the six embedded questions correctly.

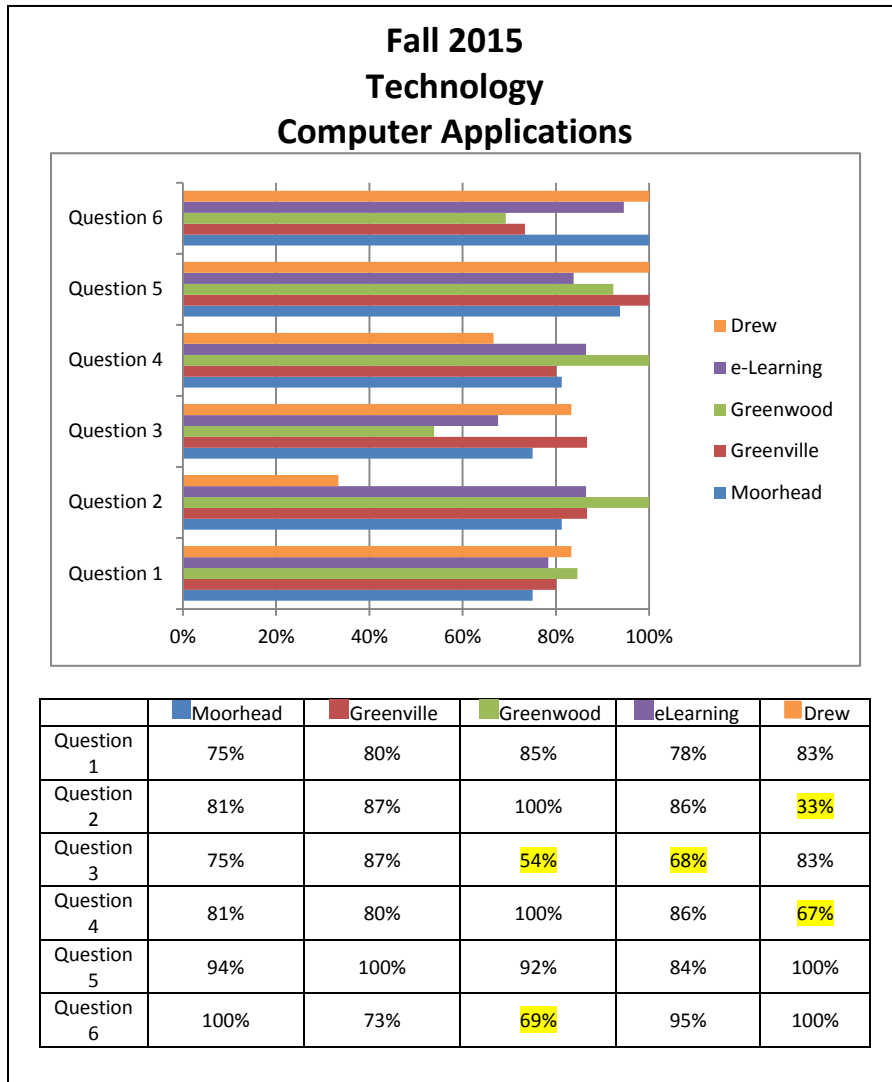
Explanation of Processes: To evaluate this student learning outcome, the college algebra faculty created six problem solving questions related to the course and embedded into the Fall 2015 final examination. Faculty collected assessment results from 109 students from Moorhead, Greenville, Greenwood, Drew, Dual Enrollment, and distance education/eLearning. Results by site or mode of delivery are provided in Figure 7.

