Mission Statement

The Accounting Major seeks to provide students with a solid foundations that enables them to succeed in the accounting profession while encouraging a sense of responsibility and service to their communities.

Changes

See full report for comments on all outcomes.

The main concern was the low scores on the Comprehensive Accounting Exam comments relating to this are below.

Courses need to be integrated within the overall accounting curriculum. Capstone course will be redesigned to incorporate overall concepts. Comprehensive finals should be administered in all courses. In addition, we will look at possibly redesigning the income tax portion of the Comprehensive Exam for relevance to practice as “relying on software” may be the cause of a low score. Assigning Individual Income Tax Practice sets to be worked in Capstone Class may be used to assess comprehension of tax concepts. Assigning Complex Intermediate Accounting problems to be worked as part of the presentation could assist in integration also. For year 2009~2010 Advanced Accounting will be taught in final semester along with Capstone, so material can be integrated into Capstone more effectively.

Recommendations

Comments
Department Name: Business
Program Name: Accounting
Department Chair: Samir Moussalli
Academic Year: 2008-09

Goal Number 1
Students will be employed in the accounting profession and/or pass the CPA exam.

Report Comments
Since 2006 100% of graduates have gained employment and/or graduate acceptance. 1 student has earned CPA designation. 2 have passed sections. 9 other students have recently become eligible to sit for the exam. For detail information on each student, refer to full report.

Goal Measures Combined
- Track graduates - noting job placement and CPA attempts

Frequency
Updated yearly

Goal Number 2
Restructure Accounting Program course offerings to include all required courses to sit for the CPA exam.

Report Comments
No changes were made to the Accounting curriculum during 08-09. These courses are important to our students and we will continue to strive to have them offered during the regular Spring and Fall sessions.

5th Year Option
The Accounting Faculty drafted a proposal to restructure the 5th year accounting option. The Business Department deemed that the proposal change should be reviewed at a later date. We will continue to strive for change in this option

Goal Measures Combined
- Course offering per Catalog

Frequency
Yearly

Goal Number 3
Accounting Program will improve relations with CPA firms in region.

Report Comments
During the year, several speakers spoke to the accounting club. Contacts were also made with Giles Manufacturing, Alfa, Comala, Max, Morgan Keegan and local CPA firm, Aldridge Borden, who hired their first Huntingdon intern and Jackson Thornton offered a previous intern a full-time position.

We have 12 graduating seniors, 8 students (67%) were involved with an internship.

Goal Measures Combined
- Number of contacts at CPA firms
- Number of internships students obtain.

Frequency
Updated yearly
**Goal Number 4**

BADM 80% of the students taking the Comprehensive Business Exam (CBE) will score above 70% on that test

**ReportComments**
78% of the students scored 70% or better on the Comprehensive Business Exam.

**GoalMeasuresCombined**
• Comprehensive Business Exam Results

**Frequency**
Yearly

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**Goal Number 5**

BADM At least 10% of the graduating seniors will have an internship experience

**ReportComments**
We have 12 graduating seniors, 8 (67%) were involved with an internship

**GoalMeasuresCombined**
• Reports from Career Center

**Frequency**
Yearly

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**Goal Number 6**

BADM At least 70% of the graduating seniors will have an international experience (travel abroad

**ReportComments**
The 12 graduating seniors and their travel experience (42% international travel. 75% participated in some form of the travel program)

**GoalMeasuresCombined**
• Reports from VPAA Office

**Frequency**
Yearly

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**Goal Number 7**

BADM At Least 80% of the students will be exposed to “real-life” experiences through the Speakers’ Series

**ReportComments**
The Speakers’ series lectures remain a goal of the Business Department. We were unable to establish this during the ‘08-‘09 Academic year.

**GoalMeasuresCombined**
• Attendance Reports

**Frequency**
Yearly
Goal Number 1

demonstrate an understanding and be able to apply the principles of accounting, tax, auditing, cost and accounting information systems

Report Comments
Per results from the Comprehensive Business Exam, overall the graduating seniors have not retained the learning objectives set forth in the syllabus. Only 20% of the students scored 70% or better.

See full report on changes to improve results for this outcome.

91% of the students scored 70% or better on the Comprehensive AUDIT exam.

Goal Measures Combined
- In-house Comprehensive Accounting Exam taken by Seniors

Frequency
Yearly

Goal Number 2

demonstrate ability to apply and interpret accounting concepts in practical areas of tax, auditing and accounting information systems

Report Comments
ACCT 335 IRS Tax Certification
100% of students enrolled in ACCT 335 achieved certification.

ACCT 402 Lakeside and Knapp Cases
92% of students scored 70% or better on BOTH the Lakeside Cases and Knapp Cases.

ACCT 371 MAS 90 Software Lab
N/A this course was not taught during 2008–2009.

Goal Measures Combined
- SaveFirst Tax Certification
- Knapp and Lakeside Audit Cases
- Accounting Software Labs

Frequency
Yearly
Goal Number 3

demonstrate ability to use accounting information for better managerial decisions, financial statement analysis and Accounting Information Systems analysis

Report Comments
ACCT 321 Exam Results:
100% of students enrolled had 70% or better average.

ACCT 322 Project
100% of students enrolled had 70% or better on the project score.

ACCT 371 Project
N/A this course was not taught during 2008–2009

Goal Measures Combined

• Exams
• Financial Analysis Project
• AIS Analysis Project/Presentations

Frequency
Yearly

Goal Number 4

demonstrate familiarity with the format and material in the CPA exam.

Report Comments
ACCT 301
93% of students scored 70% or better on the CPA format final.

ACCT 302
93% of students scored 70% or better on the CPA format final.

ACCT 402
82% of students scored 70% or better on the CPA format quizzes.

ACCT 499
94% of the students scored 70% or better on the CPA format quizzes.

Goal Measures Combined

• Exposure to CPA material and format in courses.

Frequency
Yearly

Goal Number 5

BADM understand and apply the principles of accounting, management, finance, marketing, quantitative methods, legal environment, and economics

Report Comments
78% of the students scored 70% or better on the Comprehensive Business Exam taken by Seniors.

Goal Measures Combined

• Comprehensive Business Exam Results

Frequency
Yearly
**Goal Number 6**

**BADM** demonstrate an understanding of ethical challenges

**ReportComments**
This outcome was measured by Knapp Auditing Cases in ACCT 402. A variety of personal and professional ethical topics were covered throughout the course. The students were required to write a paper and discuss the topic and related questions in class. 92% of students scored 70% or better the Knapp Cases.

**GoalMeasuresCombined**

- Knapp and Lakeside Audit Cases

**Frequency**

Yearly

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**Goal Number 7**

**BADM** demonstrate effective oral and written communicative skills appropriate for business and professional settings/contexts

**ReportComments**
In two specific accounting courses, majors are required to prepare and present a combined written and oral project. For the 2008-2009 year, Acct 371 was not offered, so this project cannot be evaluated for this year’s assessment. However, Acct 499 was offered and students did prepare and present a project in which they were evaluated on both written content and communication skills demonstrated. Their final scores are presented below, which considers both the written and oral parts combined into one overall project score.

**GoalMeasuresCombined**

- Capstone reports and presentation

**Frequency**

Yearly

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**Goal Number 8**

**BADM** understand and integrate accounting theories and functions in organization

**ReportComments**
In two specific accounting courses, majors are required to prepare and present a project that combines accounting theories and functions in organizations. For the 2008-2009 year, Acct 371 was not offered, so this project cannot be evaluated for this year’s assessment. However, Acct 499 was offered and students did prepare and present a project with theory and application. 100% of students scored 80% or better.

**GoalMeasuresCombined**

- Capstone reports and presentation

**Frequency**

Yearly
STUDENT LEARNING OUTCOMES

Goal Number 9
BADM understand tax law and compliance issues

ReportComments
Only 20% of the students scored 70% or better.

GoalMeasuresCombined
• In-house Comprehensive Accounting Exam taken by Seniors

Frequency
Yearly

Goal Number 9
BADM understand the necessity and importance of the auditing function

ReportComments
91% of the students scored 70% or better on the Comprehensive Audit exam.

GoalMeasuresCombined
• In-house Comprehensive Accounting Exam taken by Seniors

Frequency
Yearly

Goal Number 9
BADM utilize accounting systems demonstrate managerial accounting concepts

ReportComments
Only 20% of the students scored 70% or better.

GoalMeasuresCombined
• In-house Comprehensive Accounting Exam taken by Seniors

Frequency
Yearly
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<thead>
<tr>
<th>NAME</th>
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<th>First</th>
<th>Applied to Graduate School</th>
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Data not gathered for:

McKenzie  Spencer  BU AC
### Program Goal

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<th>Program Goal 2</th>
<th>How is this program goal to be measured?</th>
<th>How often will this program goal be measured?</th>
<th>Comments (optional)</th>
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<td>Course offering per Catalog</td>
<td>Yearly</td>
<td>Need to add 2 additional courses and restructure 5th year option.</td>
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</table>

**Restructure Accounting Program course offerings to include all required courses to sit for CPA**

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**Course Offerings: Governenental Accounting & Corporate Income Tax**

For 2008-09 academic year, the Accounting Major was in a state of change. Full time faculty member Barbara White was pursuing her doctorate at Ole Miss. Thus, with Mrs. White’s lighter course load, the only option of offering additional courses would be via adjunct faculty. The Governmental and Corporate Tax course was not offered again during the academic year.

Students were asked if they would take either course if offered during the Fall or Spring term and 13 to 15 students responded they would take a class if offered. As mentioned above, the courses were not offered. They were however offered for the summer term ~ with approximately 4 students enrolled in each course. Low enrollment was due to location and cost factors.

These courses are important to our students and we will continue to strive to have them offered during the regular Spring and Fall sessions.

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**5th Year Option**

The Accounting Faculty drafted a proposal to restructure the 5th year accounting option. The Business Department deemed that the proposal change should be reviewed at a later date. We will continue to strive for change in this option.
Program Goal | How is this program goal to be measured? | How often will this program goal be measured? | Comments (optional)
---|---|---|---
**Program Goal 3** | Number of contacts at Accounting/Business firms. Number of internships students obtain. | Updated yearly | Accounting Interview Day, Host Mtgy Acct Interview Day, Acctg Club speakers, Develop contacts through alums.

**Accounting Program will improve relations with Accounting/Business firms in region.**

**Number of Contacts**
During the year, speakers from Blackmon & Hart CPA firm and Gerome Gentry spoke to the accounting club. Contacts were also made with Giles Manufacturing, Alfa, Comala, Max, Morgan Keegan and local CPA firm, Aldridge Borden, who hired their first Huntingdon intern and Jackson Thornton offered a previous intern a full-time position.

We believe contact with Accounting professionals is vital for our students success. During the 08-09 Academic year the college hired Career specialist Blake Gore. We, along with Mr. Gore, will continue to make contacts. Hopefully, we will be contacting alums who have graduated with an accounting major in order to secure more professional relationships.

**Number of Internships**
We have 12 graduating seniors, 8 students (67%) were involved with an internship as follows:

Manci Bryars, Summer 2007 and 2008, Robertson, Andreoli, & Covington, P.C., CPA firm  
Matt Goble, Spring 2009, Aldridge Borden CPA firm; Summer 2008. Self, Maples and Copeland, CPA firm  
Frankie Vorrosso, Spring 2009, SaveFirst  
Steven Manning, Spring 2009, Comala Federal Credit Union  
Mary Louise Thrower, Fall 2008, Jackson Thornton, CPA firm  
Sara Vaughn, Spring 2009, Global Impact, Inc.  
Brad Vest, Summer 2009, MetLife Insurance Corporation  
Ashley Williams, Spring 2008 & 2009 Extermitech Pest Control

**Other**
Fall 2008 Accounting sponsored Montgomery Accounting Interview Day. Over 10 companies from the Montgomery area were on campus to interview students. We hope this will be a yearly or every other year event.

Four seniors participated in the Alabama Society of CPA’s Accounting Interview Day held annually at the University of Montevallo. In the past, we have had students receive job offers from this event. We will continue to support it in the future.

Students attended recruiting events with WilsonPrice and Aldridge Borden & Co. These recruiting events were invitation only to the Montgomery Biscuits Games. These events provide invaluable networking opportunities for our students.
Learning Outcome 1
In House Comprehensive Accounting Exam
Yearly
80% of the students testing should score 70% or better.

Demonstrate an understanding and be able to apply the principles of accounting, tax, auditing, cost and accounting information systems.

**Purpose:** To determine if Accounting Majors learned objectives set forth in syllabus for the following required courses:

- ACT 301 ~ Intermediate Accounting I
- ACT 302 ~ Intermediate Accounting II
- ACT 335 ~ Individual Income Tax
- ACT 321 ~ Cost Accounting
- ACT 322 ~ Managerial Accounting
- ACT 371 ~ Accounting Information Systems
- ACT 403 ~ Advanced Accounting

**Procedure:** Final exam was administered in the Accounting Capstone 499 course containing questions correlating to Student Learning Outcomes.

**Results:**

| Overall Average | (Student High: 80%  Student Low: 55%) |

| Averages per Course: |

- 63% ACT 301 ~ Intermediate Accounting I & ACT 302 ~ Intermediate Accounting II
- 53% ACT 335 ~ Individual Income Tax
- 75% ACT 321 ~ Cost Accounting & ACT 322 ~ Managerial Accounting
- 68% ACT 371 ~ Accounting Information Systems
- 59% ACT 403 ~ Advanced Accounting

**Conclusion:** Overall the graduating seniors have not retained the learning objectives set forth in the syllabus. Only 20% of the students scored 70% or better.

**Comments:**
Courses need to be integrated within the overall accounting curriculum. Capstone course will be redesigned to incorporate overall concepts. Comprehensive finals should be administered in all courses. In addition, we will look at possibly redesigning the income tax portion of the Comprehensive Exam for relevance to practice as “relying on software” may be the cause of a low score. Assigning Individual Income Tax Practice sets to be worked in Capstone Class may be used to assess comprehension of tax concepts. Assigning Complex Intermediate Accounting problems to be worked as part of the presentation could assist in integration also. For year 2009~2010 Advanced Accounting will be taught in final semester along with Capstone, so material can be integrated into Capstone more effectively.
CONTINUED

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>How is this student learning outcome to be measured?</th>
<th>How often will this outcome be measured?</th>
<th>Comments (optional)</th>
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<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>In House Comprehensive Accounting Exam</td>
<td>Yearly</td>
<td>80% of the students testing should score 70% or better.</td>
</tr>
</tbody>
</table>

Demonstrate an understanding and be able to apply the principles of accounting, tax, auditing, cost and accounting information systems.

**Purpose:** To determine if accounting major learned objectives set forth in syllabus for Auditing I & II. (ACCT 401 & 402)

**Procedure:** Final exam was administered containing questions correlating to Student Learning Outcomes.

**Results:**

Overall Average: 80%  (Student High: 89%  Student Low: 69%)

Averages per Student Learning Outcomes:

- 77%  1 – ASSURANCE and NON-ASSURANCE SERVICES
- 87%  2 – AUDIT REPORTS AND OPINIONS
- 86%  3 - AUDIT PROCESS and PLANNING including GAAS
- 61%  4. MANAGEMENT ASSERTIONS
- 76%  5. TYPES OF AUDIT EVIDENCE
- 89%  6. STATISTICAL AND NON STATISTICAL SAMPLING
- 93%  7. FRAUD AUDITING
- 68%  8. TEST OF DETAILS OF BALANCES AND SUBSTANTIVE TEST OF TRANSACTIONS
- 83%  9. SARBANES-OXLEY ACT
- 82%  10. AICPA CODE OF PROFESSIONAL CONDUCT
- 91%  11. LEGAL ISSUES  (tested in short answer format  Students received 95% of points)

**Conclusion:**

91% of the students scored 70% or better on the Comprehensive Audit exam.

Overall the graduating seniors have learned objectives set forth in the syllabus. Area for course improvement are Student Learning Outcomes #4 (Management Assertions) and #8 (Test of Details..) Possibly more assignments dealing with these two topics should be assigned in future courses.


<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>How is this student learning outcome to be measured?</th>
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<tr>
<td><strong>Learning Outcome 2</strong></td>
<td>SaveFirst Tax Certification Audit Cases, Software Labs</td>
<td>Yearly in ACCT 335, ACCT 371 and ACCT 402</td>
<td>80% of students in ACCT 335 should receive certification; 80% of students in ACCT 402 Lakeside/Knapp Audit cases and 80% of students in ACCT 371 Accounting Software Labs should score 70% or better.</td>
</tr>
</tbody>
</table>

Demonstrate ability to apply and interpret accounting concepts in practical areas of tax, auditing and accounting information systems.

RESULTS:

**ACCT 335 IRS Tax Certification**
100% of students enrolled in ACCT 335 achieved certification.

**ACCT 402 Lakeside and Knapp Cases**
92% of students scored 70% or better on BOTH the Lakeside Cases and Knapp Cases.

**ACCT 371 MAS 90 Software Lab**
N/A this course was not taught during 2008~2009.

Comments:

It appears the above tools are an effective way to give students a “hands on” experience. We will continue to use these tools in the future.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>How is this student learning outcome to be measured?</th>
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<td><strong>Learning Outcome 3</strong></td>
<td>Exams given in ACCT 321. Project in ACCT 322 and ACCT 371 Project/Presentation</td>
<td>Yearly</td>
<td>80% of students maintain a 70% or better average in ACCT 321 and 80% of students score 70% or better on the ACCT 322 project and 80% of students maintain a 70% or better average on ACCT 371 project.</td>
</tr>
</tbody>
</table>

**Demonstrate ability to use accounting information for better managerial decisions, financial statement analysis and Accounting Information Systems analysis.**

**RESULTS:**

**ACCT 321 Exam Results:**
100% of students enrolled had 70% or better average.

**ACCT 322 Project**
100% of students enrolled had 70% or better on the project score.

**ACCT 371 Project**
N/A this course was not taught during 2008~2009.

**COMMENTS:**

Final exam in Cost 321 should be more comprehensive in nature for future course.

Project in ACCT 322 could use improvement. The students all performed similarly on the project, but was well below Instructor expectation. More detailed instruction will be given with the project in future courses.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>How is this student learning outcome to be measured?</th>
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<tr>
<td>Learning Outcome 4</td>
<td>Exposure to CPA material and format in courses.</td>
<td>Yearly</td>
<td>ACCT 301&amp;302, ACCT 402 and ACCT 499 Final exams consist solely of CPA questions in CPA format. 80% of students should score 70% or better on final exams.</td>
</tr>
</tbody>
</table>

Be familiar with the format and material in the CPA exam.

**ACCT 301**
93% of students scored 70% or better on the CPA format final.

**ACCT 302**
93% of students scored 70% or better on the CPA format final.

**ACCT 402**
82% of students scored 70% or better on the CPA format quizzes.

**ACCT 499**
67% of the students scored 70% or better on the CPA format quizzes.

**COMMENTS:**
CPA material is very beneficial to learning. CPA material is very comprehensive, theoretical and in depth. However, in some of the courses students have begun memorizing the answers instead of working through problems. Therefore, this is no longer a good indicator of their understanding of subject matter. For future courses this format will be adjusted. The students will not have solutions.
PROGRAM ASSESSMENT PLAN
ACCOUNTING

RESULTS FOR 2008-2009
Attached you will find the following documents:

1. **Program Assessment Plan ~ Accounting MAJOR 2008-2009 Results Report**. This plan was Accounting Major oriented. It was created by the accounting instructors and is focused on what an accounting professional should possess.

2. **Program Assessment Plan ~ Accounting 2008-2009 Results Report**. This plan was Business Department oriented and focused on the broad business knowledge an Accounting Major should possess.

3. **Program Assessment Plan ~ Accounting MAJOR 2009-2010**.

Submitted: June 1, 2009
Submitted by: Barbara White and Amy Hulsey
Submitted to: Dr. Samir Moussalli, Dean Dudley, Dean Fedler
PROGRAM ASSESSMENT PLAN

Department: BUSINESS
Major: ACCOUNTING

Date this plan was completed or updated: November 10, 2008

I. Program Goals
   1. Students will be employed in the accounting profession and/or pass the CPA exam.
   2. Restructure Accounting Program course offerings to include all required courses to sit for CPA.
   3. Accounting Program will improve relations with Accounting firms/businesses in region.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>How is this program goal to be measured?</th>
<th>How often will this program goal be measured?</th>
<th>Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal 1</td>
<td>Track graduates - noting job placement and CPA attempts.</td>
<td>Updated Yearly</td>
<td>Students should pass CPA within 5 yrs. of graduation and obtain a job within 3 yrs.</td>
</tr>
<tr>
<td>Program Goal 2</td>
<td>Course offering per Catalog</td>
<td>Yearly</td>
<td>Need to add 2 additional courses and restructure 5th year option.</td>
</tr>
<tr>
<td>Program Goal 3</td>
<td>Number of contacts at Accounting/Business firms. Number of internships students obtain.</td>
<td>Updated yearly</td>
<td>Accounting Interview Day, Host Mtgy Acct Interview Day, Acctg Club speakers, Develop contacts through alums.</td>
</tr>
</tbody>
</table>

1 Program goals should be differentiated from student learning outcomes. It is not necessary to have program goals in addition to student learning outcomes. Examples of program goals are: “50% of our students will score at the 50th percentile on a national test; students will get into graduate schools; the department will increase the number of majors; the department will improve its relations with the admission department; the department will seek outside funding,” etc.
II. **Student Learning Outcomes and Measures**  
At the end of the program in Accounting students shall be able to:  
1. demonstrate an understanding and be able to apply the principles of accounting, tax, auditing, cost and accounting information systems.  
2. demonstrate ability to apply and interpret accounting concepts in practical areas of tax, auditing and accounting information systems.  
3. demonstrate ability to use accounting information for better managerial decisions, financial statement analysis and Accounting Information Systems analysis.  
4. be familiar with the format and material in the CPA exam.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>How is this student learning outcome to be measured?</th>
<th>How often will this outcome be measured?</th>
<th>Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>In House Comprehensive Accounting Exam</td>
<td>Yearly</td>
<td>80% of the students testing should score 70% or better.</td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td>SaveFirst Tax Certification Audit Cases</td>
<td>Yearly in ACCT 335 and ACCT 402</td>
<td>80% of students in ACCT 335 should receive certification; 80% of students in ACCT 402 should score 70% or better on Lakeside/Knapp Audit cases and Accounting Software Labs.</td>
</tr>
<tr>
<td>Learning Outcome 3</td>
<td>Exams given in ACCT 321 Project in ACCT 322 and ACCT 371 Project/Presentation</td>
<td>Yearly</td>
<td>80% of students maintain a 70% or better average in ACCT 321 and 80% of students score 70% or better on the ACCT 322 project and 80% of students maintain a 70% or better average on ACCT 371 project.</td>
</tr>
<tr>
<td>Learning Outcome 4</td>
<td>Exposure to CPA material and format in courses.</td>
<td>Yearly</td>
<td>ACCT 301&amp;302, ACCT 402 and ACCT 499 Final exams consist solely of CPA questions in CPA format. 80% of students should score 70% or better on final exams.</td>
</tr>
</tbody>
</table>

III. **How will the department discuss the data and identify action items?**  
At the end of each academic year, the accounting instructors will update the data and prepare an assessment report.  

