I. Degree Program: Psychology Undergraduate

1. Assessment Instruments: Major Field Tests, Exit Interviews, Senior Projects

2. Students Assessed:
   
   - Day: 13
   - Evening: 17
   - Online: 21
   - AHE: 96

3. Results of Assessment:

   A. MFT Results:

   National Mean ($X$) = 156.2  Standard Deviation ($S$) = 14.9
   
   Subcategory 1 (Learning/Cognition): $X$ = 55.9  $S$ = 14.8
   
   Subcategory 2 (Perception, Sensation, Physiology, Comp/Ethology): $X$ = 56.4  $S$ = 15.4
   
   Subcategory 3 (Clinical/Abnormal): $X$ = 55.8  $S$ = 14.4
   
   Subcategory 4 (Developmental/Social): $X$ = 56.2  $S$ = 14.7

   DAY

   MEAN: 149.3 (-6.9)
   
   Subcategory 1: 46.2 (-9.7)
   
   Subcategory 2: 53.9 (-2.5)
   
   Subcategory 3: 56.6 (+.8)
   
   Subcategory 4: 55.8 (-.4)

   EVENING

   MEAN: 154.63 (-1.57)
   
   Subcategory 1: 52.28 (-3.62)
   
   Subcategory 2: 52.27 (-4.13)
   
   Subcategory 3: 56.11 (+.31)
   
   Subcategory 4: 50.88 (-5.32)

   AHE

   MEAN: 148.7 (-7.5)
   
   Subcategory 1: 48.5 (-7.4)
   
   Subcategory 2: 51.1 (-5.3)
   
   Subcategory 3: 55.9 (+.1)
   
   Subcategory 4: 54.1 (-.2)

   NOTE: Psychology MFT scores vary widely by campus. The campuses with the highest overall scores (minimum $n$=10) were
Crystal Lake: 155.2 (-1) and Hancock Field: 150.3 (-5.9). Two campuses (minimum n=10) had mean scores more than one standard deviation below the national mean, and those were Lake Ozark: 140.9 (-15.3) and Orlando: 141.1 (-15.1). One other campus (minimum n=10) had a low overall score; Ft. Leonard Wood: 143.1 (-13.1).

**ONLINE**

**MEAN:** 148.4 (-7.8)
**Subcategory 1:** 41.94 (-13.96)
**Subcategory 2:** 50.09 (-6.31)
**Subcategory 3:** 53.85 (-1.95)
**Subcategory 4:** 49.75 (-6.45)

B. **Assessment of Major Form Comments:** The Evening instructor said students expressed concern that faculty with poor evaluations continue teaching. Students also were concerned that Day students had more opportunities. Most AHE students enjoy the 8-week format. Day students believed they had rigorous instructors, appropriate class sizes, supportive teachers. Day students also mentioned the lack of lab space and some concern over course rotation. The online instructor indicated the varying levels of computer skills is somewhat problematic for that format.

4. **Analysis:** Although most MFT scores were below the national mean, most campuses had overall and subcategory scores that were no more than 1/2 a standard deviation below the mean, and many were statistically similar to the national mean. This is obviously not the outcome Columbia College prefers, but is not necessarily a major concern. If this trend continues we will begin trying to find explanations for the low scores. There is concern, however, for those campuses scoring more than one standard deviation below the mean (Orlando, Lake Ozark).

5. **Recommendation for Improvement:** The Orlando and Lake Ozark concerns should be addressed. Also, the Lake Ozark and the Online Campuses low scores in Subcategory 1 should be addressed. Otherwise the Department should consider whether any deficiencies could be ameliorated via changes to the curriculum.

II. **Degree Program: History Undergraduate**

1. **Assessment Instruments:** Major Field Test, Senior Projects
2. **Students Assessed:**
   - Day: 7
   - Evening: 0
   - Online: 0
   - AHE: 22
3. **Results of Assessment:**
A. MFT Results
National Mean (X) = 145  Standard Deviation (S) = 13.3
Subcategory 1: (U.S. History): X = 45.4  S = 13.2
Subcategory 2: (European): X = 45.4  S = 13.4
Subcategory 3: (African, Latin American, Asian) X = 45.8  S = 13.3

DAY
MEAN: 147.1 (+2.1)
Subcategory 1: 50.6 (+5.8)
Subcategory 2: 47.1 (+1.7)
Subcategory 3: 44.9 (-0.9)

AHE
MEAN: 135.8 (-9.2)
Subcategory 1: X = 35.9 (-8.9)
Subcategory 2: X = 36.5 (-8.9)
Subcategory 3: X = 37.4 (-8.4)

NOTE: The only campus administering the History MFT to ten students was Jefferson City. The n sizes are too small to identify specific weaknesses. Overall, however, the comprehensive and subcategory scores for AHE were more than 2/3 of a standard deviation below the national mean (n=22). It should also be noted that four students from Jefferson City scored below the 5th percentile.