Evidence of Improvement Based Upon Analysis of Results: The college algebra faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Assigned and graded written daily homework.
2. Monitored the relationship between example questions presented in class and questions given on the test.
3. Provided additional exercises for students to practice concepts during class time.
4. Shared with students more math history and short biographies of mathematicians.
5. Modified and color coded some instructions so that they would be clear to students.
6. Used grids for clearer graphing.
7. Reviewed material covered and discussed additional topics and delivery methods with other College Algebra instructors.
8. Incorporated the symposium in my teaching, by using it to supply more examples during lecture and to enhance the graphing experience for students.
9. Changed test scheduling procedures.
10. Implemented more homework problems so that students can practice the

Figure 8

Fall 2015 Technology Exam Embedded Results for Computer Applications and Evidence of Improvement



Student Learning Outcome: Technology - Students will be able to identify and use appropriate computer applications.

Criteria/Benchmark: 70% of the students evaluated in computer applications will answer each of the six embedded questions correctly.

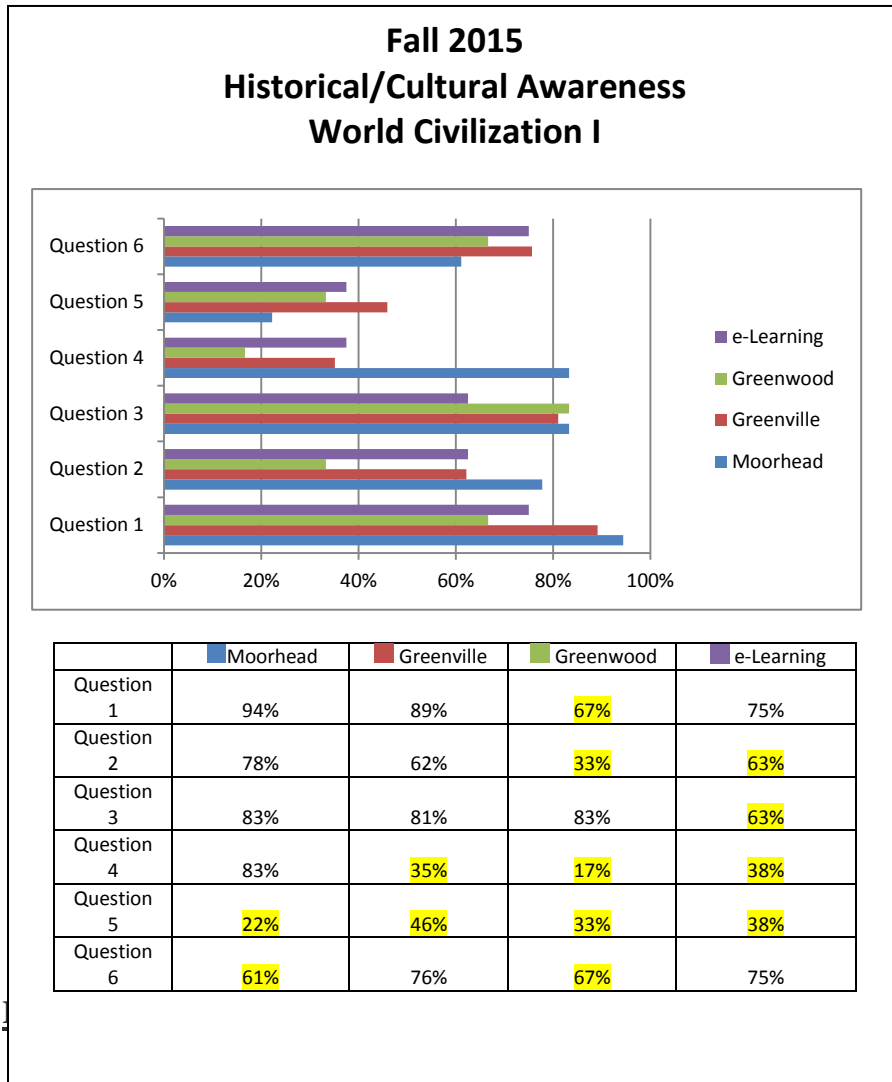
Explanation of Processes: To evaluate this student learning outcome, the computer applications faculty created technology questions related to the course and embedded into the Fall 2015 final examination. Faculty collected assessment results from 87 students from Moorhead, Greenville, Greenwood, Drew, and distance education/eLearning. Results by site or mode of delivery are provided in Figure 8.