The department will review results and make changes as appropriate.

IV. **Please attach a curriculum map to this plan.**
ACCOUNTING MAJOR - CURRICULUM MAP
For Academic Year 2008-2009

<table>
<thead>
<tr>
<th>Accounting</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>Business Core*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT322 Managerial Accounting</td>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ACCT201 Elementary Accounting I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT202 Elementary Accounting II</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT301 Intermediate Accounting I</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT302 Intermediate Accounting II</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT321 Cost Accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT335 Income Tax Procedure, Individuals</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT371 Seminar in Accounting - Acct. Infor Syst.</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT401 Auditing I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT402 Auditing II</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT403 Advanced Accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT499 Senior Capstone in Accounting</td>
<td>M</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3ADM200 Introduction to Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3ADM203 Quantitative Methods in Management</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3ADM302 Business Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3ADM303 Principles of Marketing.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3ADM311 Business Finance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3ADM312 Principles of Management</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP105 Computers and Society</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CON201 Principles of Microeconomics</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CON202 Principles of Macroeconomics</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATH175 Mathematical Concepts for the Natural and Social Sciences</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACCOUNTING MAJOR - Student Learning Outcomes
At the end of the program in Accounting students shall be able to:
1. demonstrate an understanding and be able to apply the principles of accounting, tax, auditing, cost and accounting information systems.
2. demonstrate ability to apply and interpret accounting concepts in practical areas of tax, auditing and accounting information systems.
3. demonstrate ability to use accounting information for better managerial decisions, financial statement analysis and Accounting Information Systems analysis.
4. be familiar with the format and material in the CPA exam.

I - Introduced
D - Developed
M - Mastered

*Business Core - See Business Program assessment for detail.
**Program Goal**

How is this program goal to be measured?

How often will this program goal be measured?

Comments (optional)

| **Program Goal 1** | Track graduates - noting job placement and CPA attempts. | Updated Yearly | Students should pass CPA within 5 yrs. of graduation and obtain a job within 3 yrs. |

**Students will be employed in the accounting profession and/or pass the CPA exam**

**RESULTS:**
Per detailed report, majority of students in accounting attained jobs in the accounting field.

For those seeking CPA designation see below table:

**CPA exam data for students working toward CPA designation:**

<table>
<thead>
<tr>
<th>2006</th>
<th>NAME</th>
<th>Eligible Hours</th>
<th>Section Attempted</th>
<th>Section Passed</th>
<th>CPA Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gardner Dale</td>
<td>YES</td>
<td>AUDIT</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ryan Fretts</td>
<td>YES</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anna Kaylor</td>
<td>YES</td>
<td>AU/BU/FIN/REG</td>
<td>AU/BU/FIN/REG</td>
<td>Earned 2007</td>
</tr>
<tr>
<td></td>
<td>Kristen McDonald</td>
<td>YES</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connor Merritt</td>
<td>YES</td>
<td>Financial</td>
<td>Financial</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2007</th>
<th>NAME</th>
<th>Eligible Hours</th>
<th>Section Attempted</th>
<th>Section Passed</th>
<th>CPA Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emma Butler</td>
<td>YES</td>
<td>AUDIT</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Taber Ellis</td>
<td>YES</td>
<td>None</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lea Reddick</td>
<td>NO</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chris Phillips</td>
<td>YES</td>
<td>FINANCIAL</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2008</th>
<th>NAME</th>
<th>Eligible Hours</th>
<th>Section Attempted</th>
<th>Section Passed</th>
<th>CPA Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paige Brown</td>
<td>NO</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lee Nalley</td>
<td>YES</td>
<td>FIN/AUDIT/REG</td>
<td>FIN/AUDIT/REG</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nicole Weldon</td>
<td>YES</td>
<td>None</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
2006 Graduates

**Gardner Dale.** Currently employed at Smith, Dukes & Buckalew Public Accounting Firm Mobile, AL. Gardner recently completed his required hours for CPA exam candidacy and is sat for the first part of the exam in February 2009. He is currently studying for the other parts and planning on retaking the first part.

**Ryan Fretts.** Alabama Society of CPAs, Outstanding Accounting Student. Completed MBA program at Millsaps College, and is studying for the CPA exam. He plans on sitting for the exam in February 2009. Ryan’s goal has always been to become agent for the Secret Service. An accounting degree was recommended. Ryan is making remarkable strides in attaining his goal. After going to work for the Secret Service in Jackson, MS as an intern, he is presently employed at the Madison Police Department where he is completing the police training necessary to become a Secret Service Agent.

**Anna Kaylor.** Alabama Society of CPAs, Outstanding Accounting Student. Completed the Masters of Accountancy at Auburn University under a *graduate fellowship*. Passed the CPA exam in the first sitting with higher than average scores. Anna is currently employed at Wilson, Price, Barranco & Billingsley, Public Accounting Firm in Montgomery, AL.

**Kristen McDonald** Completed the Masters of Accountancy at Troy University. Kristen is employed at Rabren, Odom, Pierce and Hayes, a Public Accounting Firm in Andalusia, AL. She is currently studying for the CPA exam and plans to begin testing during the summer of 2009.

**Connor Merritt.** Currently employed Comcast Corporation as a staff accountant in the Southern division's accounting department in Atlanta, GA. He is CPA ready and successfully passed the Financial section in February 2009.

2007 Graduates

**Martha Argumedo** Martha is a Mexican citizen. She obtained her work permit for the U. S. and is working for ViscoFan USA manufacturing firm in Montgomery, AL. She is performing cost accounting and human resource services. She hopes to extend her work permit for another 2 years.

**Giovannie Brown** Currently working as a Staff Accountant, as well as an internal auditor with a manufacturing company. She will reach her 2 year employment anniversary in August. Giovanni’s current goals are start graduate school at UAB or Samford in the summer of 2009, and sit for the CPA exam and possibly the CMA exam.
2007 Graduates Continued

Emma Butler  Currently pursuing the Masters of Accountancy at UA. Emma is scheduled to graduate in May of 2009 and will begin sitting for the exam in April 2009. Upon graduation she has accepted a job with Warren, Averett, Public Accounting Firm in Birmingham Alabama.

Chris Clark  After working an internship and accepting a job at Jackson Thornton & Company, he decided to resign from that position and accept a position in management of BoneFish Grill Restaurants with the intention of obtaining a franchise. In 2009, he also accepted a position at Huntingdon College in the Center for Learning Enrichment, while still being employed at Bonefish

Brandon Dainas  ASCPA Educational Foundation Scholarship Recipient
Currently employed at Smart Circle Internations, in Birmingham AL. Brandon recently received a promotion and will be trained to run a new office in Fort Worth, Texas beginning in Spring 2009.

Nicole Doucette  Montgomery Chapter of ASCPA Scholarship Recipient
Currently employed as a Tax Accountant at The Colonial Company in Montgomery, AL. She plans on starting graduate school in the Fall of 2009 while continuing to work in her present position and to sit for the CPA exam upon completion of graduate work.

Taber Ellis  Currently employed at Jackson Thornton & Company, Public Accounting Firm in Montgomery, AL. Taber has been taking his required extra courses and is only lacking one class to become CPA ready. He plans to sit for the CPA exam by summer 2009.

Avery Ford  Alabama Society of CPAs, Outstanding Accounting Student
Currently employed as a cost accountant at Webster Industries, a manufacturing firm in Montgomery, AL. He is also working on his masters at Alabama State University.

Matt Kelser  Currently employed in the accounting department of Smurfit-Stone Container Corporation, a manufacturing firm in Montgomery, AL.

Spencer McKenzie  Spencer graduated Huntingdon with a Business major with an accounting emphasis. We have been unable to obtain recent information regarding Spencer.

Chris Phillips  Currently employed at Smith, Dukes & Buckalew, Public Accounting Firm in Mobile, AL. Chris recently completed his required hours for CPA exam candidacy and is sitting for the exam in February 2009.

Lea Reddick  Currently pursuing the Masters of Accountancy at UAB. While taking classes, Lea also works as head accountant at First Presbyterian Church in Birmingham AL.

Sam Schjott  Sam graduated Huntingdon with a Business major with an accounting emphasis. He is currently enrolled in the University of Florida's Toulouse School of Business Graduate Program. He is preparing to spend a semester in France.
2008 Graduates

Paige Brown  Currently employed with Jackson Thornton, Public Accounting Firm in Montgomery, AL. Paige recently completed her "Governmental and Not for Profit Accounting" course and is now CPA ready. She plans to sit for the CPA in summer 2009.

John Glasscock  Currently employed as an accountant with the Alabama Department of Public Health. John's father had worked with the Alabama Department of Revenue, it was John's goal upon graduation was to secure a job with the State of Alabama. After graduation he was offered a job in public accounting at a firm in Fairhope, AL, but declined in order to pursue the State job.

Lee Nalley  Currently pursuing his Masters of Accountancy at UA on scholarship. Lee has accepted a job with Deloitte Touche, a National Public Accounting firm, in the Atlanta GA branch upon graduation. He sat for three parts of his CPA exam in the spring and summer of 2009 and successfully passed with an outstanding score of 87, 83 and 81!.

Amanda Thomley  Amanda was a double major in business and accounting. Amanda is pursuing a Masters in Marketing at UA. She is scheduled to graduate in 2009 and hopes to find a job to combine Marketing and Accounting.

Nicole Weldon  Currently pursuing a Masters of Accountancy at UA on a full graduate assistantship. Nicole accepted a job with Ernst & Young, a National Public Accounting firm in Atlanta upon graduation. Due to a serious medical issue, she had to withdraw from her graduate program during the Spring of 2009. She will resume graduate work in the Fall of 2009 and sit for the first part of his CPA exam in the Spring of 2010. She will start her job with Ernst & Young in the Fall of 2010

2008 December Graduate

Mary Louise Thrower currently employed at Jackson Thornton, Public Accounting Firm in Montgomery, AL.
PROGRAM ASSESSMENT PLAN
ACCOUNTING

RESULTS FOR 2008-2009

Program Assessment Plan ~Accounting 2008-2009 Results Report. This plan was Business Department oriented and focused on the broad business knowledge an Accounting Major should possess.
**PROGRAM ASSESSMENT PLAN**

Department: **BUSINESS**  
Major: **ACCOUNTING**

Date this plan was completed or updated:___________________

I. **Program Goals**

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>How is this program goal to be measured?</th>
<th>How often will this program goal be measured?</th>
<th>Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal 1</td>
<td>Test Results</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Program Goal 2</td>
<td>Reports from Career Ctr.</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Program Goal 3</td>
<td>Report from VPAA office</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Program Goal 4</td>
<td>Attendance Reports</td>
<td>As needed</td>
<td></td>
</tr>
</tbody>
</table>

1. 80% of the students taking the Comprehensive Business Exam (CBE) will score above 70% on that test.

2. At least 10% of the graduating seniors will have an internship experience.

3. At least 70% of the graduating seniors will have an international experience (travel abroad).

4. At least 80% of the students will be exposed to “real-life” experiences through the Speakers’ Series

---

1 Program goals should be differentiated from student learning outcomes. It is not necessary to have program goals in addition to student learning outcomes. Examples of program goals are: “50% of our students will score at the 50th percentile on a national test; students will get into graduate schools; the department will increase the number of majors; the department will improve its relations with the admission department; the department will seek outside funding,” etc.
II. **Student Learning Outcomes and Measures**

At the end of the program in Accounting students shall be able to:

1. understand and apply the principles of accounting, management, finance, marketing, quantitative methods, legal environment, and economics.
2. demonstrate an understanding of ethical challenges
3. demonstrate effective oral and written communicative skills appropriate for business and professional settings/contexts.
4. understand and integrate accounting theories and functions in organization
5. understand tax law and compliance issues
6. understand the necessity and importance of the auditing function
7. utilize accounting systems demonstrate managerial accounting concepts.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>How is this student learning outcome to be measured?</th>
<th>How often will this outcome be measured?</th>
<th>Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>CBE</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td>Capstone Cases</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 3</td>
<td>Capstone Reports and presentations</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 4</td>
<td>Capstone Reports and Presentations</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 5</td>
<td>In-House Test</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 6</td>
<td>In-House Test</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 7</td>
<td>In-House Test</td>
<td>Yearly</td>
<td></td>
</tr>
</tbody>
</table>

III. **How will the department discuss the data and identify action items?**

The department will review results and make changes as appropriate.

IV. Please attach a curriculum map to this plan.
80% of the students taking the Comprehensive Business Exam (CBE) will score above 70% on that test

**RESULTS:**

Business Core Assessment Exam  
Spring, 2009  

Accounting Majors

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment exam score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>83.1</td>
</tr>
<tr>
<td>2</td>
<td>77.5</td>
</tr>
<tr>
<td>3</td>
<td>76.1</td>
</tr>
<tr>
<td>4</td>
<td>71.8</td>
</tr>
<tr>
<td>5</td>
<td>71.8</td>
</tr>
<tr>
<td>6</td>
<td>71.8</td>
</tr>
<tr>
<td>7</td>
<td>70.4</td>
</tr>
<tr>
<td>8</td>
<td>61.0</td>
</tr>
<tr>
<td>9</td>
<td>58.0</td>
</tr>
</tbody>
</table>

Mean = 71.2

78% of the students scored 70% or better on the Comprehensive Business Exam.

**COMMENTS:**

We will continue to stress the importance of all business classes in our Accounting Major specific classes. We will continue to try and integrate other disciplines into our curriculum. We will work with other professors and try and integrate more broad business topics into more of our accounting courses.
<table>
<thead>
<tr>
<th>Program Goal</th>
<th>How is this program goal to be measured?</th>
<th>How often will this program goal be measured?</th>
<th>Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal 2</td>
<td>Reports from Career Ctr.</td>
<td>Yearly</td>
<td></td>
</tr>
</tbody>
</table>

At least 10% of the graduating seniors will have an internship experience.

**Number of Internships**

We have 12 graduating seniors, 8 (67%) were involved with an internship as follows:

- Manci Bryars, Summer 2007 and 2008, Robertson, Andreoli, & Covington, P.C CPA firm
- Matt Goble, Spring 2009, Aldridge Borden CPA firm; Summer 2008. Self, Maples and Copeland CPA firm
- Frankie Vorrosso, Spring 2009, SaveFirst
- Steven Manning, Spring 2009, Comala Federal Credit Union
- Mary Louise Thrower, Fall 2008, Jackson Thornton CPA firm
- Sara Vaughn, Spring 2009, Global Impact, Inc.
- Brad, Vest, Summer 2009, MetLife Insurance Corporation
- Ashley Williams, Spring 2008 & 2009, Extermitech Pest Control

**Comments**

Internships provide valuable learning experiences. As Instructors, we will continue to encourage students to pursue internships. We will also continue to expand contacts in the Accounting field.
<table>
<thead>
<tr>
<th>Program Goal</th>
<th>How is this program goal to be measured?</th>
<th>How often will this program goal be measured?</th>
<th>Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goal 3</strong></td>
<td>Report from VPAA office</td>
<td>Yearly</td>
<td></td>
</tr>
</tbody>
</table>

At least 70% of the graduating seniors will have an international experience (travel abroad).

The 12 graduating seniors and their travel experience (42% international travel. 75% participated in some form of the travel program):

Manci Bryars ~ Hawaii ‘09  
Matt Goble ~ Paris ’09, Cozumel Mexico ‘08  
Steven Manning~ Hawaii ‘09  
David Morris~ Paris ‘09  
Jessica Reeves~ Paris ’09; Caribbean ‘08  
Mary Louise Thrower~ Paris ‘09  
Jessica Turner  
Sara Vaughn~ Paris ’09  
Brad Vest ~ Hawaii ‘09  
Frankie Vorosso~ Hawaii ‘09  
Ashley Williams  
Justin Williams
<table>
<thead>
<tr>
<th>Program Goal</th>
<th>How is this program goal to be measured?</th>
<th>How often will this program goal be measured?</th>
<th>Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goal 4</strong></td>
<td>Attendance Reports</td>
<td>As needed</td>
<td></td>
</tr>
</tbody>
</table>

At Least 80% of the students will be exposed to “real-life” experiences through the Speakers’ Series.

The Speakers’ series lectures remain a goal of the Business Department. We were unable to establish this during the ’08-’09 Academic year.

The Accounting Club brought in three professional speakers this year. From Hartmann, Blackmon & Kilgore, PC, Rian Turner, CPA (Huntingdon Alum) and Melissa Thomas, CPA spoke to the members about forensic accounting and tax issues. From A&J Financial Consultants, Jerome Gentry, CFSA spoke to the members about his small business consulting services in accounting, audit and tax and his new book, Mississippi’s Uncovered Glory. For both presentations, over 20 students were in attendance.
Student Learning Outcomes | How is this student learning outcome to be measured? | How often will this outcome be measured? | Comments (optional)
---|---|---|---
Learning Outcome 1 | CBE | Yearly | 

Understand and apply the principles of accounting, management, finance, marketing, quantitative methods, legal environment, and economics

RESULTS:

Business Core Assessment Exam
Spring, 2009

Accounting Majors

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment exam score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>83.1</td>
</tr>
<tr>
<td>2</td>
<td>77.5</td>
</tr>
<tr>
<td>3</td>
<td>76.1</td>
</tr>
<tr>
<td>4</td>
<td>71.8</td>
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<tr>
<td>5</td>
<td>71.8</td>
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<td>6</td>
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<td>7</td>
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<tr>
<td>8</td>
<td>61.0</td>
</tr>
<tr>
<td>9</td>
<td>58.0</td>
</tr>
</tbody>
</table>

Mean = 71.2

78% of the students scored 70% or better on the Comprehensive Business Exam.
Learning Outcome 2: Capstone Cases

Demonstrate an understanding of ethical challenges

This outcome was measured by Knapp Auditing Cases in ACCT 402. A variety of personal and professional ethical topics were covered throughout the course. The students were required to write a paper and discuss the topic and related questions in class. Below are the grades for the Knapp Cases.