B. AM Form Comments: AHE instructors indicated the 8-week format is insufficient for work required in culminating experience. Some also commented on writing and citing skills.

4. Analysis: The day History students scored above the national mean on the MFT. One student took the exam at the Lake County campus and scored above the mean. At this time these scores, while interesting, are too incomplete to be useful. The number of exams given is too small.

5. Recommendation for Improvement: Monitor MFT results over time to identify strengths and weaknesses.

III. Degree Program: Political Science  Undergraduate
1. Assessment Instruments: Major Field Test, Senior Project
2. Students assessed;
   Day: 6
   Evening: 0
   AHE: 0
   Online: 0
3. Results of Assessment:
   A. MFT Results
      NATIONAL MEAN(X) = 150.8  Standard Deviation (S) = 13.9
      Subcategory 1: (U.S. Government): X = 50.7  S = 14.1
Subcategory 2: (International and Comparative): \( X=50.6 \quad S=14.4 \)

**Day**

MEAN: 152 (+1.2)
Subcategory 1: 52 (+1.3)
Subcategory 2: 52.8 (+2.2)

**B. AM Form Comments:** The degree program provides a good balance of courses and the senior thesis is a unique aspect of Columbia College’s curriculum. Students struggle with the research methods requirement.

4. **Analysis:** Students scored above the national mean overall and in both subcategories, but the results are too incomplete to be of value. The n size is too small.

5. **Recommendation for Improvement:** Monitor MFT results over time to identify strengths and weaknesses. Discuss the possibility of moving the research course to the sophomore year.

### IV. Degree Program: Sociology Undergraduate

1. **Assessment Instruments:** Major Field Test, Senior Project
2. **Students Assessed:**
   - Day: 2
   - Evening: 3
   - AHE: 0
   - Online: 0

3. **Results of Assessment:**
   **A. MFT Results:**
   - NATIONAL MEAN (X): 148.9 Standard Deviation (S): 13.9
   - Subcategory 1 (Core Sociology): \( X=49.6 \quad S=12.2 \)
   - Subcategory 2 (Critical Thinking): \( X=48.9 \quad S=12.4 \)

   **DAY**
   - MEAN: 148 (-.9)
   - Subcategory 1: 44.5 (-5.1)
   - Subcategory 2: 52.5 (+3.6)

   **EVENING**
   - MEAN: 150.3 (+1.4)
   - Subcategory 1: 54.3 (+4.7)
   - Subcategory 2: 47.6 (-1.3)

   **B. AM Form Comments:** Evening instructor indicated students were not prepared for research design, that students were competent in theoretical
areas, and that future courses would attempt to integrate theory and methods. Day instructor indicated the two theses completed were exceptional and that students need to be more familiar with Sociology as a discipline.

4. **Analysis:** The number of students taking the Sociology MFT was too small to draw inferences.
5. **Recommendation for Improvement:** Monitor MFT results over time to identify strengths and weaknesses.

V. **Degree Program: Philosophy and Religious Studies**
1. **Assessment Instruments:** Senior Project, Oral Presentations
2. **Students Assessed:**
   - Day: 3
   - Evening: 0
   - AHE: 0
   - Online: 0
3. **Results of Assessment:** Only three students graduated with this degree. The instructor reported that they were not appropriately prepared in the manner and method of contemporary philosophy.
4. **Analysis:** Analysis not possible
5. **Recommendation for Improvement:** Consider separating Philosophy and Religious Studies tracks within the major. Provide students more access to current literature.

COMMENT: The Assessment of Major forms are not very helpful. Comments often pertain to a particular class rather than to issues common to all venues. Also, MFT results often contradict instructor comments.

Also, there is insufficient data to adequately assess most majors offered through the Department of History and Social Sciences. Psychology is the exception.