Evidence of Improvement Based Upon Analysis of Results: The computer applications faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Implemented new textbook and software.
2. Adopted division wide zero tolerance cheating policy.
3. Revised chapters covered in previous textbook.
4. Enhanced the use of Canvas for instruction and assignment delivery.
5. Improved communication between students and instructor through the use of the Canvas email interface.
6. Engaged students and had them participate more in class lectures.

Figure 9

Fall 2015 Historical/Cultural Awareness Exam Embedded Results for World Civilization I and Evidence of Improvement



Student Learning Outcome: Historical/Cultural Awareness - Students will be able to analyze how history and culture affect society.

Criteria/Benchmark: 70% of the students evaluated in World Civilization I will answer each of the six embedded questions correctly.

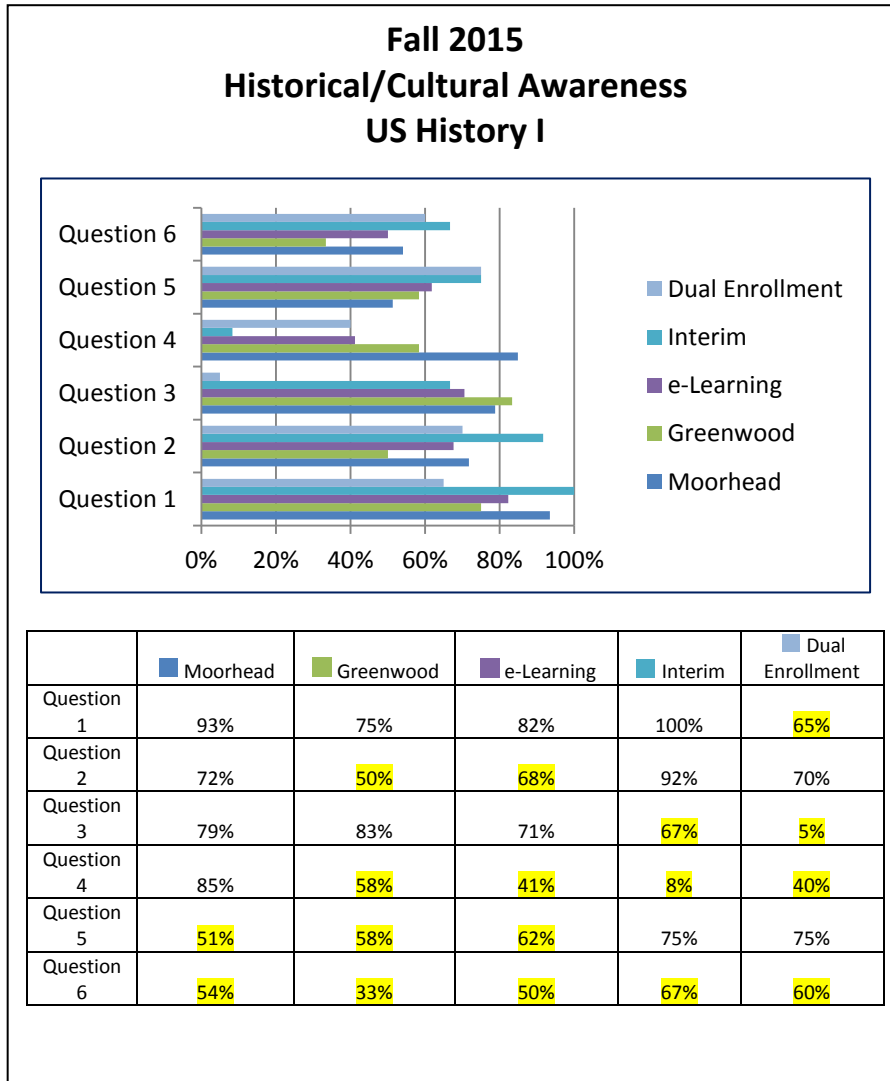
Explanation of Processes: To evaluate this student learning outcome, the World Civilization I faculty created six historical/cultural awareness questions related to the course and embedded into the Fall 2015 final examination. Faculty collected assessment results from 69 students from Moorhead, Greenville, Greenwood, and distance education/eLearning. Results by site or mode of delivery are provided in Figure 9.