**Spring 2009**  
**ACCT 402**

<table>
<thead>
<tr>
<th>NAME</th>
<th>LARGE CASES</th>
<th>SMALL CASES</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryars, Manci</td>
<td>188</td>
<td>98</td>
<td>95%</td>
</tr>
<tr>
<td>Goble, Matt</td>
<td>198</td>
<td>89</td>
<td>96%</td>
</tr>
<tr>
<td>Jackson, Meagan</td>
<td>191</td>
<td>83</td>
<td>91%</td>
</tr>
<tr>
<td>Jones, Lee</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Manning, Steven</td>
<td>172</td>
<td>89</td>
<td>87%</td>
</tr>
<tr>
<td>Morris, David</td>
<td>137</td>
<td>83</td>
<td>73%</td>
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<tr>
<td>Reeves, Jessica</td>
<td>193</td>
<td>93</td>
<td>95%</td>
</tr>
<tr>
<td>Turner, Jessica</td>
<td>190</td>
<td>97</td>
<td>96%</td>
</tr>
<tr>
<td>Vaughn, Sara</td>
<td>187</td>
<td>73</td>
<td>87%</td>
</tr>
<tr>
<td>Vest, Brad</td>
<td>191</td>
<td>97</td>
<td>96%</td>
</tr>
<tr>
<td>Williams, Ashley</td>
<td>191</td>
<td>92</td>
<td>94%</td>
</tr>
<tr>
<td>Williams, Justin</td>
<td>198</td>
<td>96</td>
<td>98%</td>
</tr>
</tbody>
</table>

**Results:**

92% of students scored 70% or better the Knapp Cases.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>How is this student learning outcome to be measured?</th>
<th>How often will this outcome be measured?</th>
<th>Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcome 3</strong></td>
<td>Capstone Reports and presentations</td>
<td>Yearly</td>
<td></td>
</tr>
</tbody>
</table>

**Demonstrate effective oral and written communicative skills appropriate for business and professional settings/contexts.**

**RESULTS:**
In two specific accounting courses, majors are required to prepare and present a combined written and oral project. For the 2008-2009 year, Acct 371 was not offered, so this project cannot be evaluated for this year’s assessment. However, Acct 499 was offered and students did prepare and present a project in which they were evaluated on both written content and communication skills demonstrated. Their final scores are presented below, which considers both the written and oral parts combined into one overall project score:

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryars, Manci</td>
<td>95%</td>
</tr>
<tr>
<td>Dilts, Tim</td>
<td>85%</td>
</tr>
<tr>
<td>Goble, Matt</td>
<td>95%</td>
</tr>
<tr>
<td>Holloway, Scott</td>
<td>80%</td>
</tr>
<tr>
<td>Jackson, Meagan</td>
<td>100%</td>
</tr>
<tr>
<td>Jones, Lee</td>
<td>0%</td>
</tr>
<tr>
<td>Manning, Steven</td>
<td>90%</td>
</tr>
<tr>
<td>Morris, David</td>
<td>85%</td>
</tr>
<tr>
<td>O’Brien</td>
<td>95%</td>
</tr>
<tr>
<td>Reeves, Jessica</td>
<td>95%</td>
</tr>
<tr>
<td>Reynolds, Kelly</td>
<td>90%</td>
</tr>
<tr>
<td>Vaughn, Sara</td>
<td>100%</td>
</tr>
<tr>
<td>Vest, Brad</td>
<td>95%</td>
</tr>
<tr>
<td>Williams, Ashley</td>
<td>95%</td>
</tr>
<tr>
<td>Williams, Justin</td>
<td>90%</td>
</tr>
</tbody>
</table>

In addition, during the Accounting Club Meetings, members are asked to introduce the speakers and submit questions, thus enhancing their oral communication skills. Seniors and Junior Accounting majors were also encouraged to participate in the “Meet and Greet” portion of the Montgomery Accounting Career Day hosted at Huntingdon. Four seniors were also selected to participate in Accounting Interview Day hosted by the ASCPA and in several other recruiting events offered by local CPA firms. All of these activities are encouraged to demonstrate appropriate communication skills in professional settings.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>How is this student learning outcome to be measured?</th>
<th>How often will this outcome be measured?</th>
<th>Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 4</td>
<td>Capstone Reports and Presentations</td>
<td>Yearly</td>
<td></td>
</tr>
</tbody>
</table>

**Understand and integrate accounting theories and functions in organization**

**RESULTS:**

In two specific accounting courses, majors are required to prepare and present a project that combines accounting theories and functions in organizations. For the 2008-2009 year, Acct 371 was not offered, so this project cannot be evaluated for this year’s assessment. However, Acct 499 was offered and students did prepare and present a project with theory and application. Their final scores are presented below:

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryars, Manci</td>
<td>95%</td>
</tr>
<tr>
<td>Dilts, Tim</td>
<td>85%</td>
</tr>
<tr>
<td>Goble, Matt</td>
<td>95%</td>
</tr>
<tr>
<td>Holloway, Scott</td>
<td>80%</td>
</tr>
<tr>
<td>Jackson, Meagan</td>
<td>100%</td>
</tr>
<tr>
<td>Jones, Lee</td>
<td>0%</td>
</tr>
<tr>
<td>Manning, Steven</td>
<td>90%</td>
</tr>
<tr>
<td>Morris, David</td>
<td>85%</td>
</tr>
<tr>
<td>O’Brien</td>
<td>95%</td>
</tr>
<tr>
<td>Reeves, Jessica</td>
<td>95%</td>
</tr>
<tr>
<td>Reynolds, Kelly</td>
<td>90%</td>
</tr>
<tr>
<td>Vaughn, Sara</td>
<td>100%</td>
</tr>
<tr>
<td>Vest, Brad</td>
<td>95%</td>
</tr>
<tr>
<td>Williams, Ashley</td>
<td>95%</td>
</tr>
<tr>
<td>Williams, Justin</td>
<td>90%</td>
</tr>
</tbody>
</table>

In addition, integration is achieved through internships participated in by our students. As mentioned earlier, 67% of our senior accounting majors participated in internships that allowed them to use the theories learned in conjunction with the functions of the organization.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>How is this student learning outcome to be measured?</th>
<th>How often will this outcome be measured?</th>
<th>Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 5</td>
<td>In-House Test</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 7</td>
<td>In-House Test</td>
<td>Yearly</td>
<td></td>
</tr>
</tbody>
</table>

**Understand tax law and compliance issues**

**Utilize accounting systems demonstrate managerial accounting concepts**

**Purpose:** To determine if Accounting Majors learned objectives set forth in syllabus for the following required courses:

ACT 301 ~ Intermediate Accounting I
ACT 302 ~ Intermediate Accounting II
ACT 335 ~ Individual Income Tax
ACT 321 ~ Cost Accounting
ACT 322 ~ Managerial Accounting
ACT 371 ~ Accounting Information Systems
ACT 403 ~ Advanced Accounting

**Procedure:** Final exam was administered in the Accounting Capstone 499 course containing questions correlating to Student Learning Outcomes.

**Results:**

Overall Average 66%  
(Student High: 80%  Student Low: 55%)

**Averages per Course:**

63% ACT 301 ~ Intermediate Accounting I & ACT 302 ~ Intermediate Accounting II
53% ACT 335 ~ Individual Income Tax
75% ACT 321 ~ Cost Accounting & ACT 322 ~ Managerial Accounting
68% ACT 371 ~ Accounting Information Systems
59% ACT 403 ~ Advanced Accounting

**Conclusion:** Overall the graduating seniors have not retained the learning objectives set forth in the syllabus.

Only 20% of the students scored 70% or better.

**Comments:**

Courses need to be integrated within the overall accounting curriculum. Capstone course will be redesigned to incorporate overall concepts. Comprehensive finals should be administered in all courses. In addition, we will look at possibly redesigning the income tax portion of the Comprehensive Exam for relevance to practice as “relying on software” may be the cause of a low score. Assigning Individual Income Tax Practice sets to be worked in Capstone Class may be used to assess comprehension of tax concepts. Assigning Complex Intermediate Accounting problems to be worked as part of the presentation could assist in integration also. For year 2009~2010 Advanced Accounting will be taught in final semester along with Capstone, so material can be integrated into Capstone more effectively.
Understand the necessity and importance of the auditing function

**Purpose:** To determine if accounting major learned objectives set forth in syllabus for Auditing I & II. (ACCT 401 & 402)

**Procedure:** Final exam was administered containing questions correlating to Student Learning Outcomes.

**Results:**

Overall Average: 80% (Student High: 89%  Student Low:69%)

Averages per Student Learning Outcomes:

- 77% 1 – ASSURANCE and NON-ASSURANCE SERVICES
- 87% 2 – AUDIT REPORTS AND OPINIONS
- 86% 3 – AUDIT PROCESS and PLANNING including GAAS
- 61% 4. MANAGEMENT ASSERTIONS
- 76% 5. TYPES OF AUDIT EVIDENCE
- 89% 6. STATISTICAL AND NON STATISTICAL SAMPLING
- 93% 7. FRAUD AUDITING
- 68% 8. TEST OF DETAILS OF BALANCES AND SUBSTANTIVE TEST OF TRANSACTIONS
- 83% 9. SARBANES-OXLEY ACT
- 82% 10. AICPA CODE OF PROFESSIONAL CONDUCT
- 11. LEGAL ISSUES  (tested in short answer format  Students received 95% of points)

91% of the students scored 70% or better on the Comprehensive Audit exam.

**Conclusion:**

Overall the graduating seniors have learned objectives set forth in the syllabus. Area for course improvement are Student Learning Outcomes #4 (Management Assertions) and #8 (Test of Details..) Possibly more assignments dealing with these two topics should be assigned in future courses.
PROGRAM ASSESSMENT PLAN

Department: BUSINESS
Major: ACCOUNTING

Date this plan was completed or updated: MAY 25, 2009

I. Program Goals\(^1\) (optional)

1. Students will be employed in the accounting profession and/or pass the CPA exam.
2. Restructure Accounting Program course offerings to include all required courses to sit for CPA.
3. Accounting Program will improve relations with Accounting firms in region.
4. Accounting Program will connect with alumni.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>How is this program goal to be measured?</th>
<th>How often will this program goal be measured?</th>
<th>Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal 1</td>
<td>Track graduates - noting job placement and CPA attempts.</td>
<td>Updated Yearly</td>
<td>Students should pass CPA within 5 yrs. of graduation and obtain a job within 3 yrs.</td>
</tr>
<tr>
<td>Program Goal 2</td>
<td>Course offering per Catalog</td>
<td>Yearly</td>
<td>Need to add 2 additional courses and restructure 5th year option.</td>
</tr>
<tr>
<td>Program Goal 3</td>
<td>Number of contacts at Accounting/Business firms. Number of internships students obtain.</td>
<td>Updated yearly</td>
<td>Accounting Interview Day, Host Mtgy Acct Interview Day, Acctg Club speakers,</td>
</tr>
<tr>
<td>Program Goal 4</td>
<td>Contacts made with alumni</td>
<td>Yearly</td>
<td>Possibly send out informational surveys. Hold open house during Reunion weekend</td>
</tr>
</tbody>
</table>

\(^1\) Program goals should be differentiated from student learning outcomes. It is not necessary to have program goals in addition to student learning outcomes. Examples of program goals are: “50% of our students will score at the 50\(^{th}\) percentile on a national test; students will get into graduate schools; the department will increase the number of majors; the department will improve its relations with the admission department; the department will seek outside funding,” etc.
II. Student Learning Outcomes and Measures
At the end of the program in Accounting students shall be able to:
1. demonstrate an understanding and be able to apply the principles of accounting, tax, auditing, cost and accounting information systems.
2. demonstrate ability to apply and interpret accounting concepts in practical areas of tax, auditing and accounting information systems.
3. demonstrate ability to use accounting information for better managerial decisions, financial statement analysis and Accounting Information Systems analysis.
4. demonstrate familiarity with the format and material in the CPA exam.
5. promote ethical development

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>How is this student learning outcome to be measured?</th>
<th>How often will this outcome be measured?</th>
<th>Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>In House Comprehensive Accounting Exam taken in Senior year</td>
<td>Yearly</td>
<td>80% of the students testing should score 70% or better.</td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td>SaveFirst Tax Certification, Lakeside/Knapp Audit Cases, Software Labs</td>
<td>Yearly</td>
<td>80% of students in ACCT 335 should receive certification; 80% of students in ACCT 402 should score 70% or better on Lakeside/Knapp Audit cases and Accounting Software Labs.</td>
</tr>
<tr>
<td>Learning Outcome 3</td>
<td>Financial Analysis Project, AIS Analysis Project, Course Exams</td>
<td>Yearly</td>
<td>80% of students score 70% or better on the ACCT 322 Financial Analysis project and ACCT 371 AIS Analysis project. 80% of students maintain a 70% or better average on ACCT 321 course.</td>
</tr>
<tr>
<td>Learning Outcome 4</td>
<td>Exposure to CPA material and format in courses.</td>
<td>Yearly</td>
<td>ACCT 301&amp;302, ACCT 402 and ACCT 499 exams consist of CPA questions in CPA format. 80% of students should score 70% or better on CPA exam section.</td>
</tr>
<tr>
<td>Learning Outcome 5</td>
<td>Ethical survey</td>
<td>Yearly</td>
<td>Ethical survey given at beginning of ACCT 401 and end of ACCT 402.</td>
</tr>
</tbody>
</table>

III. How will the department discuss the data and identify action items?
At the end of each academic year, the accounting instructors will update the data and prepare an assessment report.

The department will review results and make changes as appropriate.
IV. Please attach a curriculum map to this plan.
ACCOUNTING MAJOR - CURRICULUM MAP  
For Academic Year 2009-2010

<table>
<thead>
<tr>
<th>Accounting</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>Business Core*</th>
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</thead>
<tbody>
<tr>
<td>ACCT322 Managerial Accounting</td>
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<tr>
<td>ACCT201 Elementary Accounting I</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>ACCT202 Elementary Accounting II</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ACCT301 Intermediate Accounting I</td>
<td>D</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT302 Intermediate Accounting II</td>
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<td>I</td>
<td></td>
<td></td>
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<tr>
<td>ACCT321 Cost Accounting</td>
<td></td>
<td></td>
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<td>D</td>
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<tr>
<td>ACCT335 Income Tax Procedure, Individuals</td>
<td>M</td>
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<td>ACCT371 Seminar in Accounting - Acct. Infor Syst.</td>
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<td>ACCT401 Auditing I</td>
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<td>ACCT402 Auditing II</td>
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<td>ACCT403 Advanced Accounting</td>
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<td>ACCT499 Senior Capstone in Accounting</td>
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<tr>
<td>BADM200 Introduction to Business</td>
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<td>BADM312 Principles of Management</td>
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<td>COMP105 Computers and Society</td>
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<tr>
<td>ECON201 Principles of Microeconomics</td>
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<tr>
<td>MATH175 Mathematical Concepts for the Natural and Social Sciences</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</tr>
</tbody>
</table>

ACCOUNTING MAJOR - Student Learning Outcomes

At the end of the program in Accounting students shall be able to:

1. demonstrate an understanding and be able to apply the principles of accounting, tax, auditing, cost and accounting information systems.
2. demonstrate ability to apply and interpret accounting concepts in practical areas of tax, auditing and accounting information systems.
3. demonstrate ability to use accounting information for better managerial decisions, financial statement analysis and Accounting Information Systems analysis.
4. be familiar with the format and material in the CPA exam.

I - Introduced  
D - Developed  
M - Mastered  

*Business Core - See Business Program assessment for detail.
ACCOUNTING CAPSTONE
ACCT 499
SPRING 2009

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>QUIZ #1</th>
<th>QUIZ #2</th>
<th>QUIZ #3</th>
<th>QUIZ #4</th>
<th>QUIZ #5</th>
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<td>15</td>
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<td>1.00</td>
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<td>STUDENT</td>
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AVERAGE 0.74 1.00 0.87

*Students had to complete 20 Gleim MC tests in which they scored an average of 75 or better. If they completed the 20 tests with a grade of 75 or better, they received a 100 average on this part. Lee Jones was one student who not only did not complete the 20 MC quizzes or any quizzes past the first two. Thus he was the only one out of the 16 that did not obtain the 70% or better.

15 of 16 students or 94% of the students scored 70% or better on the CPA oriented quizzes.
<table>
<thead>
<tr>
<th>NAME</th>
<th>LAKESIDE</th>
<th>KNAPP Cases</th>
<th>LARGE CASES</th>
<th>SMALL CASES</th>
<th>TOTAL SCORE</th>
</tr>
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<tbody>
<tr>
<td>Student</td>
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<td>188</td>
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<tr>
<td>Student</td>
<td>521</td>
<td>198</td>
<td>89</td>
<td>96%</td>
<td></td>
</tr>
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<td>Student</td>
<td>516</td>
<td>191</td>
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<tr>
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<td>0</td>
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<td>193</td>
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<td>95%</td>
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<tr>
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<tr>
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<td>583</td>
<td>198</td>
<td>96</td>
<td>98%</td>
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</table>

**Results:**

92% of students scored 70% or better on BOTH the Lakeside Cases and Knapp Cases.
HUNTINGDON COLLEGE  
ACCOUNTING MAJOR ASSESSMENT RESULTS  
ACCT 321 COST ACCOUNTING  
FALL 2008

<table>
<thead>
<tr>
<th>Student</th>
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<tr>
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<td>Student</td>
<td>90.80</td>
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<tr>
<td>Student</td>
<td>92.20</td>
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100% OF STUDENTS HAD AN AVERAGE OF 80% OR BETTER
HUNTINGDON COLLEGE
ACCOUNTING MAJOR ASSESSSMENT RESULTS
ACCT 322 Managerial Accounting PROJECTS
FALL 2008

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<td>Student</td>
<td>87</td>
</tr>
<tr>
<td>Student</td>
<td>95</td>
</tr>
</tbody>
</table>

100% of the students received 70% or better on the Project.
93% of students scored 70% or better on the CPA exam questions.
Huntingdon College  
ACCOUNTING MAJOR  
Assessment Information  AUDITING  
Fall 2008 to Spring 2009  

OVERALL results of Part II of the Comprehensive Accounting Major Exam  AUDITING  Spring 2009

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<thead>
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<th>Score</th>
<th>Average</th>
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<td>Student 3</td>
<td>62</td>
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<td>Student 4</td>
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<td>Student 5</td>
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<tr>
<td>Student 6</td>
<td>56</td>
<td>80%</td>
</tr>
<tr>
<td>Student 7</td>
<td>50</td>
<td>71%</td>
</tr>
<tr>
<td>Student 8</td>
<td>58</td>
<td>83%</td>
</tr>
<tr>
<td>Student 9</td>
<td>61</td>
<td>87%</td>
</tr>
<tr>
<td>Student 10</td>
<td>57</td>
<td>81%</td>
</tr>
<tr>
<td>Student 11</td>
<td>62</td>
<td>89%</td>
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</table>

**Average score for class 80%**

10 out of 11 or 91% of the students scored 70% or better on the exam.

Lee Jones was officially "enrolled" in the course but did not participate in the course. He only attended twice the entire semester.
Huntingdon College  
CPA Question Results  
2008 and 2009 Auditing II

<table>
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<th>ACCT 402 Quizzes</th>
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<tr>
<td>Student</td>
<td>91%</td>
</tr>
<tr>
<td>Student</td>
<td>60%</td>
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<td>59%</td>
</tr>
<tr>
<td>Student</td>
<td>82%</td>
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<tr>
<td>Student</td>
<td>100%</td>
</tr>
<tr>
<td>Student</td>
<td>100%</td>
</tr>
<tr>
<td>Student</td>
<td>96%</td>
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</table>

82% of students scored 70% or better on the AUDITING CPA quizzes.
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<tr>
<td>Student</td>
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</table>

100% of students were IRS certified.
# Comprehensive Accounting Major Exam Results

## HUNTINGDON COLLEGE ACCOUNTING MAJOR ASSESSMENT RESULTS

Results of COMPREHENSIVE IN HOUSE ACCOUNTING EXAM

SPRING 2009

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<tr>
<th>Overall Correct</th>
<th>100 pt compreh</th>
<th>70 pts Missed</th>
<th>Missed 30 %</th>
<th>Missed 15 %</th>
<th>Missed 25 %</th>
<th>Missed 15 AIS</th>
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<tbody>
<tr>
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<td>34</td>
<td>10 67%</td>
<td>10 33%</td>
<td>5 80%</td>
<td>3 80%</td>
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<tr>
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<td>57% 57</td>
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<td>8 47%</td>
<td>8 68%</td>
<td>4 73%</td>
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<tr>
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<td>35</td>
<td>14 53%</td>
<td>10 33%</td>
<td>3 88%</td>
<td>4 73%</td>
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<td>33</td>
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<td>5 67%</td>
<td>7 72%</td>
<td>2 87%</td>
</tr>
<tr>
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<td>36</td>
<td>17 43%</td>
<td>5 67%</td>
<td>5 80%</td>
<td>5 67%</td>
</tr>
<tr>
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<td>7 77%</td>
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<td>17 43%</td>
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<td>7 72%</td>
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<td>45</td>
<td>9 70%</td>
<td>10 33%</td>
<td>13 48%</td>
<td>6 60%</td>
</tr>
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<td>36</td>
<td>13 57%</td>
<td>5 67%</td>
<td>5 80%</td>
<td>6 60%</td>
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<tr>
<td>Student</td>
<td>60% 60</td>
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<td>15 50%</td>
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<td>8 68%</td>
<td>5 67%</td>
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<tr>
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<td>4 73%</td>
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<td>7 72%</td>
<td>7 53%</td>
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<td>2 87%</td>
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<td>7 53%</td>
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<td>2 87%</td>
</tr>
<tr>
<td>Student</td>
<td>82% 82</td>
<td>18</td>
<td>6 80%</td>
<td>6 60%</td>
<td>2 92%</td>
<td>3 80%</td>
</tr>
</tbody>
</table>

66% 491
491 167 105 95 53
491 63% 53% 75% 68%

Students Scoring 70% or better: 33% 7% 73% 53%

# of students scoring 70% or better = 3
Only 20% of the students scored 70% or better.
<table>
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<th>Missed</th>
<th>% Correct</th>
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<td>1</td>
<td>93%</td>
</tr>
<tr>
<td>71</td>
<td>59%</td>
</tr>
</tbody>
</table>

**Total Missed:** 71

**Total Correct:** 20%
Mission Statement

The Art Department of Huntingdon College is dedicated to educating students in the visual art traditions, both past and present; to aid students in developing their visual, communicative and analytical skills; to broaden their proficiencies in personal expression; and to provide students with the knowledge and facilities necessary to be successful in their subsequent artistic endeavors.

Changes

Most of the goals are met or are very close. The one exception is Program Outcome #6, “Graduating seniors will demonstrate a developed, proficient skill in at least one particular artistic medium.” This is evaluated by the quality of the Capstone Senior Art Exhibition.

While this year’s 3.125 mark is short of the 3.75 goal, the overall accumulative scores of recent Capstone Senior Art Exhibitions [2007-08: 4.05; 2006-07: 4.25; 2005-06: 3.67; 2004-05: 4.46] suggest that this is not a prevailing problem.

In the 08-09 graduating class, one student took several major classes as Individual Studies, in a desire to graduate early. This may have contributed to this student’s less successful Capstone Exhibition.

While no program changes are needed at this time it is suggested that the number of Individual Studies any single student enrolls in should be limited.

