I. Degree Program: Psychology Undergraduate

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

2. Students Assessed:
   - Day: 15
   - Evening: 20
   - Online: 84
   - AHE: 65

3. Results of Assessment:
   A. MFT Results:
      National Mean ($\bar{X}$) = 156.2  Standard Deviation (S) = 14.8
      Subcategory 1 (Learning/Cognition): $\bar{X}$ = 56  S = 14.7
      Subcategory 2 (Perception, Sensation, Physiology, Comp/Ethology): $\bar{X}$ = 56.5  S = 15.2
      Subcategory 3 (Clinical/Abnormal): $\bar{X}$ = 55.8  S = 14.4
      Subcategory 4 (Developmental/Social): $\bar{X}$ = 56.1  S = 14.7

      **DAY**
      MEAN: 160.1 (+3.9) (n=15) (55th Percentile)
      Subcategory 1: Not Reported
      Subcategory 2: Not Reported
      Subcategory 3: Not Reported
      Subcategory 4: Not Reported

      **EVENING**
      MEAN: 151.5 (-4.7) (n=20) (35th Percentile)
      Subcategory 1: Not Reported
      Subcategory 2: Not Reported
      Subcategory 3: Not Reported
      Subcategory 4: Not Reported

      **AHE**
      MEAN: 147 (-9.2) (n=65) (25th Percentile)
      Subcategory 1: Not Reported
      Subcategory 2: Not Reported
      Subcategory 3: Not Reported
      Subcategory 4: Not Reported

   NOTE: Psychology MFT scores vary by campus. Scores were:
FL1 (Orlando): 136.6 (n = 8) (5th percentile)
FL3 (Jacksonville): 154 (n=1) (40th percentile)
IL 1 (Lake County): 148.2 (n=6) (30th percentile)
IL 3 (Crystal Lake): 152.4 (n=12) (40th percentile)
JEF (Jefferson City): 160 (n=3) (55th percentile)
MO 2 (Ft Wood): 144.5 (n=6) (15th percentile)
MO 9 (St Louis): 140.8 (n=5) (10th percentile)
OB 1 (Lake Ozark): 148.7 (n=7) (30th percentile)
ROL (Rolla): 149.9 (n=8) (30th percentile)
UT 1 (Salt Lake City): 144.4 (n=9) (20th percentile)

ONLINE
MEAN: 150.5 (-5.7) (n= 84) (35th Percentile)
Subcategory 1: Not Reported
Subcategory 2: Not Reported
Subcategory 3: Not Reported
Subcategory 4: Not Reported

B. Assessment of Major Form Comments. Some instructors apparently cut and paste their responses from term to term. Several instructors offered suggestions for additional courses. Concern over lack of familiarity with the APA format was also expressed. One adjunct complained that students at her campus were not provided the same equipment as home campus students and that it was not possible to teach students the same material in 8 week classes as those taught in 16 weeks.

4. Analysis: The Day college Psychology MFT scores were above the national mean and the Evening campus students scored at approximately the national average. AHE scores vary by location, but the average AHE score (149.8) is significantly below the national mean and is in the 20th percentile nationally. Online campus students scored, on average, in the 25th percentile nationally. For the third year in a row Orlando students scored significantly below the national mean (5th percentile), and for the second year the Ft. Leonard Wood students scored significantly below the national mean (15th percentile). This year the St. Louis students scored in the 10th percentile. It is also troubling that students at almost all AHE campuses and the Online campus are scoring below, sometimes significantly below, the national mean. Students from every AHE campus except one (Jefferson City with an n=3) scored in the 40th percentile or below. The mean AHE scores place graduates (n=65) in the 25th percentile nationally. Students from seven of the ten campuses reporting MFT results scored at the 30th percentile or below.

5. Recommendation for Improvement:
FROM THE 2007 REPORT
"The Orlando and Ft. Leonard Wood concerns should be addressed immediately. Orlando students have performed poorly on the MFT the last two years. The Department recommends requiring all senior projects from under performing AHE and Online campuses be sent to the home campus for evaluation. If scores do not improve the College should consider more drastic measures. The number of AHE students tested in Psychology is now large enough to begin reaching conclusions. Otherwise the Department should consider whether any deficiencies could be addressed via changes to the curriculum."