Evidence of Improvement Based Upon Analysis of Results: The World Civilization I faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Implemented new information concerning ancient history with recent discoveries in Egyptian and Greek history.
2. Used more archaeological point of view.
3. Used more recent events of the world to give a better understanding of ancient history.
4. Utilized Canvas and other technology to enhance the courses being taught.
5. Used new theories and ideas in history.
6. Provided class materials to students through the Canvas format.
7. Integrated online materials and resources into traditional classes.
8. Enhanced testing methods to include multiple choice.
9. Incorporated the use of PowerPoint presentations for visual learners.
10. Reviewed Question 5 to see if revisions are needed for the next assessment cycle.

Figure 10

Fall 2015 Critical Thinking Exam Embedded Results for Physical Science and Evidence of Improvement



Student Learning Outcome: Historical/Cultural Awareness - Students will be able to analyze how history and culture affect society.

Criteria/Benchmark: 70% of the students evaluated in US History I will answer each of the six embedded questions correctly.

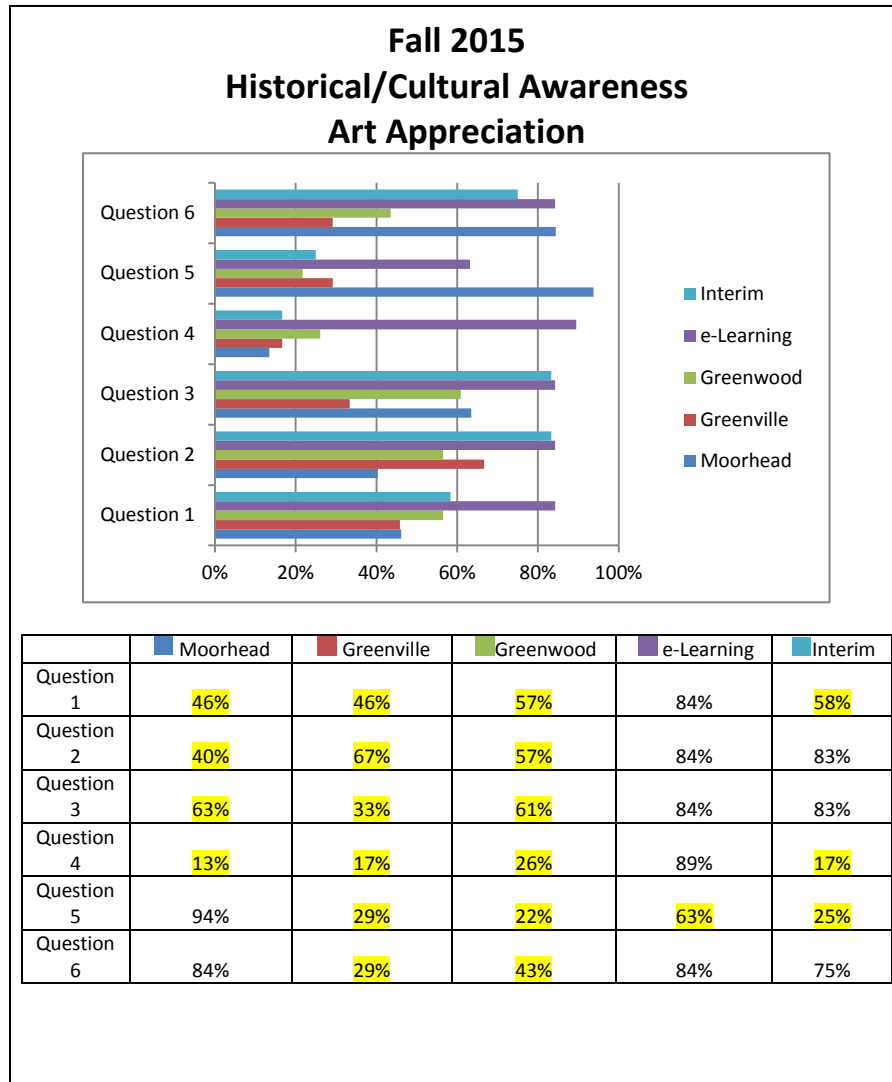
Explanation of Processes: To evaluate this student learning outcome, the US History I faculty created six historical/cultural awareness questions related to the course and embedded into the Fall 2015 final examination. Faculty collected assessment results from 124 students from Moorhead, Greenwood, Dual Enrollment, distance education/eLearning, and the Interim Session. Results by site or mode of delivery are provided in Figure 10.