Recommendations

Comments
Program Goals

Department Name  Art
Program Name    Art
Department Chair Chris Payne
Academic Year  2008-09

Goal Number 1
Graduating students will score 65% or better on parts I and IV the Senior Exam.

Report Comments
The average on parts I and IV of the 2008-09 senior exam was 60%.

Goal Measures Combined
- Senior Exam

Frequency
Annual

Goal Number 2
Graduating students will score 65% or better on parts II, III and IV the Senior Exam.

Report Comments
The average on parts II, III and IV of the 2008-09 senior exam was 60%.

Goal Measures Combined
- Senior Exam

Frequency
Annual

Goal Number 3
Graduating students will score 65% or better on part V the Senior Exam.

Report Comments
The average on parts II, III and IV of the 2008-09 senior exam was 83%.

Goal Measures Combined
- Senior Exam

Frequency
Annual

Goal Number 4
Graduating students will score an average of 3.75 or better on a five point Likert scale, ranging from poor to superior, on their Senior Capstone Oral Presentation evaluation forms.

Report Comments
The overall average of the 2008-09 Capstone Presentation evaluation forms was 3.75.

Goal Measures Combined
- Capstone Presentation

Frequency
Annual
Goal Number 5

Graduating Art students will score an average of 3.75 or better on a five point Likert scale, ranging from poor to superior, on their Senior Capstone Art Exhibition evaluation forms.

Report Comments

The overall average of the 2008-09 Capstone Exhibition evaluation forms was 3.125.

Goal Measures Combined

• Capstone Exhibition

Frequency

Annual

Goal Number 6

Graduating students will score an average of 3.75 or better on a five point Likert scale, ranging from poor to superior, on question 4 on their Senior Capstone Art Exhibition evaluation forms.

Report Comments

The overall average on Part 4 of the 2008-09 Capstone Exhibition evaluation forms was 3.50.

Goal Measures Combined

• Capstone Exhibition

Frequency

Annual
STUDENT LEARNING OUTCOMES

Department Name: Art
Program Name: Art
Department Chair: Chris Payne
Academic Year: 2008-09

Goal Number 1

demonstrate a thorough understanding of the visual elements and design concepts.

Report Comments
Graduating seniors scored close to the goal, 60% scored correctly towards a goal of 65%.

Goal Measures Combined
- Senior Exam

Frequency
Annual

Goal Number 2

demonstrate a thorough knowledge of art history

Report Comments
Graduating seniors scored close to the goal, 60% scored correctly towards a goal of 65%.

Goal Measures Combined
- Senior Exam

Frequency
Annual

Goal Number 3

demonstrate the ability to effectively analyze artwork

Report Comments
Graduating seniors' scores exceeded the goal of 65%. The scores on the analytical portion of the test measured 83%.

Goal Measures Combined
- Senior Exam

Frequency
Annual

Goal Number 4

demonstrate the ability to effectively communicate artistic concepts in written and oral form.

Report Comments
Graduating seniors' scores on their Capstone Presentations reached the goal-mark of 3.75 exactly.

Goal Measures Combined
- Capstone Presentation

Frequency
Annual
Goal Number 5
demonstrate familiarity with the standards of the artistic profession.

Report Comments
Graduating seniors' scores on their Capstone Presentations reached the goal-mark of 3.75 exactly.

Goal Measures Combined
- Capstone Exhibition

Frequency
Annual

Goal Number 6
demonstrate a developed, proficient skill in at least one particular artistic medium.

Report Comments
Graduating seniors' scores on their Capstone Exhibitions averaged 3.125. Short of the 3.75 goal.

Goal Measures Combined
- Capstone Exhibition

Frequency
Annual
PART I >> MATCHING - Match the following terms with the definitions with which each is most closely associated.

1. Relief Sculpture
2. Genre
3. Chiarasco A) Apple-introduced standard file format that allows for the exchange of graphic information.
4. Greenware B) “Darkened room;” the early phenomenon which led to the invention of the camera.
5. Kouroos C) Three-dimensional work which projects from a flat surface.
6. Serifs D) Often canvas or paper, it is the surface on which an artwork takes place.
7. Pixel E) Painting medium which uses no white paint, instead it uses the white of the paper to portray this color.
8. Avante Garde F) Clay which is dried but unfired.
10. Watercolor H) Realism which “fools the eye.”
11. Camera Obscura I) The image of the Madonna holding the dead Christ.
13. Fresco K) Medium; the substance which holds pigments together in paint.
15. Sgraffito M) Short for picture element; it refers to a part of a dot made by a scanner or other optical device.
16. Lithography N) Painting technique incorporating layered glazes to create a hazy, cloudy atmosphere.
17. Entasis O) Hand-drawn decoration in a manuscript.
18. Tromp l’oeil P) An everyday scene; subject matter format used regularly throughout the history of art.
20. Monochromatic R) Artwork which has no recognizable subject matter.
21. Pietà S) Horizontal stroke utilized on some lettering, originally intended to aid reading.
22. Mandala T) Printmaking process which relies on the chemical principle that oil and water do not mix.
23. Nonobjective U) Painting medium in which plaster and pigment fuse.
24. Contrapposto V) “Couterpoise;” the pose of a human figure in which only one leg supports the weight of the figure.
25. Daguerreotype W) Slight bulge built into Classical architectural columns in order for them, to appear straight and balanced.
26. Impasto X) Circular pattern recognized as a child’s link between scribbling and representation.
27. Photogram Y) Art at the forefront, paving the way for subsequent ideas/styles.
28. Support Z) Photographs made by utilizing the projected shadows of objects.

Greece for male youth; referential to early Classical statues.

A harem woman.
PART II >> HISTORICAL TERMS - Match the following terms with the definitions with which each is most closely associated.

1. __Futurism__  
2. __N. F.S.A.__  
3. __L. Fauvism__  
4. __D. Earth Art__  
5. __F. Neolithic Art__  
6. __A. Regionalism__  
7. __M. Funk Art__  
8. __K. Baroque__  
9. __E. Folk Art__  
10. __D. Minimalism__  
11. __G. Surrealism__  
12. __C. Egyptian Art__  
13. __H. Roman Art__  
14. __J. Dada__  
15. __I. Realism__

A) Mid-20th century American movement which emphasized traditional stylized realism and Midwestern values.

B) Art style which celebrate irreverence, often with scatological humor, an off-shoot of Pop Art.

C) Style obsessed with immortality and the afterlife. Rigid formal depictions of humans and hierarchal style were the standard here for 2,000 years.

D) Its main thesis is "less is more," perhaps a reaction against the highly emotional nature of Abstract Expressionism. Large sculptures and paintings consist of bare geometric forms - squares, cubes, sometimes in more complex arrangements, and often limited in color.

E) Art done by individuals with no formal art training.

F) The main emphasis in this style was color - bright, free use of arbitrary (independent of objective reality) color (the term translates to "wild beasts," a term coined by those critical of the painters).

G) Art movement which explored the unconscious and the dream world.

H) This style continued the Greek classical style with one exception: an emphasis on portraiture.

I) A mid-19th century style which depicts ordinary existence without idealism nor exoticism.

J) It was an anti-movement born in the second decade of the 20th century, and affected by the disillusionment after World War I. It was out to shock, to shake up conventions, to be anti-art, and to question the very definitions of art.

K) 17th-century style which features dramatic lighting and theatrical poses.

L) Modern Italian movement which celebrated the idea of the machine and the beauty of movement in their artworks.

M) 1960's-70's Art style which celebrated irreverence, often with scatological humor; an off-shoot of Pop Art.

N) Government agency which supported poor farmers and migrant workers in the Great Depression and out-of-work photographers to document them.

O) Sculptural style which incorporates the earth, the natural world, as its canvas. Christo and Robert Smithson are sculptors of this tradition.
PART III >> ARTIST IDENTIFICATION - Match the following artworks with the artists who created them.

<table>
<thead>
<tr>
<th>Artwork</th>
<th>Artist</th>
</tr>
</thead>
<tbody>
<tr>
<td>H 1</td>
<td>A) Marcel Duchamp</td>
</tr>
<tr>
<td>K 2</td>
<td>B) Diego Rivera</td>
</tr>
<tr>
<td>A 3</td>
<td>C) Piet Mondrian</td>
</tr>
<tr>
<td>J 4</td>
<td>D) Jasper Johns</td>
</tr>
<tr>
<td>N 5</td>
<td>E) Frida Kahlo</td>
</tr>
<tr>
<td>M 6</td>
<td>F) Carravagio</td>
</tr>
<tr>
<td>L 9</td>
<td>G) Giotto</td>
</tr>
<tr>
<td>O 11</td>
<td>H) George Seurat</td>
</tr>
<tr>
<td>E 12</td>
<td>I) Michelangelo</td>
</tr>
<tr>
<td>C 13</td>
<td>J) Constantin Brancusi</td>
</tr>
<tr>
<td>L 14</td>
<td>K) Rene Magritte</td>
</tr>
<tr>
<td>F 15</td>
<td>L) Joseph Bueys</td>
</tr>
<tr>
<td></td>
<td>M) James Whistler</td>
</tr>
<tr>
<td></td>
<td>N) Claes Oldenburg</td>
</tr>
<tr>
<td></td>
<td>O) Pieter Bruegel</td>
</tr>
</tbody>
</table>

PART IV >> TERMS - Define the following art terms. 5

1. Les Demoiselles d'Avignon
   
   A) Ladies of Avignon

2. Atmospheric Perspective
   
   B) Perspective looking up into the sky

3. Surrealism
   
   A) Alternative reality

PART V >> ANALYSIS - Discuss this artwork. 12
Part V - Analysis

This painting has two persons in it, a painting of a middle age woman and a young girl sitting. Maybe the painting is an image of the young girl as an adult, as the cast shadow of the toddler connects the two. Flowers are featured in both "pictures," too, also connecting the two figures.
Mission Statement

The mission of the athletic training degree major is to offer the knowledge, skills, and experience necessary for a student to be eligible to take and pass the Board of Certification National Athletic Trainer exam and to prepare students for entry-level athletic training positions and graduate studies in allied health.

Changes

The department changed its name to the Department of Sport Sciences and Physical Education (SSPE) to reflect other disciplines housed in the department. A new department chair was hired with the assumption that the coaching education degree would be eliminated and replaced with a physical education degree. The decision necessitated many curriculum changes in order to meet accreditation standards for the physical education program. With the development of the new curriculum within the department, only three (3) minor effects resulted in the athletic training program. Besides the athletic training courses, all other departmental class prefixes will be changed to SSPE. There were also some minor course name changes. The changes in course names better reflects current terminology and trends within the field. Seven (7) course name and prefix changes affect the athletic training major’s plan of study. HP 433 Physiology of Exercise becomes SSPE 433 Exercise Physiology, HP 310 Nutrition and Exercise becomes SSPE 310 Nutrition and Exercise, HP 408 Kinesiology becomes SSPE 408 Kinesiology, HP 301 Training and Conditioning for Performance becomes SSPE 301 Training and Conditioning for Performance, HP 306 Adapted Physical Activity Programs becomes SSPE 306 Adapted Physical Education, HP 302 Organization and Administration in Human Performance Programs becomes SSPE 302 Organization and Administration in Sport and Physical Education. The third change in the athletic training program was the deletion of HP 314 Community Health and the replacement of it with SSPE 203 Sport Psychology. The proficiencies and competencies were reviewed and compared to the NATA Athletic Training Education Competencies 4th Edition matrix, and it is felt that the competencies that were addressed in the Community Health course would be adequately covered in other courses offered in the program.

Recommendations

The program has a good system for gathering appropriate information to assess the program outcomes, but needs a more adequate system for evaluation and recording of the findings. Rubrics, databases, and spreadsheets will be developed to assist in the analysis of gathered data. Goals and program outcomes will need to be reassessed to reflect the current needs of the program. The Office of Institutional Compliance (OIAC) will assist with the development and organization of these tools to ensure compliance with the college, SACS, and CAATE.

Comments
Goal Number 1

Gain reaccreditation through CAATE

Report Comments
CAATE self-study was submitted on June 1, 2009. CAATE will come for a site visit in fall of 2009.

Goal Measures Combined

• Self study committee following accreditation guidelines

Frequency
once

Goal Number 2

Renovate the athletic training classroom and lab facilities

Report Comments
Over $3,000 was spent upgrading the equipment and facilities in the athletic training classroom and lab. The department chair has approved the use of funds for purchasing new flooring in the athletic training facilities.

Goal Measures Combined

• Attain approval for purchasing athletic flooring for the athletic training lab rooms and new classroom equipment in room 105

Frequency
once
STUDENT LEARNING OUTCOMES

Department Name: Sport Studies and Physical Education
Program Name: Athletic Training
Department Chair: James Reid
Academic Year: 2008-09

Goal Number

Report Comments
complete data in the attached CAATE self-study report

Goal Measures Combined

Frequency

Goal Number 1
Will understand and apply critical and analytical thought processes practiced in the field of Athletic Training

Report Comments
complete data in the attached CAATE self-study report

Goal Measures Combined
- Clinical proficiencies
- Final exams in major courses
- Yearly exit exams
- Clinical instructor evaluations of students
- Pass/fail rate from national certification exam
- Senior Survey

Frequency
At the end of each clinical practicum (each semester) by instructor, approved clinical instructor

Goal Number 2
will demonstrate the ability to administer current procedures relative to the prevention, evaluation, recognition, and treatment of injuries to the physically active

Report Comments
complete data in the attached CAATE self-study report

Goal Measures Combined
- Clinical proficiencies
- Final exams in major courses
- Yearly exit exams
- Clinical instructor evaluations of students
- Pass/fail rate from national certification exam
- Senior Survey

Frequency
Reviewed every 2 years by department and teaching faculty
Goal Number 3
will understand the interrelatedness of sub-disciplines within and related to the field of athletic training

Report Comments
complete data in the attached CAATE self-study report

Goal Measures Combined
• Clinical proficiencies
• Final exams in major courses
• Yearly exit exams
• Clinical instructor evaluations of students
• Pass/fail rate from national certification exam
• Senior Survey

Frequency
Every 2 years by department and teaching faculty within the department

Goal Number 4
will communicate well both orally and in writing

Report Comments
complete data in the attached CAATE self-study report

Goal Measures Combined
• Clinical proficiencies
• Final exams in major courses
• Yearly exit exams
• Clinical instructor evaluations of students
• Pass/fail rate from national certification exam
• Senior Survey

Frequency
At the end of each clinical practical and each each semester by the approved clinical instructor and then approved by department faculty

Goal Number 5
demonstrate the ability to pass the NATA Certified Athletic Training Examination

Report Comments
complete data in the attached CAATE self-study report

Goal Measures Combined
• Clinical proficiencies
• Yearly exit exams
• Clinical instructor evaluations of students
• Pass/fail rate from national certification exam
• Senior Survey

Frequency
Reviewed annually by the department based on information submitted by the NATABOC
Goal Number 6

develop a comprehensive knowledge and understanding of movement analysis

Report Comments

complete data in the attached CAATE self-study report

Goal Measures Combined

• Clinical proficiencies
• Final exams in major courses
• Yearly exit exams
• Clinical instructor evaluations of students
• Pass/fail rate from national certification exam
• Senior Survey

Frequency

Reviewed annually by department
Mission Statement

Changes

Based on examination of direct and indirect measures of student understanding of the scientific method, evolution, and the impact of biology on human affairs, the biology faculty have decided to implement several changes.

1. Increased use of primary scientific literature in most classes will be attempted.
2. More explicit consideration of the scientific method will be used in most classes.
3. We will consider requiring all majors to take a seminar/literature based course. Implementation of this one is tricky, and we will review this this year.
4. Biology 101 and Biology 161 will be modified slightly, to include more case studies/experimental studies in order to reinforce the critical thinking emphasis better.

Recommendations

Use of indirect measures for the 1st 4 SLOs. These can be included in the IDEA form easily.

Comments

We don't have a departmental mission statement. This will be addressed Fall 2009.
<table>
<thead>
<tr>
<th>Goal Number</th>
<th>Description</th>
<th>Report Comments</th>
<th>Frequency</th>
<th>GoalMeasuresCombined</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase budget to match needs better</td>
<td></td>
<td>Annually</td>
<td>Comparison of annual budgets</td>
</tr>
<tr>
<td>2</td>
<td>Reduction of average class size to 24 from its current 28 (or so)</td>
<td>Not much progress on this. High enrollments continue.</td>
<td>Each semester</td>
<td>Examination of class sizes</td>
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</tbody>
</table>
Goal Number 1

demonstrate an understanding of the concepts and principles of cell biology

Report Comments
MFT Subsection 1 score was 45.5, improved from 39.9 in the previous year.
Cell Biology final exam average score was 78.

Goal Measures Combined
- MFT Subsection 1
- Average Final Exam Score in BIOL 322, Cell Biology

Frequency
Annually, but only once per student; each semester the course is taught

Goal Number 2

demonstrate an understanding of the concepts and principles of molecular biology and genetics

Report Comments
MFT subsection 2 score was 51.4, improved from 38 in the previous year.
Genetics final exam average was 82.

Goal Measures Combined
- MFT Subsection 2
- Average Final Exam Score in BIOL 231, Genetics

Frequency
Annually, but only once/student; each semester the course is taught

Goal Number 3

demonstrate an understanding of the concepts and principles of organismal and evolutionary biology

Report Comments
MFT subsection 3 score was 52, improved from 40.4 in the previous year.
Zoology final exam average score was 81.
Botany final exam average score was 71.

Goal Measures Combined
- MFT Subsection 3
- Average Final Exam Score in BIOL 202, General Biology - Zoology
- Average Final Exam Score in BIOL 227, General Biology - Botany

Frequency
Annually, but only once/student; each semester the course is taught
Goal Number 4

demonstrate an understanding of the concepts and principles of population biology and ecology

Report Comments

MFT subsection 4 score was 52.6, improved from 45.1 in the previous year.
Ecology final exam average score was 77.

Goal Measures Combined

- MFT Subsection 4
- Average Final Exam Score in BIOL 336, Ecology

Frequency

Annually, but only once/student; each semester the course is taught

Goal Number 5

demonstrate an understanding of the biological sciences' impact on environmental and human affairs

Report Comments

Average % correct on embedded final exam questions in Bio 101 and Bio 161 was 74.8.
Average IDEA response in Bio 101 and Bio 161 to the statement "This course was effective in building an appreciation of the Biological sciences' role in environmental and human affairs" was 4.0.

Goal Measures Combined

- Embedded final exam questions in BIOL 101, Principles of Biology (direct)
- Embedded final exam questions in BIOL 161, Environmental Science (direct)
- IDEA Form questions (indirect)

Frequency

Each Semester

Goal Number 6

demonstrate an ability to: • apply and communicate the scientific process • use critical thinking skills

Report Comments

Embedded final exam questions in Cell Biology had correct responses by 92% of the students for the first question, and 69% correct for the second question, overall 81% correct.
Average IDEA response in Bio 101 and Bio 161 to the statement "This course was effective in building an understanding of the scientific method" was 4.1.
MFT indicator 9, which reports average % correct on questions requiring analytical skills, was 54, up from 38 in the previous year.
MCAT/DAT results not fully collated.

Goal Measures Combined

- Embedded final exam questions in BIOL 322, Cell Biology (direct)
- IDEA Form questions (indirect)
- MCAT/DAT results (verbal reasoning, direct)
- MFT indicator 9

Frequency

Each semester as data become available; annually
Mission Statement

Changes

Based on examination of direct and indirect measures of student understanding of the scientific method, evolution, and the impact of biology on human affairs, the biology faculty have decided to implement several changes.
1. Increased use of primary scientific literature in most classes will be attempted.
2. More explicit consideration of the scientific method will be used in most classes.

Recommendations

Use of indirect measures for the 1st 4 SLOs. These can be included in the IDEA form easily.
More clear distinction between the SLOs for Cell Biology.

Comments

We will develop a mission statement Fall 2009
Department Name  Biology
Program Name  Cell Biology
Department Chair  Paul Gier
Academic Year  2008-09

Goal Number
Report Comments
Goal Measures Combined
Frequency
**Department Name** Biology  
**Program Name** Cell Biology

**Department Chair** Paul Gier  
**Academic Year** 2008-09

---

**Goal Number 1**

demonstrate an understanding of the concepts and principles of cell biology

**Report Comments**

MFT Subsection 1 score was 51.5, improved from 49.7 in the previous year. Cell Biology final exam average score was 78.

**Goal Measures Combined**

- MFT Subsection 1
- Average Final Exam Score in BIOL 322, Cell Biology

**Frequency**

Annually, but only once/student

---

**Goal Number 2**

demonstrate an understanding of the concepts and principles of molecular biology and genetics

**Report Comments**

MFT subsection 2 score was 51.5, improved from 45.7 in the previous year. Genetics final exam average was 82.

**Goal Measures Combined**

- MFT Subsection 2
- Average Final Exam Score in BIOL 231, Genetics

**Frequency**

Annually, but only once/student

---

**Goal Number 3**

demonstrate an understanding of the concepts and principles of organismal and evolutionary biology

**Report Comments**

MFT subsection 3 score was 47.7, improved from 43.6 in the previous year. Zoology final exam average score was 81. Botany final exam average score was 71.

**Goal Measures Combined**

- MFT Subsection 3
- Average Final Exam Score in BIOL 202, General Biology - Zoology
- Average Final Exam Score in BIOL 227, General Biology - Botany

**Frequency**

Annually, but only once/student
Goal Number 4

demonstrate an understanding of the concepts and principles of population biology and ecology

Report Comments

MFT subsection 4 score was 52.7, improved from 43.1 in the previous year.
Ecology final exam average score was 77.