In this 2008 REPORT the department recommends adding the St. Louis campus to the above concerns and recommendations.

II. Degree Program: History Undergraduate

1. Assessment Instruments: Major Field Test, Senior Projects

2. Students Assessed:
   Day: 9
   Evening: 1
   Online: 15
   AHE: 13

3. Results of Assessment:
   A. MFT Results
      National Mean (X) = 145 Standard Deviation (S) = 13.4
      Subcategory 1: (U.S. History): X = 44.8 S = 13.3
      Subcategory 2: (European): X = 45.4 S = 13.4
      Subcategory 3: (African, Latin American, Asian) X = 45.9 S = 13.3

   DAY
   MEAN: 139.4 (-5.6) (n=9) (30th percentile)
   Subcategory 1: Not Reported
   Subcategory 2: Not Reported
   Subcategory 3: Not Reported

   EVENING
   MEAN: 159 (+14) (n=1) (80th percentile)
   Subcategory 1: Not Reported
   Subcategory 2: Not Reported
   Subcategory 3: Not Reported

   AHE
   MEAN: 140.4 (-4.6) (n=13) (35th percentile)
   Subcategory 1: Not Reported
   Subcategory 2: Not Reported
   Subcategory 3: Not Reported

   ONLINE
MEAN: 139.1 (-5.9) (n=15) (35th percentile)
Subcategory 1: Not Reported
Subcategory 2: Not Reported
Subcategory 3: Not Reported

B. AM Form Comments: There appears to be a disconnect between MFT scores and some of the AM forms. For example, one instructor indicated that all history instructors at his campus “provide superior instruction within each class offered” although the seven students taking the MFT scored in the 25th percentile. As stated below, it is possible the deficiency is at least partially explained by the curriculum. Several instructors commented that the history curriculum is weak in several areas, especially European and other regional areas of concentration.

4. Analysis: With the exception of one evening student taking the test who scored in the 80th percentile and another student in Jacksonville who scored in the 70th percentile, the History MFT scores are below the national average. Although n sizes are small this is a concern. It is possible some areas tested by the History MFT are not being addressed by the current curriculum. It is also possible the department should consider restructuring the History curriculum using a different scheme.

5. Recommendation for Improvement: While n sizes are still small, a pattern is emerging. History majors in all Columbia College venues score poorly on the MFT. The department must begin considering possible explanations and remedies.

III. Degree Program: Political Science Undergraduate
1. Assessment Instruments: Major Field Test, Senior Project, Oral Presentation
2. Students assessed:
   Day: 0
   Evening: 0
   AHE: 0
   Online: 0

IV. Degree Program: Sociology Undergraduate
1. Assessment Instruments: Major Field Test, Senior Project
2. Students Assessed:
   Day: 3
   Evening: 11
   AHE: 0
   Online: 3

3. Results of Assessment:
A. MFT Results:

NATIONAL MEAN (X): 147.9  Standard Deviation (S): 12.3
Subcategory 1 (Core Sociology): X=49.4  S=12.2
Subcategory 2 (Critical Thinking): X=48.8  S=12.4

DAY
MEAN: 151.7 (+3.8) (n=3) (55th percentile)
Subcategory 1: Not Reported
Subcategory 2: Not Reported

EVENING
MEAN: 151.5 (+3.6) (n=11) (55th percentile)
Subcategory 1: Not Reported
Subcategory 2: Not Reported

ONLINE
MEAN: 155 (+7.1) (n=3) (65th percentile)
Subcategory 1: Not Reported
Subcategory 2: Not Reported

B. AM form comments: No common theme was apparent. The curriculum has been recently updated and previous areas of concern such as weakness in qualitative research should be addressed as a consequence.

4. Analysis: Although the number of students taking the sociology MFT is still small it appears that students in all venues are, on average, scoring above the national average.

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

V. Degree Program: Bachelor of Arts in American Studies

No assessment data provided.