Evidence of Improvement Based Upon Analysis of Results: The US History faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Provided class materials to the students through the Canvas format.
2. Purchased and implemented a new lecture on “America: The Story of US”.
3. Incorporated PowerPoint presentations into instruction for visual learners.
4. Provided all documents in Word or PDF format on Canvas.
5. Included a timeline for assignments in Canvas to keep students on track.
6. Reviewed Question 6 to see if revisions are needed for the next assessment cycle.

Figure 11

Fall 2015 Historical/Cultural Awareness Exam Embedded Results for Art Appreciation and Evidence of Improvement



Student Learning Outcome: Historical/Cultural Awareness - Students will be able to analyze how history and culture affect society.

Criteria/Benchmark: 70% of the students evaluated in Art Appreciation will answer each of the six embedded questions correctly.

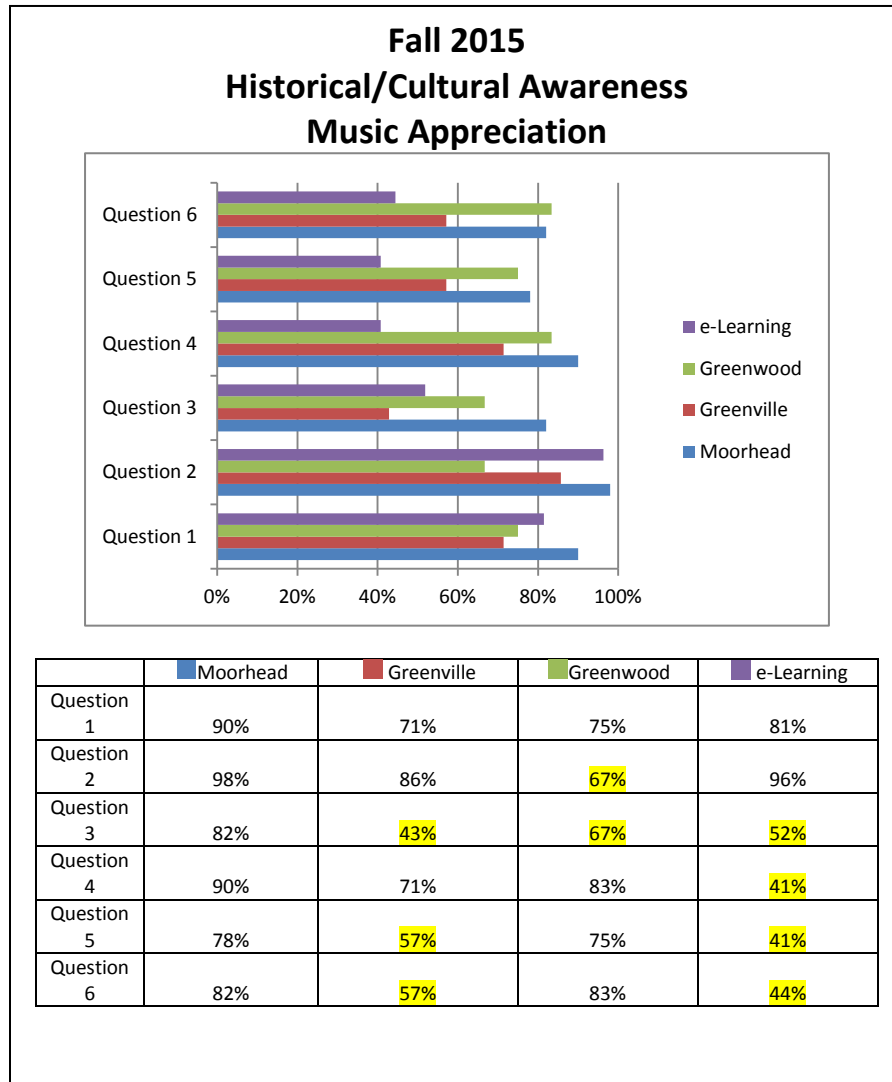
Explanation of Processes: To evaluate this student learning outcome, the Art Appreciation faculty created six historical/cultural awareness questions related to the course and embedded into the Fall 2015 final examination. Faculty collected assessment results from 130 from Moorhead, Greenville, Greenwood, the Interim Session; and distance education/eLearning. Results by site or mode of delivery are provided in Figure 10.