Goal Measures Combined

- MFT Subsection 4
- Average Final Exam Score in BIOL 336, Ecology

Frequency

Annually, but only once/student

Goal Number 5

demonstrate an understanding of the biological sciences’ impact on environmental and human affairs

Report Comments

Average % correct on embedded final exam questions in Bio 101 and Bio 161 was 74.8.
Average IDEA response in Bio 101 and Bio 161 to the statement "This course was effective in building an appreciation of the Biological sciences' role in environmental and human affairs" was 4.0.

Goal Measures Combined

- Embedded final exam questions in BIOL 101, Principles of Biology (direct)
- Embedded final exam questions in BIOL 161, Environmental Science (direct)
- IDEA Form questions (indirect)

Frequency

Each semester

Goal Number 6

demonstrate an ability to:
- apply and communicate the scientific process
- use critical thinking skills

Report Comments

Embedded final exam questions in Cell Biology had correct responses by 92% of the students for the first question, and 69% correct for the second question, overall 81% correct.
Average IDEA response in Bio 101 and Bio 161 to the statement "This course was effective in building an understanding of the scientific method" was 4.1.
MFT indicator 9, which reports average % correct on questions requiring analytical skills, was 54, up from 38 in the previous year.
MCAT/DAT results not fully collated.

Goal Measures Combined

- Embedded final exam questions in BIOL 322, Cell Biology (direct)
- IDEA Form questions (indirect)
- MCAT/DAT results (verbal reasoning, direct)
- MFT indicator 9

Frequency

Each semester, as data become available; annually
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Course</th>
<th>Term</th>
<th>Embed-Sci IDEA-Sci</th>
<th>Embed-Evc IDEA-Evo</th>
<th>Embed-Eco IDEA-Eco</th>
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</thead>
<tbody>
<tr>
<td>Daniels</td>
<td>101</td>
<td>Fall '08</td>
<td>61</td>
<td>4.1</td>
<td>77</td>
</tr>
<tr>
<td>Dudley</td>
<td>101</td>
<td>Fall '08</td>
<td>86</td>
<td>4.6</td>
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<tr>
<td>Gier</td>
<td>101</td>
<td>Fall '08</td>
<td>72</td>
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<tr>
<td>Guthrie</td>
<td>101</td>
<td>Fall '08</td>
<td>81</td>
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<td>Guthrie</td>
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<td>Spring '09</td>
<td>81</td>
<td>4.2</td>
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<tr>
<td>Daniels</td>
<td>161</td>
<td>Spring '09</td>
<td>3.8</td>
<td>3.3</td>
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<tr>
<td>Gier</td>
<td>161</td>
<td>Fall '08</td>
<td>68</td>
<td>4.4</td>
<td>90</td>
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<tr>
<td>Tubbs</td>
<td>161</td>
<td>Spring '09</td>
<td>89</td>
<td>3.5</td>
<td>89</td>
</tr>
</tbody>
</table>

**Scientific Method**

**Evolution**

**Human Impact**
Hey Topher,

Here are the idea results for the extra questions for biol161 in spring 2009. I can't find my copy of the questions...I know Paul still has them somewhere

question 48  3.8 sd=0.8
question 49  3.3 sd=1.1
question 50  3.4 sd=1.2

I forgot to include any standardized questions for assessment on the final. So have no information for you in that regard...my bad.
Topher,
I think I have all the information you requested, but I only have the embedded question data from my own classes; I don't have the data from our colleagues. Here goes:
1. Average Biol 202 final exam score, spring 2009: 81% (based on 43 tests).

2. Average scores on embedded questions in final exams for Bio 101 and Bio 161, fall 2008: see two attached files.

3. Average of the first three "additional questions" on the IDEA forms for my fall classes. What I think you're looking for there are questions 48-50 (please let me know if I'm wrong), and the results are (numbers are averages):
   Biology 101, fall 2008:
   q48: 4.2
   q49: 3.7
   q50: 4.5

   Biology 161, fall 2008:
   q48: 4.4
   q49: 4.1
   q50: 4.0

   Biology 103, fall 2008 Monday section:
   q48: 4.0
   q49: 4.0
   q50: 3.7

   Biology 103, fall 2008 Tuesday section:
   q48: 4.5
   q49: 4.4
   q50: 4.6

   Biology 103, fall 2008 Wednesday section:
   q48: 4.3
   q49: 3.9
   q50: 4.7

Sorry you have to do all this during summer! Hope you're family's doing well!
Paul
Understanding of Scientific Method and Philosophy (Course Objective 1, Core Objective 1):
What distinguishes science as a way of understanding the universe?
   a. It attempts to understand human morality and ethics from a physical and biological viewpoint.
   b. All ideas are considered tentative, so that any theory or hypothesis can be tested by anyone.
   c. The goal of science is to start with theories and turn them into facts.
   d. Once an idea has been put forward by a great scientist (e.g., Einstein, Darwin, Newton), it is considered a certainty, and scientists no longer question those ideas.

When you are trying to understand something new you begin by making a specific observation, and then applying that observation in a logical fashion to form a general principle. This is called _______.
   a. inductive reasoning
   b. rule enhancement
   c. theory production
   d. deductive reasoning

What is the best definition of a theory?
   a. It is a logical explanation for a phenomenon, but it does not yet have evidence to support it.
   b. It is an observation (fact) that is certain, and therefore it is a trustworthy idea.
   c. It is a single hypothesis that has withstood a test.
   d. It is a collection of hypotheses that have been tested many times and not rejected.

RESULT: 72.04% of all answers correct

Understanding evolution (Course objective 5, Core objective 2)
Which is correct of the history of evolution?
   a. The basic principles of evolution, including natural selection, were known by the 1700s.
   b. Darwin was the first European to believe in evolution.
   c. Alfred Wallace discovered natural selection on his own, and wrote to Darwin about his ideas.
   d. Darwin’s contribution to the field of evolution was his experiments with heredity, which showed how genes were passed down from parents to offspring.

Which is the best definition of “evolution?”
   a. Survival of the fittest
   b. Individual organisms trying to adapt to their environment.
   c. Genetic change in a population over time.
   d. Random change in species over time.

Natural selection ___________.
   a. is based on different abilities among individuals to successfully survive and reproduce
   b. is based on one species surviving while another species goes extinct
   c. is caused by evolution
   d. can occur in a population even if there is no genetic variation among individuals

RESULT: 62% correct
Understanding the role of biology in human and environmental affairs (Core Obj 3)

Lately, many medical breakthroughs have occurred as a direct result of our understanding of DNA structure and how DNA codes for proteins. Which scientist(s) are most directly responsible for this knowledge?

a. Darwin
b. Watson and Crick
c. Mendel
d. Hershey and Chase
e. Griffith

There is still a social debate about the teaching of evolution. Most recently, some have advocated teaching intelligent design in science courses. Intelligent design is the idea that evolution may have occurred, but only with the help of miracles. Which of the following represents the correct scientific philosophy about this?

a. Miracles may happen, but science can’t study miracles because they can’t be disproved by data.
b. Biologists agree that miracles probably did occur, since there is no way the first cell could have shown up without a miracle.
c. Since miracles should leave some evidence, many scientists are currently searching the fossil record for signs of them.
d. Science should be responsive to public opinion; if most people think that intelligent design is a good idea, it should be taught as science.

RESULT: 93.5% of all answers correct

Understanding that organisms are subject to laws of chemistry and physics (Course obj 2)

What is the best predictor for how an atom will bond with other atoms?

a. The total number of electrons
b. The number of electrons in the outermost shell
c. The number of protons
d. The number of protons and neutrons, combined

e. The second law of thermodynamics

Which of the following facts best demonstrates how the second law of thermodynamics affects living systems?

a. Cells are small, rather than large.
b. Cells must harvest energy (e.g., sugar) in order to stay alive and maintain their order.
c. Homologous chromosomes move apart during meiosis.
d. When DNA replicates, it creates two new molecules, each of which is half-old and half-new.
e. Genetic change is inevitable, in most populations.

Which is a correct match?

a. Hydrogen bond \(\rightarrow\) a weak bond between two polar molecules; e.g., between two adjacent molecules of \(\text{H}_2\text{O}\).
b. Ionic bond \(\rightarrow\) a bond in which electrons spend more time orbiting one nucleus than another; e.g., the electrons in a single molecule of \(\text{H}_2\text{O}\).
c. Covalent bond \(\rightarrow\) one atom donates an electron to another; e.g., between the Na and Cl in salt.
d. Ionic bond \(\rightarrow\) one atom shares an electron with another; e.g., between the two atoms in \(\text{H}_2\).
e. None of the above is a correct match.

RESULT: 78.5% correct
Understanding the cell as the basic unit of life (Course obj 3)
Which of the following is one of the three main principles of the Cell Theory?
   a. All cells are small, rather than large.
   b. All cells are structurally complex, with many internal organelles.
   c. Cells are the smallest living things.
   d. Bacterial cells are smaller than animal cells.

Which is the correct match between a process and its main goal or function?
   a. Photosynthesis → makes sugar
   b. Cell respiration → makes O₂ (oxygen)
   c. Mitosis → sexual reproduction
   d. Transcription → makes a new DNA molecule

You inhale O₂ and you exhale CO₂, to meet the needs of which cellular process?
   a. Mitosis
   b. Sugar production
   c. Replication
   d. Cell respiration
   e. ALL cellular chemical reactions directly require oxygen and give off carbon dioxide.

RESULT: 83% of all answers correct

Understanding genetics, inheritance, sources of genetic variability… (Course obj 4)
Which statement is true concerning the behavior of chromosomes in mitosis?
   a. Genetic diversity is created because each daughter cell receives different kinds of chromosomes.
   b. The chromosomes with dominant alleles go to one daughter cell, and the chromosomes with recessive alleles go to the other daughter cell.
   c. If the parent cell has 46 duplicated (X-shaped) chromosomes, then each daughter cell will receive 23 duplicated chromosomes.
   d. If the parent cell has 46 duplicated (X-shaped) chromosomes, then each daughter cell will receive 46 unduplicated chromosomes.
   e. Both a. and b. are correct.

Which of the following is a source of genetic variability in sexual reproduction?
   a. Alleles move from chromosome to chromosome during crossing over.
   b. Independent assortment of chromosomes.
   c. Sister chromatids are pulled apart during anaphase of mitosis.
   d. The chromosomes condense, prior to cell division.
   e. Both a. and b. are sources of genetic variation in sexual reproduction.

Flower color in one breed of roses is controlled by incompletely dominant alleles so that white and red flowers are homozygous, while pink is heterozygous. The cross of two pink-flowered plants will produce ______.
   a. 100% pink-flowered offspring
   b. 50% red-flowered offspring, and 50% white-flowered offspring
   c. 50% white-flowered offspring, and 50% pink-flowered offspring
   d. 50% red-flowered offspring, and 50% pink-flowered offspring
   e. 50% pink-flowered offspring, 25% white-flowered offspring, and 25% red-flowered offspring

RESULT: 69% correct
Understanding of the ecological foundations of living systems (Course obj 6)

Which of the following is an example of an ecosystem?

a. All of the species on Huntingdon’s campus (human, squirrels, fungi, etc.)
b. All the people in this room
c. The entire world, including all life
d. The environment surrounding the city, plus all the species in it, plus the physical factors such as air and water

Which is true of competition, in ecology?

a. In order for it to be counted as competition, the two animals have to have a confrontation over the resource.
b. If a squirrel steals a nut from another squirrel, that is intraspecific competition
c. Interspecific competition is always more important than intraspecific competition
d. Competition has rarely been observed in nature, and most ecologists don’t think it is a very important phenomenon

“A Huntingdon student is an omnivore, who is day-active, and competes intensely with other students for food. Huntingdon students inhabit buildings, but they roam through all habitats on campus.” This is the beginning of a description of your ________.

a. population dynamics
b. natural selection potential
c. evolution
d. niche

RESULT: 84% of all answers correct
Biology 161 Course assessment results from final exam (direct assessment of course and core objectives)
Dr. Gier’s section, fall 2008, 27 students.
Note: three multiple choice questions used for each objective, except for just two questions for Core Objectives #1 and #2.
The list below begins with the three core objectives, two of which also overlap with course objectives)

Understanding of Scientific Method and Philosophy (Core Objective 1, Course Objective 2):
What distinguishes science as a way of thinking?
  a) Its emphasis is on data and evidence.
  b) The scientists’ personal desires and politics are not allowed to affect their scientific results or conclusions.
  c) Science is a source of ethics and morals, similar to religion.
  d) Some scientific ideas, like evolution, are considered “absolute truth” by scientists and no one is allowed to question them scientifically.
  e) Both a. and b. are true.

What is the best definition of a theory?
  a) It is a logical explanation for a phenomenon, but it does not yet have evidence to support it.
  b) It is an observation (fact) that is certain, and therefore it is a trustworthy idea.
  c) It is a single hypothesis that has withstood a test.
  d) A scientific theory is an idea with just a little bit of evidence to back it up, but it’s almost equally likely to be wrong.
  e) It is a collection of hypotheses that have been tested many times and not rejected.

RESULT: 68.5% of all answers correct

Understanding evolution (Core Objective 2)
Which is the best summary of the process that produces genetic change in a population over time?
  a) Some traits become more common in future generations simply based on random chance, and because the process takes place over very long time periods, all that randomness adds up to big change.
  b) Animals and plants mutate (“invent” new genes) in order to cope with environmental change.
  c) The species that is best adapted to the environment outcompetes the poorly-adapted species, and drives it to extinction.
  d) The individuals that are best suited to surviving in the current conditions reproduce the most, and thus pass their genes on to the next generation.

Which is true of the process of speciation?
  a) Usually, one ancient (ancestral) species gives rise to two different species over time.
  b) Speciation often involves one population being split into two subpopulations, separated geographically.
  c) Speciation is the process by which two different species evolve to be similar enough that they can interbreed (hybridize).
  d) Speciation usually takes less than 100 years to complete.
  e) Both a. and b. are correct.

RESULT: 90.7% correct
Understanding the role of biology in human & environmental affairs (Core Obj 3, Course Obj 1)

Which would be an example of an ecosystem service?

a) A hurricane hits a Caribbean island, but due to the fact that the forest is still intact, the people do not suffer from mudslides and floods.

b) A timber company loses profit as a result of having an endangered species on their property.

c) The Atlantic cod fishery collapses.

d) Scientists develop a special kind of orange tree that doesn’t need to be pollinated, so it can set fruit without insects.

e) All of the above are examples of ecosystem services.

Which is true of economics?

a) For the past 100 years, the U.S. economy has been generally flat, with GDP or any other measure of economic activity staying the same from year to year.

b) Old-style, classical economics (a la Adam Smith) advocated rapid economic growth from year to year.

c) Ecologists argue that it is impossible for an economy to have “sustained growth” forever.

d) Some U.S. companies are “going green,” and in so doing, they will certainly see reduced profits because there is no economic benefit in being better environmental stewards.

e) Our U.S. economy is not based on physical resources, so if the environment collapses, our economy will still be fine.

Who is best associated with the idea that we should protect natural resources because they have a practical, utilitarian value?

a) John Muir

b) Rachel Carson

c) Gifford Pinchot

d) Aldo Leopold

RESULT: 69.1% of all answers correct

Understanding principles of evolution, ecology, physics and chemistry (Course obj 3)

The 2nd law of thermodynamics (which deals with the inefficiency of energy transformations) can be used to explain __________.

a) ecological energy pyramids

b) the loss of unusable heat that occurs when coal is burned to make electricity

c) why it is possible to feed more people on an acre of corn than on an acre of cattle

d) why rabbits are more common than foxes

e) All of the above may be explained by the 2nd law of thermodynamics.

We studied the movement of energy and materials through ecosystems. Which statement is true?

a) Both energy and materials must be constantly recycled within the Earth, because Earth does not absorb either of these from space.

b) Earth absorbs materials from space, but all energy is recycled within Earth’s systems.

c) Earth absorbs energy from space, but all physical material is recycled within Earth’s systems.

d) The carbon cycle is a way of tracking the movement of energy.

Which is the best summary of the process that produces genetic change in a population over time?

a) Some traits become more common in future generations simply based on random chance, and because the process takes place over very long time periods, all that randomness adds up to big change.

b) Animals and plants mutate (“invent” new genes) in order to cope with environmental change.

c) The species that is best adapted to the environment outcompetes the poorly-adapted species, and drives it to extinction.

d) The individuals that are best suited to surviving in the current conditions reproduce the most, and thus pass their genes on to the next generation.

RESULT: 61.7% correct
Understanding the history and current status of issues including population growth, energy, biodiversity and habitat loss, and air pollution (Course obj 4)

Which is true of biodiversity?
   a) Scientists believe they have described about 90% of all species on Earth, and the total number is less than one million.
   b) As you move farther from the equator, biodiversity increases.
   c) All biomes have about the same biodiversity.
   d) According to the fossil record, over tens of millions of years, biodiversity tends to increase on average, although mass extinctions cause occasional decreases.
   e) Alabama has lower biodiversity than most states.

Which is true of global human population?
   a) In countries where women have good access to education, the birth rate tends to increase.
   b) Latin American countries have the highest birth rates and highest poverty levels in the world.
   c) India has one of the largest populations of any country in the world.
   d) Ecologists generally think that human population growth is a good thing, because it will lead to technological innovation and good economic growth.
   e) Currently, about 12 billion people live on Earth.

Which is a correct match of a pollutant and the problem it causes?
   a) Chlorofluorocarbons (CFCs) → acid rain
   b) Sulfur (and SO₂) and Nitrogen (and NO₃) → global warming
   c) Sulfur (and SO₂) and Nitrogen (and NO₃) → acid rain
   d) CO₂ → ozone loss

RESULT: 77.8% of all answers correct

Understanding environmental policy and legislation (Course obj 5)

What was the significance of Rachel Carson’s book Silent Spring?
   a) Dating back to the 1800’s, it was the first book that made Americans aware of environmental issues.
   b) It was the book that made conservation biologists aware of the danger of genetic inbreeding.
   c) It was written as a protest to the bad environmental policies of the Reagan administration.
   d) It focused on pesticides and pollution, and spurred the environmental awareness of the 1960’s.

When the northern spotted owl was listed under the Endangered Species Act (ESA), what happened?
   a) The biome most directly affected was the savannah.
   b) It became illegal to directly harm the owls, but it was not illegal to destroy the specific forests where the owl lived.
   c) Private landowners had to keep from harming the owls or their habitat.
   d) It was an example of how the country rallied around an environmental cause, because the decision to list the owl as endangered was unanimously praised, and there was no controversy.

Which is the best description of a “Tragedy of the Commons?”
   a) An exotic weed invades the U.S. and causes the extinction of a native species of flower.
   b) The last remaining population of grizzly bears loses its genetic diversity due to inbreeding.
   c) The Gulf of Mexico fisheries collapse because each fishing boat is trying to catch as many fish as possible for their own economic gain.
   d) Hurricane Katrina devastates New Orleans.

RESULT: 95.0% correct
Guthrie Class data:  **FALL 2008**

**Biology 101 (principles)**
Final overall average: 72%
Final exam core embedded questions average: 83%

Core objective 1 (sci process)
The final had 4 embedded questions. The average % correct for all of them was 80.5%.

Core objective 2 (evolution)
The final had 4 embedded questions. The average % correct for all of them was 90.5%.

Core objective 3 (human impact/affairs)
The final had 4 embedded questions. The average % correct for all of them was 81.8%.
Guthrie Class data:

**Biology 231 (genetics)**
Final exam overall average: 82%
Final exam specific aim embedded questions average: 90%
Specific Aim question objective summary:

Objective 1: Demonstrate understanding of the principles of heredity.
The final had 4 embedded questions. The average % correct for all of them was 93%.

Objective 2: Demonstrate understanding of the biological and chemical basis of heredity.
The final had 10 embedded questions. The average % correct for all of them was 90%.

Objective 3: Demonstrate understanding of the experimental evidence on which much of this understanding (objective #1 and 2) is based.
The final had 7 embedded questions. The average % correct for all of them was 88%.

Objective 4: Demonstrate understanding of how genetics fits into the larger context of the biological sciences and serves as the basis for biological evolution.
The final had 6 embedded questions. The average % correct for all of them was 88%.

Evaluation (from IDEA forms)
After taking this course, I feel I can demonstrate an understanding of:
48. the principles of heredity.
   Score: 4.2
49. the biological and chemical basis of heredity.
   Score: 3.9
50. the experimental evidence on which much of this understanding is based.
   Score: 4.0
51. how genetics fits into the larger context of the biological sciences and serves as the basis for biological evolution.
   Score: 4.2

**Biology 101 (principles)**
Final overall average: 77%
Final exam core embedded questions average: 90%

Core objective 1 (sci process)
The final had 4 embedded questions. The average % correct for all of them was 81%.

Core objective 2 (evolution)
The final had 4 embedded questions. The average % correct for all of them was 91%.

Core objective 3 (human impact/affairs)
The final had 4 embedded questions. The average % correct for all of them was 86%.
Evaluation (from IDEA forms)
After taking this course, I feel I can demonstrate an understanding of:

48) 4.2       49) 4.1       50) 4.2       51) 4.2       52) 4.1       53) 4.1

54) 4.3
55) 4.1
56) 4.2
57) 4.0
Department Name **Business**

Program Name **Business Administration**

Department Chair **Samir Moussalli**

Academic Year **2008-09**

Mission Statement

Changes

Two course additions are being considered:
1. Splitting the BADM 203 into two separate courses
2. Re-introducing BADM 201 in order to provide students with an international business exposure early on as to provide constant reinforcement of knowledge (at the present time freshman take no courses BADM/ACCT/ECON courses during the spring semester)

Changes to prerequisites are also being considered and will be discussed by the business faculty Fall 09

Recommendations

Comments
**Goal Number 1**

80% of the students taking the Comprehensive Business Exam (CBE) will score above 70% on that test.

**Report Comments**

CBE Development: During the 08-09 academic year, business faculty worked to develop the Comprehensive Business Exam. Developing the exam internally, as opposed to simply relying on one of the commercially available versions, was time consuming but ensures that the exam is consistent with the core Business curriculum at Huntingdon College and does not include course material that may not be covered in these core Business classes.

To prepare the comprehensive exam, it was first necessary to develop a pool of questions that are relevant to the learning objectives established for each of the individual classes in the core Business curriculum. Members of the Business faculty were asked to develop 10-20 questions for each class in the core curriculum.

The potential CBE questions for each core class were included as part of the final exam. To examine the degree to which these questions accurately measured student achievement, the score for the CBE questions were correlated with the average test score for each student. The “average” test score was calculated by simply summing the score on each regular exam and dividing by the number of exams taken during the term.

**Goal Measures Combined**

- Test Results

**Frequency**

Yearly

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**Goal Number 2**

At least 10% of the graduating seniors will have an internship experience.

**Report Comments**

Information is being compiled. Will be updated when completed.

**Goal Measures Combined**

- Reports from Career Center

**Frequency**

Yearly

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**Goal Number 3**

At least 70% of the graduating seniors will have an international experience (travel abroad).

**Report Comments**

The average percentage (for the past four years) of students who participated in a travel abroad experience is 62%.

**Goal Measures Combined**

- Report from VPAA office

**Frequency**

Yearly
Goal Number 4

At least 80% of the students will be exposed to “real life” experiences through the Speakers' Series.

Report Comments

Over the past few years, the department has sponsored a Speakers' Series that has featured individuals with various experiences. Specifically, we have included politicians (US senators, governors, mayors), CEOs from different industries, accountants, and philanthropists. Plans are under way to schedule those events during an "open hour" and/or during BADM 200. In order to increase attendance at such events, participation and encouragement of faculty is essential. The lack of full-time faculty proved somewhat difficult in achieving the desired outcome.

Goal Measures Combined

- Attendance Reports

Frequency

As needed.
Goal Number 1  
understand and apply the principles of accounting, management, finance, marketing, quantitative methods, legal environment, and economics.

ReportComments  
In developing the Comprehensive Business Exam, the faculty worked to ensure that every core class was represented. To assess student comprehension of each of the main Business disciplines, the test scores were analyzed for each section. Table 3 presents the average score earned in each section.

<table>
<thead>
<tr>
<th>Course</th>
<th>Average Score</th>
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<tbody>
<tr>
<td>BADM 200</td>
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<td>BADM 203</td>
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<tr>
<td>ACCT 201-202</td>
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<tr>
<td>Econ 201-202</td>
<td></td>
</tr>
</tbody>
</table>

GoalMeasuresCombined  
- CBE

Frequency  
Yearly

Goal Number 2  
demonstrate an understanding of ethical challenges

ReportComments  
The focus on ethical challenges is delivered to students through:  
1. An entire chapter covering Ethics in the Principles of Management course  
2. Various article reviews and presentations that include ethical situations. Over the past few years, this has been a topic covered quite extensively by the national media as well as the specialized business press. Class discussions have taken place and focused on those companies (and their owners).  
3. Capstone cases  
While the primary focus of the cases tend to be on the functional decisions (management, marketing, finance,...), all those decisions carry a certain level of ethical/corporate responsibility. The challenge is to find a way to quantify the extent of ethics covered (or at the very least be able to record it). To that end, a rubric is being developed for the capstone course that will include, in addition to a field for ethics, fields for the functional areas as well as written and verbal communication.

GoalMeasuresCombined  
- Capstone Cases

Frequency  
Yearly
**Goal Number 3**

demonstrate effective oral and written communicative skills appropriate for business and professional settings/contexts.

**Report Comments**

Students enrolled in the capstone class in the Spring Term, 2009 completed three large writing assignments designed to require them to integrate multiple business concepts and produce professional reports. All writing assignments were evaluated on three criteria: quality of analyzes, plausibility of recommendations, and writing style.

The first assignment was a full case analysis and report. Students were required to analyze a case situation using a variety of analyses techniques. Based upon what they learned from these analyses, the students prepared a report in which they recommended a strategic plan for addressing the problems they identified.

The second assignment was the preparation of a business plan for the company they would be managing as part of a computer simulation. Through this simulation, students managed a virtual company, making all of the business decisions for the company over a period of six “years.” Students worked in teams and competed against each other in the marketplace. Prior to taking over the management of their company, each student team analyzed the existing situation. Based on this analysis, each team prepared a six year business plan, including a vision statement and a strategic plan to achieve the given objective.

**Goal Measures Combined**

- Capstone Reports and Presentations

**Frequency**

Yearly

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**Goal Number 4**

ability to think critically; analyze and synthesize learning from advanced mathematics, economics, finance, mathematics.

**Report Comments**

In the Capstone class students completed two main assignments that required both quantitative and qualitative analyses.

The Case Assignment required students to conduct competitive analyses (external audit, 5-forces analysis, SWOT, etc.) and internal analyses (value-chain analysis, financial analyses, internal audit, etc.) Students were required to attach these analyses to their written report. Grades are reported in Table Z.

The computer simulation required students to conduct a variety of analyses for each round of competition:

a. demand analysis – students were required to project demand for the coming “year” and compare this to the potential supply for the next “year.” This analysis, of course, impacted the prices that could be set for the next year.

b. production analysis – students were required to calculate the contribution margin for each product in their company’s portfolio, as well as the contribution margin for each product in the competitors’ product lines. As part of this, students were required to consider the impact of over-time, investment in automated facilities, and investment in new production facilities.

**Goal Measures Combined**

- Capstone Reports and Presentations

**Frequency**

Yearly
<table>
<thead>
<tr>
<th>Mission Statement</th>
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<tr>
<td>Changes</td>
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<tr>
<td>Recommendations</td>
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<tr>
<td>Comments</td>
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</table>
**Goal Number 1**

60% of the students taking the Comprehensive Business Exam (CBE) will score 70% on that test.

**ReportComments**

The results of this outcome are in Table 1. Discussion follows

**GoalMeasuresCombined**

- CBE

**Frequency**

End of each term

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**Goal Number 2**

Students will be exposed to “real life” business situations through the utilization of instructors that have both academic training and practical experience.

**ReportComments**

The faculty teaching in the program consist of both professional academic and practitioners. This combination is particularly helpful to our adult students who tend to relate a lot better with practical/real life examples. The emphasis on the theory, which in the opinion of the department is essential, is delivered through our PHD instructors. In selecting faculty, once the PHD ratio required is met, selection of qualified faculty takes place on the basis of their professional experience (in addition to good evaluations,...). Faculty files are located in the VPAA’s office.

**GoalMeasuresCombined**

- Faculty Files

**Frequency**

On going
**STUDENT LEARNING OUTCOMES**

**Department Name** Business  
**Program Name** Management  
**Department Chair** Samir Moussalli  
**Academic Year** 2008-09

---

**Goal Number 1**

understand and apply the principles of accounting, management, finance, marketing, quantitative methods, legal environment, and economics.

**ReportComments**

CBE Development: During the 08-09 academic year, business faculty worked to develop the Comprehensive Business Exam. An internally developed exam ensures that the exam is consistent with the core Business curriculum at Huntingdon College. The exam was developed from questions developed and tested in the Business Administration Program. To examine the applicability of the CBE for the Management Program, a preliminary draft of the exam was tested in one section of MGMT499 in Session III of Fall Term.

CBE Results: A first draft of the CBE exam was administered in almost every section of MGMT499 during Spring Term, 2009. (One section did not participate.)

**TABLE 1**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Range of scores</th>
<th>Average</th>
<th># meeting 70% standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>n = 2</td>
<td>61.9 – 67.6</td>
<td>64.75</td>
</tr>
<tr>
<td>Section 2</td>
<td>n = 3</td>
<td>59.2 – 74.6</td>
<td>66.9</td>
</tr>
</tbody>
</table>

**GoalMeasuresCombined**

- CBE

**Frequency**

End of each semester

---

**Goal Number 2**

demonstrate an understanding of ethical challenges

**ReportComments**

The focus on ethical challenges is delivered to students through:
1. An entire chapter covering Ethics in the Principles of Management course
2. Various article reviews and presentations that include ethical situations. Over the past few years, this has been a topic covered quite extensively by the national media as well as the specialized business press. Class discussions have taken place and focused on those companies (and their owners).
3. Capstone cases

While the primary focus of the cases tend to be on the functional decisions (management, marketing, finance,...), all those decisions carry a certain level of ethical/corporate responsibility. The challenge is to find a way to quantify the extent of ethics covered (or at the very least be able to record it). To that end, a rubric is being developed for the capstone course that will include, in addition to a field for ethics, fields for the functional areas as well as written and verbal communication.

**GoalMeasuresCombined**

- Capstone Cases

**Frequency**

End of each semester
STUDENT LEARNING OUTCOMES

Goal Number 3

demonstrate effective oral and written communicative skills appropriate for business and professional settings/contexts.

Report Comments

Students enrolled in the capstone course complete written case studies where they are required to analyze a company's performance. Depending on the emphasis of the case (management, marketing, finance, international), students have to present the conclusions of their case both in the form of a written report and through a presentation. As far as the traditional program, a rubric to be used in 499 is being developed to ensure that written and verbal skills are measures, or at the very least recorded. The utilization of faculty in Communication has been discussed, but the shortage and high turnover in that area has made things difficult. Finally, in order to achieve more consistency with the traditional program, consideration is being given to limiting those teaching 499 to instructors with terminal degrees in their field. Subsequently, we would like all 499 section to be taught by full-time Huntingdon faculty (or full time from other institutions) with terminal degrees in their fields.

Goal Measures/Combined

- Capstone Reports and Presentations

Frequency

End of each semester

Goal Number 4

ability to think critically; analyze and synthesize learning from advanced mathematics, economics, finance, mathematics.

Report Comments

In solving case studies, students have to integrate material learned in the various business-related courses that they have taken. In addition, in order to assist in their decision-making, students are taught to utilize various matrices commonly used in the discipline. As mentioned previously, the rubric that is being developed will enable the department to focus on every segment as well as on their relationships.

Goal Measures/Combined

- Capstone Reports and Presentations

Frequency

End of each semester

Goal Number 5

develop managerial skills by demonstrating an understanding organizations, human resources, and entrepreneurship in both a domestic and global environment.

Report Comments

While the CBE assesses performance on individual measures, the case study approach provides students with the opportunity to integrate knowledge. Although each case has a different emphasis (international, management, finance,...), students are exposed to all cases through presentations and their ability to ask (along with their instructor) questions to the presenting team about the case in question.

Goal Measures/Combined

- Capstone Reports and Presentations

Frequency

End of each semester
Goal Number 6

ability to synthesize their learning from different disciplines and apply it in business planning.

Report Comments

Goal Measures Combined

- Capstone Reports and Presentations

Frequency

End of each semester
Mission Statement

Our Mission-BIOCHEMISTRY
The Department of Chemistry and Biochemistry is dedicated to teaching chemistry and biochemistry in a stimulating environment that provides ample opportunity for hands-on experimentation and individual research. We offer B.A. degrees in chemistry and biochemistry, and a B.A. degree in Chemistry leading to Secondary Education Certification. Our mission is to graduate articulate and creative individuals ready for careers or graduate studies in biochemistry-based sciences as well as in forensic science, medicine, pharmacy, dentistry, optometry, and bioengineering. To achieve these goals, all students involved in our programs can expect to:

- Develop an increased awareness of the universe at the molecular level.
- Develop an understanding of the physical and chemical behavior of matter.
- Become prepared for careers in biochemistry, and related fields.
- Develop lifelong skills including the ability to think logically and clearly, to articulate their thoughts, and to critically evaluate experimental data and the scientific literature.
- Achieve at least the minimum score on the MCAT, DAT, PCAT, OAT, and GRE tests in order to gain admission to programs of choice.
- Develop a knowledge of how to setup, and how to operate, various scientific apparatus used in the study of biochemistry.
- Learn how to obtain and interpret data from various scientific instruments.
- Complete and present at least one undergraduate research project in biochemistry.

Changes

Ten (10) changes are planned based upon our Assessment.

General: We continue to find our direct measures (MFAT subscores and ACS Pre- and Post-test standardized tests scores for all courses) to be very useful in improving our curriculum and academic programs. -Because our majors are required to be competitively nationally in order to gain admission to professional schools and post-graduate programs, we have been undertaking measures to help our students improve their scores on nationally-normed tests. Assessment of undergraduate research projects and presentations by faculty and outside experts has improved the quality of the presentations compared to 2008. Indirect measures of student learning outcomes have not been found to be particularly useful for our department in the past, and we are cautious to not make drastic curricular changes based upon whether or not students believe they have done well on particular student learning outcomes.

1. We noted the MFAT Biochemistry Group score for 2009 increased 9% (on national percentile rankings) compared to the MFAT Biochemistry Group score for 2008. Our majors now rank in the 50th national percentile in Biochemistry on this test, which is excellent. We plan to focus upon more content in second-semester Biochemistry II (Chem 407) related to DNA and RNA to improve this score in the future.

2. We will continue to work with the Analytical Professor to develop improved pedagogical techniques for teaching Chem 321/322 to (a) improve the MFAT Analytical Chemistry subscore from the 25th national percentile to 40th percentile or above, and (b) improve the ACS test scores in Analytical and Instrumental Methods. Analytical Chemistry has been our strongest sub-discipline based upon MFAT data for the past 20 years.

3. Assessment data from both the 2009 MFAT-Chemistry and the 2008-2009 ACS Standardized Subject Tests showed that Biochemistry majors score 7-10% higher in Organic Chemistry than do the Chemistry majors, and the Chemistry majors score 15-20% higher in General Chemistry I and on the MFAT-Inorganic Chemistry. This is the second year we have noted this, and will study the possibility of adding one semester of Biochemistry (Chem 406) to the Chemistry major to strengthen training in Organic Chemistry. Chemistry majors have historically matriculated with much higher composite ACT scores than those of the Biochemistry majors, so General Chem I scores are 10-16% higher for Chemistry majors than for Biochemistry majors.

4. We will add even more additional inorganic chemistry content to CHEM 446:Metals in Biological Systems. Addition of transition metal and coordination chemistry to the 2009 course increased the MFAT Inorganic Chemistry subscore of Biochemistry majors by 10-15% this year when compared to the MFAT Inorganic Chemistry score of Biochemistry majors for 2007-2008 [See Table.].

5. After no Huntingdon students were accepted to traditional M.D. programs during 2005-2008, our department determined students needed some organized program to help increase student MCAT, DAT, PCAT, and GRE scores. We developed the SMART (Student Mastery and Review for Tests) Program.

There has been tremendous success of those students who participated in the SMART (Student Mastery and Review for Tests) Program 2008-2009, administered by our department.

During 2008-2009 [See Table 5]:
100% of SMART Program Chemistry & Biochem applicants to medical school were accepted (4/4),
100% of SMART Program applicants (4/4) were accepted to pharmacy doctorate programs, 100% of SMART Program applicants (1/1) were accepted to dental school. 100% of SMART Program applicants (2/2) were accepted to Ph.D./M.S. programs.

6. We plan to expand SMART Program to include 4 students who have expressed interest in preparing for the OAT (Optometry Admissions Test).

7. Our departmental faculty asked that we consider serving our majors only with the SMART Program, as our departmental resource and faculty volunteer teaching times are used to fund this program. We have been serving all interested students and alumni during 2007-2009.

8. Propose a new course CHEM XXX: Applied Chemistry/Biochemistry for the Health Professions to teach students applied chemistry, applied biochemistry concepts and applied problems needed to be successful on pre-health professional tests. There are currently more than 30 pre-health professions students enrolled in the SMART Program who indicated they would benefit from such a course. We are currently teaching these students this subject matter in classes we teach off-hours on our own, without any credit for teaching.

9. Use data from this report and next year’s report as inputs to consider the pros and cons of a proposal for a separate Department of Biochemistry at Huntingdon.

10. Research American Chemical Society (ACS) and the American Society of Molecular Biology and Biochemistry (ASMBB) standards/requirements for the bachelor’s degree in Biochemistry, with particular emphasis upon replacing the required BIOL 422: Advanced Cell Biology with a more appropriate biology course for our majors. There appears to be no such course in any undergraduate Biochemistry major we have seen, and student survey information (indirect measure) from 2007-2009 showed that 80% (9/11) of the Biochemistry majors surveyed noted this course and its associated laboratory was not considered useful for future preparation and success in biochemistry. The course is neither required nor recommended for medical school or pharmacy school. We will research this topic during 2009-2010.

Recommendations

Seven recommendations are provided to help us improve our program’s assessment:

1. For majors such as Biochemistry that have 16 hours of Biology courses with laboratories required, we would like to have information on measures of student learning outcomes of Biochemistry majors (on a local and MFAT national level) in General Biology, Cellular Biology, Genetics, and Molecular Biology and associated laboratories. This may require all Biochemistry majors to take both the MFAT-Chemistry and the MFAT-Biology and for there to be inter-departmental exchange of assessment data.

2. Although individual meetings in Fall 2008 with Dean Fedler, Dr. Stubbs, and department chairs were kind and thoughtful, they did not provide the feedback to department chairs that would improve assessment until the SACS offline report was received in late May 2009 by the College. Suggest receiving meaningful feedback from multiple sources (Academic Assessment Committee, etc.) earlier than in June of each year.

3. Communication about assessment in general has been sporadic, last-minute, and could be improved with a more updated/informative website with an updated timeline, with actual dates on it. Seeking input about assessment/communication from the faculty-at-large would be helpful.

4. Please share offline SACS report items specific to our departmental assessment with departmental faculty if possible.

5. Please give us more lead time for everything. We received access to the online departmental assessment site about 3.5 weeks from the due date (July 1st) during the summer, when many faculty are not available, and faculty are not strictly under contract. Access was promised in May, when faculty were under contract. Online access to the site was not provided in May as promised. In general, access to online resources and information related to assessment has been late.

6. There needs to be an effective method to incorporate charts, graphs, and numerical information into the online departmental assessment report, instead of submitting these to the OIAC as attachments. I have seen Executive Summary styles (from a Presidential Search and many VPAA searches) that are able to effectively incorporate such information.

7. It is very difficult to see the text as a whole that has been entered into the online departmental assessment; the entry fields are too small. Our former departmental assessment report format is much easier to read and understand than the online departmental assessment forms. Although the online format may be very useful to those in the OAIC who wish to generate an executive summary or report, it is not very useful to our departmental faculty; very difficult to see the “big picture.”
Program Goals

Department Name Chemistry
Program Name Biochemistry
Department Chair Maureen Murphy
Academic Year 2008-09

Goal Number 1

Graduates of our program will score competitively on chemistry, biochemistry, and physical science section of the GRE, MCAT, DAT, and OAT.

ReportComments
See Table 5. All nine of our graduates (5 were biochemistry majors) completed the SMART (Student Mastery and Review for tests) Program (created and conducted by our Department) of online practice tests, reporting and academic counseling, and classroom instruction by Dr. Murphy during 2008-2009. All of our graduates completed either the GRE, MCAT, DAT, or PCAT. Table 5 shows the scores (first-time) of these students, and the file SMART 2008 shows a spreadsheet of student SMART Program activity. As a result of their competitive scores, all who applied were accepted to medical/osteopathic medical school (4 students), pharmacy school (2 students), dental school (1 student) and graduate school (2 students).

Goal Measures Combined
• Scores on the GRE, MCAT, DAT, and PCAT, and score on online practice tests of the same.

Frequency
Yearly by departmental faculty

Goal Number 2

Lower class size in the core physical sciences (PHSC 102, Physical Science, and CHEM 105, General Chemistry) to 25 students max to increase student learning outcomes, allow for discussion, hands-on activities, and oral presentations of physical science/chemistry projects/papers by students. To serve the core and the major, this would require 3 sections of PHSC 102 (at 25 students/section) per semester, and 3 sections of CHEM 105 (at 25 students/section).

ReportComments
Class sizes in Physical Science 102 for Fall 2008 were 40 and 35, and for Spring 2009 were 33 and 37. Limited financial resources at this time do not allow us to realize this outcome.

Goal Measures Combined
• Class size in PHSC 102 measured.
• Class size in CHEM 105 measured.

Frequency
Each semester by the Office of the Registrar

Goal Number 3

Obtain new faculty member (Physical Chemist/share Physical Science 102 load/lab loads) in order to fulfill program goals above and reduce overloads in the department (see attached).

ReportComments
Limited financial resources do not allow us to realize this outcome this year.

Goal Measures Combined
• New faculty member hired in the department.

Frequency
Yearly by departmental faculty
Goal Number 4

Return the Chemical Hygiene Officer (CHO) position to the Department of Chemistry and Biochemistry, where Ph.D. chemistry/biochemistry faculty are most experienced in this area, and are more knowledgeable about chemicals, safety with chemicals, hazardous waste, safety training/procedures, and are readily accessible and keep accurate and thorough records.

Report Comments
This has not been addressed by the administration, and it appears the CHO will continue to be a biology faculty member for 2009-2010. There has been no safety training of our science faculty for 3 years, and there has been no documentation of safety training since the CHO was a Chemistry faculty member 3 years ago. We plan to seek safety training for all of our departmental faculty in the coming year.