Evidence of Improvement Based Upon Analysis of Results: The Art Appreciation faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Used available media tools to augment text material-youtube, etc.
2. Included hands-on projects to supplement the materials regarding various artists.
3. Allowed more student-led interactive learning through the use of digital technology.
4. Implemented more digital technology through Apple TV and Ipads.
5. Included an e-text with supplementary materials in Canvas.
6. Updated the textbook and added videos to the course.

Figure 12

Fall 2015 Historical/Cultural Awareness Exam Embedded Results for Music Appreciation and Evidence of Improvement



Student Learning Outcome: Historical/Cultural Awareness - Students will be able to analyze how history and culture affect society.

Criteria/Benchmark: 70% of the students evaluated in Music Appreciation will answer each of the six embedded questions correctly.

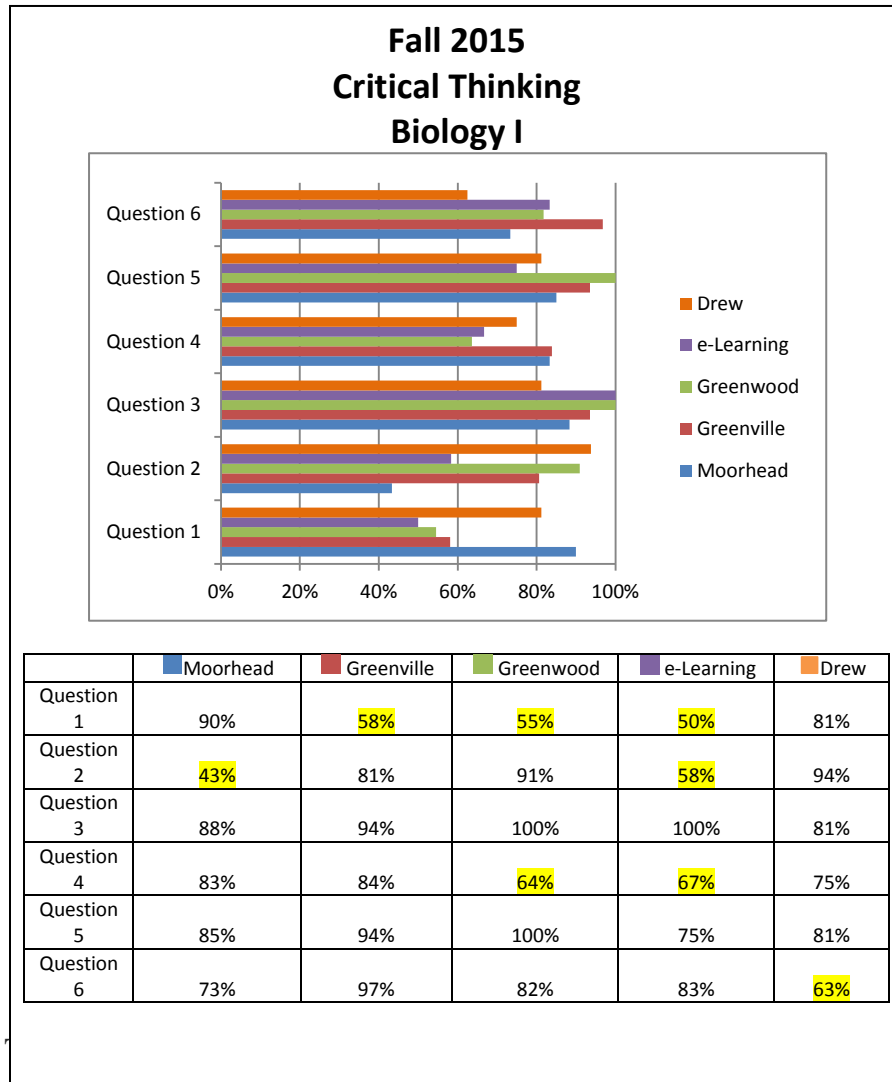
Explanation of Processes: To evaluate this student learning outcome, the Music Appreciation faculty created six historical/cultural awareness questions related to the course and embedded into the Fall 2015 final examination. Faculty collected assessment results from 96 students from Moorhead, Greenville, Greenwood, and distance education/e-Learning. Results by site or mode of delivery are provided in Figure 12.

Evidence of Improvement Based Upon Analysis of Results: The Music Appreciation faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Made the course more relevant to students.
2. Played live music on various instruments as much as possible.
3. Continued to use video examples for listening assignments.
4. Added more detail and grading information to the syllabus.

Figure 13

Fall 2015 Critical Thinking Exam Embedded Results for Biology I and Evidence of Improvement



Student Learning Outcome: Critical Thinking - Students will be able to think critically about a problem in science and formulate possible conclusions or solutions.

Criteria/Benchmark: 70% of the students evaluated in Biology II will answer each of the six embedded questions correctly.

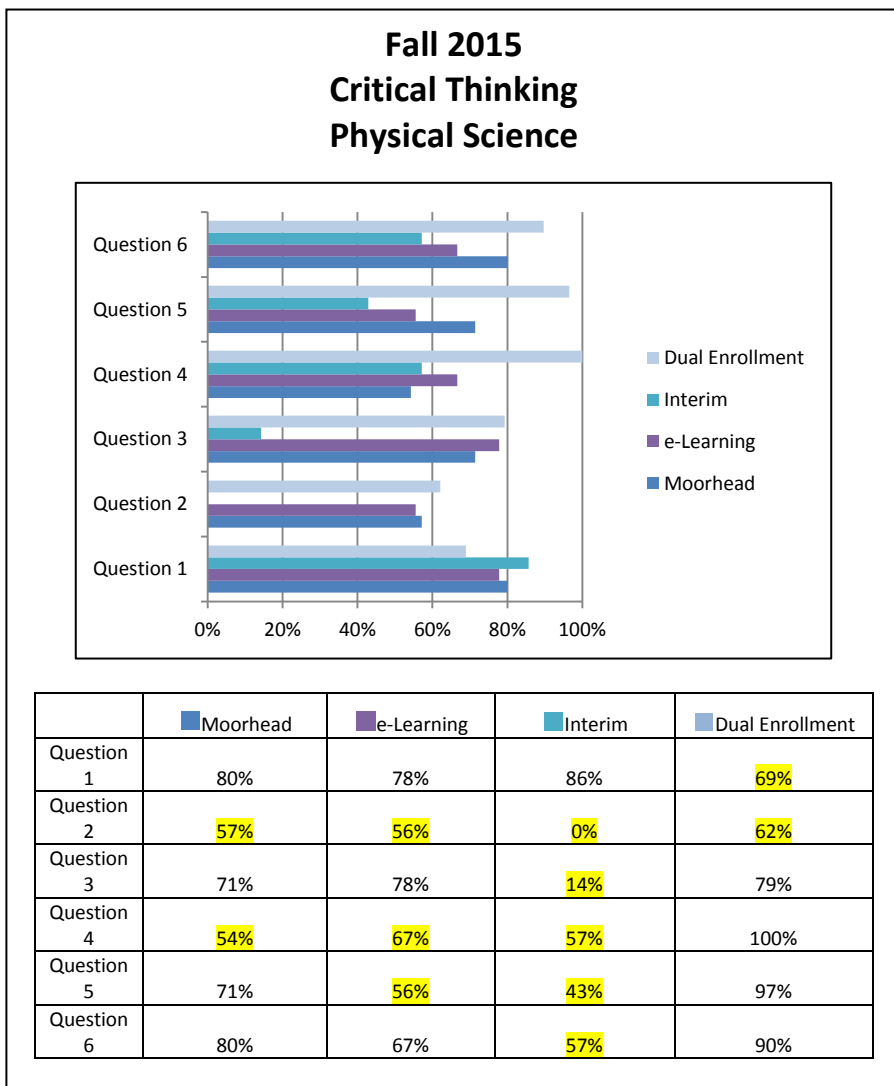
Explanation of Processes: To evaluate this student learning outcome, the Biology I faculty created six critical thinking questions related to the course and embedded into the Fall 2015 final examination. Faculty collected assessment results from 130 students from Moorhead, Greenwood, Greenville, Drew, and distance education/e-Learning. Results by site or mode of delivery are provided in Figure 13.

Evidence of Improvement Based Upon Analysis of Results: The Biology I faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Added additional examples and problems to help reinforce concepts.
2. Initiated afternoon study groups to try to improve students' grades.
3. Incorporated new technology to the course such as Apple TVs.
4. Utilized more video clips and more material review for the course.
5. Incorporated the showing of "On the Fly Videos" in class vs having the student watch them at home to enhance the more difficult physiological concepts of the course.
6. Added printable study guide for each chapter.
7. Converted all relevant course material to pdf file format to accommodate active duty military students.
8. Added the online proctoring service B-Virtual to allow students to purchase proctoring sessions and to take proctored tests from home at their convenience.

Figure 14

Fall 2015 Critical Thinking Exam Embedded Results for Physical Science and Evidence of Improvement



Student Learning Outcome: Critical Thinking - Students will be able to think critically about a problem in science and formulate possible conclusions or solutions.

Criteria/Benchmark: 70% of the students evaluated in Physical Science will answer each of the six embedded questions correctly.

Explanation of Processes: To evaluate this student learning outcome, the Physical Science faculty created critical thinking questions related to the course and embedded into the Fall 2015 final examination. Faculty collected assessment results from 80 students representing 6 sections from Moorhead, Dual Enrollment, distance education/e-Learning, and the Interim Session. Results by site or mode of delivery are provided in Figure 14.

Evidence of Improvement Based Upon Analysis of Results: The Physical Science faculty analyzed the Fall 2015 embedded examination results and made the following changes in order to meet the benchmarks for all areas in the next assessment cycle (see yellow highlights):

1. Added “Hewitt Drew It” videos to canvas site to improve comprehension.
2. Rebuilt the course to be more efficient and to give more instructional time in the classroom.
3. Added more use of power-point lectures and Youtube videos in the classroom.
4. Added the use of MacBooks in the classroom for each student at Indianola Academy.