Goal Measures Combined
- CHO is a chemistry/biochemistry Faculty.

Frequency
June 1st of each year by Dean of Faculty/VPAA

Goal Number 5

Recruit 4 new biochemistry/chemistry majors per year interested in pre-medical studies from Dothan-Mobile area to provide a pipeline of physicians to southeast and south Alabama.

Report Comments
This has been accomplished: Kellie Hilton (Monroeville, AL), Erika Hamlin (Dothan, AL), Garret Claassen (Ozark, AL), and Tiffany Dean (Dothan, AL) were recruited to the College as chemistry or biochemistry majors and are returning for Fall 2009.

Goal Measures Combined
- Admission data/enrollment data.

Frequency
August 31 by departmental faculty

Goal Number 6

Involve at least one chemistry/biochemistry faculty in teaching a FYEX 103, First-Year Experience section.

Report Comments
Two chemistry/biochemistry faculty are scheduled to teach FYEx 103 in Fall 2009 (see online course schedules at www.huntingdon.edu).

Goal Measures Combined
- FYEx faculty assignments

Frequency
June 1st by Co-Directors of FYEX 103

Goal Number 7

Provide a plan of courses, faculty load data, and plan-of-study for a Physics minor at Huntingdon and present to VPAA/Dean of Faculty for consultation.

Report Comments
Limited financial resources and interest in this program prevents the realization of this outcome.

Goal Measures Combined
- Plan delivered/received by VPAA

Frequency
Yearly by VPAA/Dean of Faculty
Goal Number 8

Increase the total number of majors from 65 to 75.

Report Comments
As of July 2009, the total number of majors is 76 (counting the first-year students who have declared or plan to declare the Chemistry/Biochemistry major for fall 2009. The final count will be official August 31st. We based our counts on 45 returning majors and 30+ first-year students declaring chemistry or biochemistry during the three summer orientations. Significant off-campus recruitment efforts were designed and completed by departmental faculty during 2008-2009, resulting in higher number of first-year students declaring the major in June 2009 compared to June 2008.

Goal Measures Combined
• Admission data/enrollment data.

Frequency
August 31 by departmental faculty
Department Name **Chemistry**

Program Name **Biochemistry**

**Department Chair** Maureen Murphy

**Academic Year** 2008-09

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**Goal Number 1**

demonstrate basic knowledge of chemistry, biochemistry, and physical science

**Report Comments**

Please refer to Tables 1, 2b, and 5 and Figure 1.
We noted the MFAT Biochemistry Group score for 2009 increased 9% (on national percentile rankings) compared to the MFAT Biochemistry Group score for 2008. Our majors now rank in the 50th national percentile in Biochemistry on this test, which is the highest in the 2004-2009 period.
Assessment data from both the 2009 MFAT-Chemistry and the 2008-2009 ACS Standardized Subject Tests showed that Biochemistry majors score 7-10% higher in Organic Chemistry than do the Chemistry majors, and the Chemistry majors score 15-20% higher in General Chemistry I and on the MFAT-Inorganic Chemistry. This is the second year we have noted this, and will study the possibility of adding one semester of Biochemistry (Chem 406) to the Chemistry major to strengthen training in Organic Chemistry. Chemistry majors have historically matriculated with much higher composite ACT scores than those of the Biochemistry majors, so General Chem I scores are 10-16% higher for Chemistry majors than for Biochemistry majors.

**GoalMeasuresCombined**

- Scores on the GRE, MCAT, DAT, and PCAT
- MFAT overall score and subscores
- American Chemical Society (ACS) pre- and post-test scores on subject area examinations

**Frequency**

Yearly by departmental faculty

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**Goal Number 2**

demonstrate competence in chemistry, physics, and biochemistry laboratory skills and use and general theory of instrumentation in actual laboratory settings.

**Report Comments**

Please refer to Table 4.
A majority of our biochemistry and chemistry majors successfully performed a select group of important laboratory skills at the 80% or better level.

**GoalMeasuresCombined**

- Score from laboratory final exams and/or laboratory skills checklist

**Frequency**

Yearly by departmental faculty

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**Goal Number 3**

solve complex theoretical and mathematical problems in chemistry, biochemistry, and physics

**Report Comments**

See Table 1 (MFAT data), Table 2b (Biochemistry majors only), and Table 5.
Addition of transition metal and coordination chemistry to the 2009 Chem 446 increased the MFAT Inorganic Chemistry subscore of Biochemistry majors by 10-15% this year when compared to the MFAT Inorganic Chemistry score of Biochemistry majors for 2007-2008. MFAT total scores increased from 2008 as well for Biochemistry majors; Organic scores higher for Biochem majors compared to Chem majors. No increase in Analytical/P-Chem scores for Biochem majors compared to last year.

**GoalMeasuresCombined**

- MFAT overall score and subscores
- American Chemical Society (ACS) pre- and post-test scores on subject area examinations

**Frequency**

Yearly by departmental faculty
Goal Number 4

effectively communicate in oral written fashion results of experiments and research to the scientific community

Report Comments
See Table 4: Report of Scores on Oral Presentations in Chem 321/322/407 classes. All students received scores at the B or above level. All biochemistry graduates presented research at the 2009 Research & Creative Activity Symposium at Alabama State Univ. in March 2009.

Goal Measures Combined

• Scores from reviews of student research presentation at ASU Research & Creative Activity Symposium and/or national ACS meetings or class presentations

Frequency
Yearly by departmental faculty

Goal Number 5

effectively communicate in oral and written fashion the concepts, interrelatedness, and theories in chemistry, biochemistry, and physics.

Report Comments

Oral presentations in Chem 105 were deleted after the Fall 2008 assessment workshop due to large numbers of students in the class and limited class time for oral/written presentations.

See Table 4 for results of oral presentations by students in Chem 407 Biochemistry II, ad Chem 321/322 Analytical Chem I/II.
Results from the 2009 annual Biochemistry majors’ survey showed that 5/5 of the majors agreed or agreed strongly that they felt well qualified to effectively communicate in oral and written fashion the concepts, interrelatedness, and theories in chemistry, bioch

Goal Measures Combined

• Scores from oral presentations rubric in CHEM 105
• Results from annual Biochemistry majors’ survey (indirect)
• Results from annual Chemistry majors’ survey (indirect)

Frequency
Yearly by departmental faculty
Mission Statement

Our Mission-CHEMISTRY
The Department of Chemistry and Biochemistry is dedicated to teaching chemistry and biochemistry in a stimulating environment that provides ample opportunity for hands-on experimentation and individual research. We offer B.A. degrees in chemistry and biochemistry, and a B.A. degree in Chemistry leading to Secondary Education Certification. Our mission is to graduate articulate and creative individuals ready for careers or graduate studies in chemistry-based sciences as well as in forensic science, medicine, pharmacy, dentistry, optometry, and chemical engineering. To achieve these goals, all students involved in our programs can expect to:

- Develop an increased awareness of the universe at the molecular level.
- Develop an understanding of the physical and chemical behavior of matter.
- Become prepared for careers in chemistry and related fields.
- Develop lifelong skills including the ability to think logically and clearly, to articulate their thoughts, and to critically evaluate experimental data and the scientific literature.
- Achieve at least the minimum score on the MCAT, DAT, PCAT, OAT, and GRE tests in order required to gain admission to programs of choice.
- Develop a knowledge of how to set up, and how to operate, various scientific apparatus used in the study of chemistry.
- Learn how to obtain and interpret data from various scientific instruments.
- Complete and present at least one undergraduate research project in chemistry.

Changes

General: We continue to find our direct measures (MFAT subscores and ACS Pre- and Post-test standardized tests scores for all courses) to be very useful in improving our curriculum and academic programs. Because our majors are required to be competitively nationally in order to gain admission to professional schools and post-graduate programs, we have been undertaking measures to help our students improve their scores on nationally-normed tests. Assessment of undergraduate research projects and presentations by faculty and outside experts has improved the quality of the presentations compared to 2008. Indirect measures of student learning outcomes have not been found to be particularly useful for our department in the past, and we are cautious to not make drastic curricular changes based upon whether or not students believe they have done well on particular student learning outcomes.

1. We will continue to work with the Analytical Professor to develop improved pedagogical techniques for teaching Chem 321/322 to (a) improve the MFAT Analytical Chemistry subscore from the 25th national percentile to 40th percentile or above, and (b) improve the ACS test scores in Analytical and Instrumental Methods. Analytical Chemistry has been our strongest sub-discipline based upon MFAT data for the past 20 years.

2. Assessment data from both the 2009 MFAT-Chemistry and the 2008-2009 ACS Standardized Subject Tests showed that Biochemistry majors score 7-10% higher in Organic Chemistry than do the Chemistry majors, and the Chemistry majors score 15-20% higher in General Chemistry I and on the MFAT-Inorganic Chemistry. This is the second year we have noted this, and will study the possibility of adding one semester of Biochemistry (Chem 406) to the Chemistry major to strengthen training in Organic Chemistry. Chemistry majors have historically matriculated with much higher composite ACT scores than those of the Biochemistry majors, so General Chem I scores are 10-16% higher for Chemistry majors than for Biochemistry majors.

3. After no Huntingdon students were accepted to traditional M.D. programs during 2005-2008, our department determined students needed some organized program to help increase student MCAT, DAT, PCAT, and GRE scores. We developed the SMART (Student Mastery and Review for Tests) Program.

There has been tremendous success of those students who participated in the SMART (Student Mastery and Review for Tests) Program 2008-2009, administered by our department.

During 2008-2009 [See Table 5]:

- 100% of SMART Program Chemistry & Biochem applicants to medical school were accepted (4/4),
- 100% of SMART Program applicants (4/4) were accepted to pharmacy doctorate programs,
- 100% of SMART Program applicants (1/1) were accepted to dental school.
- 100% of SMART Program applicants (2/2) were accepted to Ph.D./M.S. programs.

4. We plan to expand SMART Program to include 4 students who have expressed interest in preparing for the OAT (Optometry Admissions Test).

5. Our departmental faculty asked that we consider serving our majors only with the SMART Program, as our departmental resource and faculty volunteer teaching times are used to fund this program. We have been serving all interested students and alumni during 2007-2009.
6. Propose a new course CHEM XXX: Applied Chemistry/Biochemistry for the Health Professions to teach students applied chemistry, applied biochemistry concepts and applied problems needed to be successful on pre-health professional tests. There are currently more than 30 pre-health professions students enrolled in the SMART Program who indicated they would benefit from such a course. We are currently teaching these students this subject matter in classes we teach off-hours on our own, without any credit for teaching.

**Recommendations**

These recommendations would help us improve our program's assessment:

1. Although individual meetings in Fall 2008 with Dean Fedler, Dr. Stubbs, and department chairs were kind and thoughtful, they did not provide the feedback to department chairs that would improve assessment until the SACS offline report was received in late May 2009 by the College. Suggest receiving meaningful feedback from multiple sources (Academic Assessment Committee, etc.) earlier than in June of each year.

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3. Please share offline SACS report items specific to our departmental assessment with departmental faculty if possible.

4. Please give us more lead time for everything. We received access to the online departmental assessment site about 3.5 weeks from the due date (July 1st) during the summer, when many faculty are not available, and faculty are not strictly under contract. Access was promised in May, when faculty were under contract. Online access to the site was not provided in May as promised. In general, access to online resources and information related to assessment has been late.

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**Comments**
Department Name  Chemistry
Program Name  Chemistry

Department Chair  Maureen Murphy

Academic Year  2008-09

Goal Number 1

Graduates of our program will score competitively on chemistry, biochemistry, and physical science section of the GRE, MCAT, DAT, and OAT.

Report Comments
See Tables 1, 2c, and 5.
All nine of our graduates (4 were Chemistry majors) completed the SMART (Student Mastery and Review for tests) Program (created and conducted by our Department) of online practice tests, reporting and academic counseling, and classroom instruction by Dr. Murphy during 2008-2009. All of our graduates completed either the GRE, MCAT, DAT, or PCAT. Table 5 shows the scores (first-time) of these students, and the file SMART 2008 shows a spreadsheet of student SMART Program activity. MFAT total scores/subscores for Chem majors were in general higher than those of Biochem majors, except for in Organic Chemistry.

Goal Measures Combined
• Scores on the GRE, MCAT, DAT, and PCAT, and score on online practice tests of the same.
• American Chemical Society (ACS) pre- and post-test scores on subject area examinations

Frequency
Yearly by departmental faculty

Goal Number 2

Lower class size in the core physical sciences (PHSC 102, Physical Science, and CHEM 105, General Chemistry) to 25 students maximum to increase student learning outcomes, allow for discussion, hands-on activities, and oral presentations of physical science/chemistry projects/papers by students. To serve the core and the major, this would require 3 sections of PHSC 102 (at 25 students/section) per semester, and 3 sections of CHEM 105 (at 25 students/section).

Report Comments
Class sizes in Physical Science 102 for Fall 2008 were 40 and 35, and for Spring 2009 were 33 and 37. Limited financial resources at this time do not allow us to realize this outcome. Class sizes in Chem 105 were 31, 22, and 14, for a total of 67 students.

Goal Measures Combined
• Class size in PHSC 102 measured.
• Class size in CHEM 105 measured.

Frequency
Each semester by the Office of the Registrar

Goal Number 3

Obtain new faculty member (Physical Chemist/share Physical Science 102 load/lab loads) in order to fulfill program goals above and reduce overloads in the department (see attached).

Report Comments
Limited financial resources at this time do not allow us to realize this outcome.

Goal Measures Combined
• New faculty member hired in the department.

Frequency
Yearly by departmental faculty
Goal Number 4

Return the Chemical Hygiene Officer (CHO) position to the Department of Chemistry and Biochemistry, where Ph.D. chemistry/biochemistry faculty are most experienced in this area, and are more knowledgeable about chemicals, safety with chemicals, hazardous waste, safety training/procedures, and are readily accessible and keep accurate and thorough records.

ReportComments
This has not been addressed by the administration, and it appears the CHO will continue to be a biology faculty member for 2009-2010. There has been no safety training of our science faculty for 3 years, and there has been no documentation of safety training since the CHO was a Chemistry faculty member 3 years ago. We plan to seek safety training for all of our departmental faculty in the coming year.

GoalMeasuresCombined
• New faculty member hired in the department.

Frequency
June 1st of each year by Dean of Faculty/VPAA

Goal Number 5

Recruit 4 new biochemistry/chemistry majors per year interested in pre-medical studies from Dothan-Mobile area to provide a pipeline of physicians to southeast and south Alabama.

ReportComments
His has been accomplished: Kellie Hilton (Monroeville, AL), Erika Hamlin (Dothan, AL), Garret Claassen (Ozark, AL), and Tiffany Dean (Dothan, AL) were recruited to the College as chemistry or biochemistry majors and are returning for Fall 2009.

GoalMeasuresCombined
• Admission data/enrollment data.

Frequency
August 31 by departmental faculty

Goal Number 6

Involve at least one chemistry/biochemistry faculty in teaching a FYEX 103, First-Year Experience section.

ReportComments
Two chemistry/biochemistry faculty are scheduled to teach FYEx 103 in Fall 2009 (see online course schedules at www.huntingdon.edu).

GoalMeasuresCombined
• FYEx faculty assignments

Frequency
June 1st by Co-Directors of FYEX 103

Goal Number 7

Provide a plan of courses, faculty load data, and plan-of-study for a Physics minor at Huntingdon and present to VPAA/Dean of Faculty for consultation.

ReportComments
Limited financial resources and interest in this program prevents the realization of this outcome.

GoalMeasuresCombined
• Plan delivered/received by VPAA

Frequency
Yearly by VPAA/Dean of Faculty
Goal Number 8

Increase the total number of majors from 65 to 75.

Report Comments

As of July 2009, the total number of majors is 76 (counting the first-year students who have declared or plan to declare the Chemistry/Biochemistry major for fall 2009). The final count will be official August 31st. We based our counts on 45 returning majors and 30+ first-year students declaring chemistry or biochemistry during the three summer orientations. Significant off-campus recruitment efforts were designed and completed by departmental faculty during 2008-2009, resulting in higher number of first-year students declaring the major in June 2009 compared to June 2008.

Goal Measures Combined

- Admission data/enrollment data.

Frequency

August 31 by departmental faculty
**STUDENT LEARNING OUTCOMES**

**Department Name** Chemistry  
**Program Name** Chemistry  
**Department Chair** Maureen Murphy  
**Academic Year** 2008-09

---

**Goal Number 1**

demonstrate basic knowledge of chemistry, biochemistry, and physical science

**Report Comments**

Please refer to Tables 1, 2c, and 5 and Figure 1. We noted the MFAT Biochemistry Group (all majors) score for 2009 increased 9% (on national percentile rankings) compared to the MFAT Biochemistry Group score for 2008. Our majors now rank in the 50th national percentile in Biochemistry on this test, which is the highest in the 2004-2009 period.

Assessment data from both the 2009 MFAT-Chemistry and the 2008-2009 ACS Standardized Subject Tests showed that Biochemistry majors score 7-10% higher in Organic Chemistry than do the Chemistry majors, and the Chemistry majors score 15-20% higher in General Chemistry I. Chemistry majors score higher on the MFAT total, MFAT Inorganic, Analytical, and P-Chem.

**Goal Measures Combined**

- Scores on the GRE, MCAT, DAT, and PCAT
- MFAT overall score and subscores
- American Chemical Society (ACS) pre- and post-test scores on subject area examinations

**Frequency**

Yearly by departmental faculty

---

**Goal Number 2**

demonstrate competence in chemistry, physics, and biochemistry laboratory skills and use and general theory of instrumentation in actual laboratory settings.

**Report Comments**

Please refer to Table 4.

A majority of our biochemistry and chemistry majors successfully performed a select group of important laboratory skills at the 80% or better level.

**Goal Measures Combined**

- Score from laboratory final exams and/or laboratory skills checklist

**Frequency**

Yearly by departmental faculty

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**Goal Number 3**

solve complex theoretical and mathematical problems in chemistry, biochemistry, and physics

**Report Comments**

See Table 1 (MFAT data), Table 2c (Chemistry majors only), and Table 5.

MFAT Inorganic scores continue to be the highest for all majors, and the highest overall for Chem majors. For Chem majors, the total mean MFAT score increased 10% compared to 2008, P-Chem mean score increased 10%, and Analytical mean score increased 15%. MFAT-Organic scores higher for Biochem majors compared to Chem majors. Need to increase Analytical scores more, on MFAT and ACS tests, as they are still low for our student population. Chem majors score 16% higher than Biochem majors on ACS Gen Chem I tests.

**Goal Measures Combined**

- MFAT overall score and subscores
- American Chemical Society (ACS) pre- and post-test scores on subject area examinations

**Frequency**

Yearly by departmental faculty
Goal Number 4

effectively communicate in oral written fashion results of experiments and research to the scientific community

Report Comments
See Table 4: Report of Scores on Oral Presentations in Chem 321/322/407 classes. All students received scores at the B or above level. All biochemistry graduates presented research at the 2009 Research & Creative Activity Symposium at Alabama State Univ. in March 2009.

Goal Measures Combined
- Scores from reviews of student research presentation at ASU Research & Creative Activity Symposium and/or national ACS meetings or class presentations

Frequency
Yearly by departmental faculty

Goal Number 5

effectively communicate in oral and written fashion the concepts, interrelatedness, adn theories in chemistry, biochemistry, and physics.

Report Comments
Oral presentations in Chem 105 were deleted after the Fall 2008 assessment workshop due to large numbers of students in the class and limited class time for oral/written presentations. See Table 4 for results of oral presentations by students in Chem 407 Biochemistry II, ad Chem 321/322 Analytical Chem I/II. Results from the 2009 annual Chemistry majors' survey showed that 4/4 of the majors agreed or agreed strongly that they felt well qualified to effectively communicate in oral and written fashion the concepts, interrelatedness, and theories in chemistry.

Goal Measures Combined
- Scores from oral presentations rubric in CHEM 105
- Results from annual Biochemistry majors’ survey (indirect)
- Results from annual Chemistry majors’ survey (indirect)

Frequency
Yearly by departmental faculty
### CHEM 106 General Chemistry II-ACS Examination Second Semester 1998 Form Pre- and Post-Test Results

**SPRING 2009**

#### 8:00 MWF

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25 students

#### Pre- and Post-Test Results

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- **Post (raw)**
- **Post (%)**
- **Diff (raw)**
- **Diff (%)**

**9:15 MWF**

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18 students

- **Pre (raw)**
- **Pre (%)**
- **Post (raw)**
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- **Diff (raw)**
- **Diff (%)**

1 student - no show at exam

**Mock**

**271/15=18**

**61/15=4.6%**

**579/18=32.4**

**612/18=34%**

**14.4**

**29.40%**
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**MEAN** = 16.36  1%  755 MEAN=36  %  33rd national percentile

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23 students did not use WIZARDS at all

### Total Students using Wizards 2 or more hours 43 (64%)

USED WIZARD DATA

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64% of class used WIZARD 2 or more hours
Analysis of MCAT (Medical College Admissions Test) scores of Huntingdon students who have taken the official online MCAT showed a strong correlation between MCAT scores and the number of online AAMC MCAT practice tests completed by the student. Students signed up for free access to 10 of these tests through the SMART (Student Mastery and Review for Tests) Program at Huntingdon. Dr. Murphy administered the SMART Program and kept records on student scores, etc. Student scores on the practice tests increased from 18-21 on test #1 to 28-33 on test #10. Four of our majors using this program for the first time achieved official MCAT scores between 27-33; four of our majors who used this program have already been admitted to medical or osteopathic medical school in 2008-2009. Data from 12 students in the SMART program is graphed below.

Changes Made for 2009-2010: Advertise the SMART Program campus-wide; make sure pre-med students take at least 10 online practice MCAT tests before sitting for the actual test. Expand program to the OAT (Optometry School Admissions Test).
Huntingdon College  
Department of Chemistry & Biochemistry

“Enhancing Student Learning in Chemistry and Biochemistry with Student-Faculty Engagement”

The Department of Chemistry & Biochemistry has selected “Enhancing Student Learning in Chemistry and Biochemistry with Increased Student-Faculty Engagement” as the focus of its Strategic Plan for 2009-2010. Some of the hallmarks of the department are its focus upon undergraduate research for each student, accessible faculty with creative advising skills, excellent placement rates for majors, and an overall “community of discovery,” in which students are made partners with faculty in the learning process, both inside and outside the classroom.

The goal of the department’s strategic plan is to build on this foundation by creating new opportunities for student-faculty engagement to enhance student learning. The department specifically seeks to affect student learning in three specific areas:

• making research a fundamental part of the student-faculty experience,
• elevating the national test scores of our majors on tests such as the MFAT, MCAT, PCAT, DAT, and GRE-Chemistry through the SMART (Student Mastery and Review for Tests) Program, and
• incorporating supplemental instruction into the chemistry and biochemistry curriculum.

This plan provides the department the opportunity to build upon recent successes and important long range strategic planning on the part of the chemistry and biochemistry faculty. Past data from the MFAT-Chemistry, MCAT, DAT, PCAT, ACS standardized tests in chemistry and biochemistry courses, and from institutional surveys of alumni focus upon the importance of student-faculty engagement in the student learning experience. Furthermore, the data provide strong evidence that if the level and quality of student interaction with faculty members is increased, student learning will be enhanced.

During 2009-2010, the Department of Chemistry & Biochemistry will undertake five initiatives to enhance student learning by increasing student-faculty engagement to support its four fundamental student-learning objectives:

Objective #1: Demonstrate basic knowledge of chemistry, biochemistry, and physical science

Objective #2: Demonstrate competence in chemistry, physics, and biochemistry laboratory skills and use and general theory of instrumentation in actual laboratory settings.

Objective #3: Solve complex theoretical and mathematical problems in chemistry, biochemistry, and physics

Objective #4: Effectively communicate in oral written fashion results of experiments and research to the scientific community
The five major student-related learning initiatives include:

1. Increase opportunities for student-faculty original research through the Chem 385/485 course
2. Provide two advisors for each major: academic and career/vocational
3. Foster student-faculty road trips to graduate and professional schools and lectures
4. Develop the SMART program and associated teaching venues to increase student learning outcomes on standardized tests needed for professional or graduate school
5. Increase opportunities for communication between students and faculty and between the students and the scientific community

The department has developed multiple learning outcomes with specific direct measures for assessing the above major student-related learning initiatives. Some actions needed to accomplish these initiatives were already underway in 2007-2009, with the formal requirement of two semester hours of Chem 385/485 Research in Chemistry into both majors, development of the first SMART Program, SMART course, and assessment plan on campus, and publication of “This Week in Chemistry” for students, faculty, prospective students, and the College community. Class sizes have already been adjusted in the first two years of classes in the major, resulting in more student-faculty engagement.
<table>
<thead>
<tr>
<th>Year</th>
<th>MFAT Biochemistry Group National Percentile</th>
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<td>2006</td>
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<tr>
<td>2008</td>
<td>41</td>
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<td>2009</td>
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Year 1=2004
Year 2=2005
Year 3=2006
Year 4=2007
Year 5=2008
Year 6=2009

Figure 1. MFAT Biochemistry Group Score from 2004-2009
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<tr>
<th>Student</th>
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<th>Student</th>
<th>Final Exam Grade (post-test)</th>
<th>Student</th>
<th>Final Exam (post)</th>
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28  78.4
29  79.2
30  76.8
31  52.8
32  79.2
33  88.8
34  76.8
35  76.8
36  71.2
37  92
38  76.8
39  76
40  76.8

28  80.8
29  68
30  89.6
31  64
32  91.2
33  79.2
34  84
35  81.6
36  85.6
37  65.6
38   
39   
40   

Post  3132.8/40=78.32% AVG C+  Post  2897.6/37=78.31% C+  Post  2596.1/35  74.17% C  Post  2289.1/33  69.36% D
Pre  2104/40=52.6%  Pre  2897.6/37=78.31% C+  Pre  2596/35  74.17% C  Pre  2289/33  69.36% D
Difference  25.72% increase  Difference  25.72% increase  Difference  25.72% increase  Difference  25.72% increase
PHYSICAL SCIENCE 102
Final Exam – Post-Test

Fall 2008
Section A  Mean 78.32% C
Section B  Mean 78.31% C

Spring 2009
Section C  Mean 74.17 % C
Section D  Mean 69.36% D

Overall Mean Fall 2008=78.315%
Overall Mean Spring 2009= 71.76%
Overall Mean 2008-2009= 75.04%

Spring classes measures of SLOs showed about 4-7% decrease compared to Fall 2008 classes.
SMART Program Student Participants: 2008-2009 (2008 in BLUE)

<table>
<thead>
<tr>
<th>Student</th>
<th>Major</th>
<th>Pre-Prof</th>
<th>ACT</th>
<th>Test</th>
<th>Status</th>
<th>Date Enrolled</th>
<th>Real Score</th>
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<td></td>
<td>MCAT</td>
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<td>Jan 2008-Nov 2008</td>
<td>25</td>
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<tr>
<td>Astin, Caleb</td>
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<td>MCAT</td>
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<td>Jan 2008-Nov 2008</td>
<td>25</td>
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Score improvements noted:
- Practice scores increased after SMART practice: 21, 24, 26, 28, 29, 31
- Practice scores increased after SMART practice: 21, 24, 26, 28, 29, 31
- Practice scores increased after SMART practice: 21, 24, 26, 28, 29, 31
- Practice scores increased after SMART practice: 21, 24, 26, 28, 29, 31
- Practice scores increased after SMART practice: 21, 24, 26, 28, 29, 31
- Practice scores increased after SMART practice: 21, 24, 26, 28, 29, 31
- Practice scores increased after SMART practice: 21, 24, 26, 28, 29, 31
- Practice scores increased after SMART practice: 21, 24, 26, 28, 29, 31
- Practice scores increased after SMART practice: 21, 24, 26, 28, 29, 31
- Practice scores increased after SMART practice: 21, 24, 26, 28, 29, 31
- Practice scores increased after SMART practice: 21, 24, 26, 28, 29, 31

Scores stored online at www.pcatprofessor.com

Review course with Murphy THH 8-9 am
Robertson, Joshua  
Chem/Sec. Ed  
Pre-teaching  
PRAXIS  
junior  
Jan. 2009-present  
practicing
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<tr>
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Table 4. TABULATION OF SCORES FOR ORAL PRESENTATIONS IN CHEM 407 and CHEM 321/322: 2008-2009

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<tr>
<th>Student</th>
<th>Course</th>
<th>Title</th>
<th>Oral Presentation</th>
<th>Knowledge Level</th>
<th>Visual/Tech Use</th>
<th>Overall</th>
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<td>Brent Blackwell</td>
<td>Chem 407</td>
<td>Protein Structure</td>
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<td>40</td>
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<td>Protein Struct.</td>
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<td>85/100</td>
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<td>30</td>
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<td>80/100</td>
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Table 5. Official Test Scores, ACT, and Fate of Majors in the SMART Program, 2008-2009

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<th>PCAT</th>
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<td>27 (9,9,9)</td>
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<td>Yes, Early Decision-USASOM</td>
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<td>Joseph Sewell</td>
<td>Chemistry</td>
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<td>33</td>
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<td>Brandy Milstead</td>
<td>Biochemistry</td>
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<td>Felecia Gulledge</td>
<td>Biochemistry</td>
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<td>Yes, U. of LA SOP</td>
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<td>Gary Frazier</td>
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<td>58th percentile</td>
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<td>John Otterson</td>
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<td>Interviewed, not accepted</td>
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Table 1. COMPARISON OF 2008 and 2009 MFAT CHEMISTRY SCORES AND SUB-SCORES FOR ALL MAJORS, BIOCHEMISTRY MAJORS, & CHEMISTRY MAJORS

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<th>Form</th>
<th>MFAT Total</th>
<th>Physical Chemistry</th>
<th>Organic Chemistry</th>
<th>Inorganic Chemistry</th>
<th>Analytical Chemistry</th>
<th>Biochemistry Group Score</th>
<th>Critical Thinking &amp; Reasoning</th>
<th>COMMENTS</th>
<th>Reference</th>
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<tr>
<td>All 09</td>
<td>142 (35%)</td>
<td>42 (30%)</td>
<td>44 (35%)</td>
<td>46 (50%)</td>
<td>39 (25%)</td>
<td>50%</td>
<td>35%</td>
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</tr>
<tr>
<td>All 08</td>
<td>141 (30%)</td>
<td>40 (30%)</td>
<td>45 (35%)</td>
<td>44 (35%)</td>
<td>36 (25%)</td>
<td>41%</td>
<td>34%</td>
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</tr>
<tr>
<td>Diff</td>
<td>+5%</td>
<td>none</td>
<td>none</td>
<td>+15%</td>
<td>none</td>
<td>+9%</td>
<td>+1%</td>
<td>2009 increase in Total score, Inorganic, and Biochemistry (group)</td>
<td>MFAT data and ets.org norms</td>
</tr>
<tr>
<td>Bio 09</td>
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<td>40 (30%)</td>
<td>46 (45%)</td>
<td>44 (35%)</td>
<td>36 (15%)</td>
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<td></td>
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</tr>
<tr>
<td>Bio 08</td>
<td>140 (25%)</td>
<td>39 (25%)</td>
<td>47 (45%)</td>
<td>42 (25%)</td>
<td>36 (15%)</td>
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</tr>
<tr>
<td>Diff</td>
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<td>+5%</td>
<td>none</td>
<td>+10%</td>
<td>none</td>
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<td>2009 increase in Physical &amp; Inorganic</td>
<td>MFAT data and ets.org norms</td>
</tr>
<tr>
<td>Chem 09</td>
<td>145 (40%)</td>
<td>44 (40%)</td>
<td>43 (35%)</td>
<td>48 (50%)</td>
<td>42 (40%)</td>
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<tr>
<td>Chem 08</td>
<td>141 (30%)</td>
<td>41 (30%)</td>
<td>43 (35%)</td>
<td>48 (50%)</td>
<td>37 (25%)</td>
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<tr>
<td>Diff</td>
<td>+10%</td>
<td>+10%</td>
<td>none</td>
<td>none</td>
<td>+15%</td>
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<td>2009 increase in Total score, Physical, and Analytical</td>
<td>MFAT data and ets.org norms</td>
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<td>16 (1%)</td>
<td>1998</td>
<td>18 (5%)</td>
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<tr>
<td>Post</td>
<td>36 (33%)</td>
<td>39 (45%)</td>
<td>36 (33%)</td>
<td>38 (47%)</td>
<td>32 (34%)</td>
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<tr>
<td></td>
<td>36 (33%)</td>
<td>39 (45%)</td>
<td>36 (33%)</td>
<td>38 (47%)</td>
<td>32 (34%)</td>
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<tr>
<td>HI</td>
<td>97%</td>
<td>94%</td>
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<tr>
<td>% DIF</td>
<td>+32%</td>
<td>+39%</td>
<td>+32%</td>
<td>+32%</td>
<td>+39%</td>
<td>+29%</td>
<td>+32%</td>
<td>+39%</td>
<td>+29%</td>
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</table>
A separate analysis of MFAT scores was made for Biochemistry and Chemistry majors for 2008 and 2009. Although the sample size was small (N=8 students), we found the Biochemistry majors scored higher in MFAT-Organic than the Chemistry majors, and the Chemistry majors scored higher in Inorganic. 2008 was the first year we have had graduates in the Biochemistry major.

**COMPARISON OF MEAN MFAT SCORES OF CHEMISTRY & BIOCHEMISTRY MAJORS, 2008**

**FORM 4CMF, Comparison with Individual Student National Norms**

<table>
<thead>
<tr>
<th>MAJOR (N)</th>
<th>MFAT Total</th>
<th>Physical Chemistry</th>
<th>Organic Chemistry</th>
<th>Inorganic Chemistry</th>
<th>Analytical Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry (5)</td>
<td>140.3 (25%)</td>
<td>39 (25%)</td>
<td>47 (45%)</td>
<td>42 (25%)</td>
<td>36 (15%)</td>
</tr>
<tr>
<td>Chemistry (3)</td>
<td>141.0 (30%)</td>
<td>41 (30%)</td>
<td>43 (35%)</td>
<td>48 (50%)</td>
<td>37 (25%)</td>
</tr>
<tr>
<td>Difference</td>
<td>+5%</td>
<td>+5% (Chem)</td>
<td>+10% (Bio)</td>
<td>+25% (Chem)</td>
<td>+10% (Chem)</td>
</tr>
</tbody>
</table>

*Change Made for 2008-2009:* Incorporate more coordination chemistry and classical inorganic chemistry into CHEM 446-Metals in Biological Systems for Biochemistry majors to strengthen the inorganic knowledge of Biochemistry majors, since they are not required to take CHEM 307: Advanced Inorganic Chemistry.

**COMPARISON OF MEAN MFAT SCORES OF CHEMISTRY & BIOCHEMISTRY MAJORS, 2009**

**FORM 4CMF, Comparison with Individual Student National Norms**

<table>
<thead>
<tr>
<th>MAJOR (N)</th>
<th>MFAT Total</th>
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<th>Organic Chemistry</th>
<th>Inorganic Chemistry</th>
<th>Analytical Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry (4)</td>
<td>139 (25%)</td>
<td>40 (30%)</td>
<td>46 (45%)</td>
<td>44 (35%)</td>
<td>36 (15%)</td>
</tr>
<tr>
<td>Chemistry (4)</td>
<td>145 (40%)</td>
<td>44 (40%)</td>
<td>43 (35%)</td>
<td>48 (50%)</td>
<td>42 (40%)</td>
</tr>
<tr>
<td>Difference</td>
<td>+15% (Chem)</td>
<td>+10% (Chem)</td>
<td>+10% (Bio)</td>
<td>+15% (Chem)</td>
<td>+25% (Chem)</td>
</tr>
</tbody>
</table>

*Results of Changes Made for 2008-2009:*

Total scores increased for Chemistry majors.

Increases seen in Biochemistry majors’ scores on the Inorganic Chem subscore (+10% over previous year), difference in this subscore between Biochem and Chem majors narrowed due to teaching changes suggested in 2008-2009 assessment.

Increase in Chemistry majors’ scores on the Analytical Chemistry subscore – increases seen of 25% seen for Chemistry majors.
<table>
<thead>
<tr>
<th>YEAR (number of majors)</th>
<th>MFAT TEST FORM USED</th>
<th>MFAT TOTAL (Mean)</th>
<th>Physical Chem (Professor)</th>
<th>Organic Chem (Professor)</th>
<th>Inorganic Chem (Professor)</th>
<th>Analytical Chem (Professor)</th>
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<tr>
<td>1998 (2)</td>
<td>MC/F</td>
<td>151.5 (65%)</td>
<td>55 (65%) MM</td>
<td>46 (50%) MB</td>
<td>51 (50%) WK</td>
<td>56 (69%) WK</td>
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<tr>
<td>1999 (7)</td>
<td>MF</td>
<td>141.3 (31%)</td>
<td>39 (35%) MM</td>
<td>42 (40%) MB</td>
<td>40 (20%) none</td>
<td>48 (65%) MM</td>
</tr>
<tr>
<td>2000 (6)</td>
<td>MF</td>
<td>146.0 (50%)</td>
<td>60 (76%) MM</td>
<td>58 (80%) MB</td>
<td>58 (70%) MM</td>
<td>74 (96%) RA</td>
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<tr>
<td>2001 (7)</td>
<td>MF</td>
<td>147.0 (50%)</td>
<td>53 (50%) MM</td>
<td>41 (45%) MB</td>
<td>44 (40%) MM</td>
<td>58 (66%) RA</td>
</tr>
<tr>
<td>2002 (8)</td>
<td>MF</td>
<td>145.1 (49%)</td>
<td>34 (20%) MM</td>
<td>39 (30%) MB</td>
<td>41 (35%) MM</td>
<td>37 (15%) RA</td>
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<td>2003 (3)</td>
<td>MF</td>
<td>144.0 (40%)</td>
<td>47 (50%) MM</td>
<td>43 (40%) MB</td>
<td>42 (30%) MM</td>
<td>47 (45%) JM</td>
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<tr>
<td>2004 (7)</td>
<td>MF</td>
<td>142.3 (20%)</td>
<td>38 (25%) MM</td>
<td>38 (30%) MB</td>
<td>40 (35%) MM</td>
<td>40 (35%) JM</td>
</tr>
<tr>
<td>2005 (3)</td>
<td>MF</td>
<td>143.0 (20%)</td>
<td>44 (35%) MM</td>
<td>51 (60%) MB</td>
<td>44 (35%) MM</td>
<td>42 (35%) JM</td>
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<tr>
<td>2006 (2)</td>
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<td>67 (85%) MB</td>
<td>60 (75%) MM</td>
<td>63 (80%) JN</td>
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<td><strong>MEAN 1998-2006 N=45 students</strong></td>
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<td><strong>147.1 (50%)</strong></td>
<td><strong>45.8 (45%)</strong></td>
<td><strong>45.2 (48%)</strong></td>
<td><strong>44.6 (45%)</strong></td>
<td><strong>51 (53%)</strong></td>
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<td><strong>MFAT tests lost.</strong></td>
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<td>45 (35%) DJ</td>
<td>44 (35%) MM</td>
<td>36 (25%) SP</td>
</tr>
<tr>
<td>2009 (8)</td>
<td>4CMF</td>
<td>142 (35%)</td>
<td>42 (30%) SP</td>
<td>44 (35%) DJ</td>
<td>46 (50%) MM</td>
<td>39 (25%) SP</td>
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Table 3. MFAT CHEMISTRY SCORES AND SUB-SCORES FOR ALL CHEMISTRY & BIOCHEMISTRY MAJORS 1998-2009
TABLE 2a. Pre-Test and Post-test Results (Class Average) from American Chemical Society (ACS) Standardized Tests Administered 2008-2009 ALL MAJORS

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</thead>
<tbody>
<tr>
<td>Pre</td>
<td>16.4 (1%)</td>
<td>16 (1%)</td>
<td>18.2 (1%)</td>
<td>2 sections</td>
<td>18 (3%)</td>
<td>19 (4%)</td>
<td>14 (8%)</td>
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<tr>
<td>Post</td>
<td>36 (33%)</td>
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<td>50%</td>
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<td>+33%</td>
<td>+22%</td>
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<td>+19%</td>
<td>+4%</td>
<td>+22%</td>
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<td>18.2 (1%)</td>
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Mission Statement

The Communication Studies Program at Huntingdon College seeks to be defined by a commitment to providing outstanding educational opportunities for students at this College by following these principles:

1. We want to foster critical awareness of communication choices, behaviors, and technologies.
2. We expect that in doing so, we will enhance the ethical and democratic potential of students as citizens to participate in a humane and just society.
3. This approach implies a significant integration of:
   a. the relationship among conceiving, producing, performing, and understanding communication messages;
   b. theoretical, practical, and ethical perspectives to teaching communication;
   c. different approaches to communication across the sub-areas of the field; and
   d. the practical experiences of students as members of the diverse communities to which they belong.
4. Finally, communication as it is expressed, taught, and studied at Huntingdon College must be responsive to the significant needs, changes, and demands of the various constituencies served by the College.

Changes

The major change needed for the program is incorporating the in-house MFT grade into a class, most likely the capstone course. Students do not seem to take the MFT seriously since they know that their score on the exam doesn’t impact their ability to graduate.

Faculty need to stress to students about the importance of final exams to their learning

The changes made in CMST 311 and CMST 499 based on last year’s report seem to help the students improve their writing skills and be more successful at the course.

Recommendations

Need to get students involved in the program assessment. Maybe students could participate in a focus group to discuss the program.

Comments
**Goal Number 1**

Develop and update an assessment plan/program for the major

**Report Comments**

Did develop an assessment plan for the program. It should be reviewed during the coming school year to see if it is working.

**Goal Measures Combined**

- The review and use of an assessment plan/program

**Frequency**

It should be reviewed yearly for revision and updated as needed

---

**Goal Number 2**

Create a new in-house MFT that matches the current required major courses

**Report Comments**

Did develop a new in-house MFT. Need to find a way to get students to take the MFT serious. The majors have developed a culture in which they know that their score on the MFT doesn't impact their ability to graduate.

**Goal Measures Combined**

- The review and use of the in-house MFT

**Frequency**

Should be reviewed and updated yearly

---

**Goal Number 3**

Re-evaluate and update the pre-requisites for the major courses

**Report Comments**

Developed, submitted, and got approved a curriculum proposal that modernized the pre-requisites for most of the classes in the major and opened up the major so that more students can take the classes

**Goal Measures Combined**

- The completion and approval of a curriculum proposal

**Frequency**

As needed

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**Goal Number 4**

Increase connections with CMST alumni

**Report Comments**

Was not able to complete this outcome during this school year.

 Didn't have any senior or alumni survey data to use in assisting with this.

**Goal Measures Combined**

- Response rate on senior and alumni survey

**Frequency**

When ever survey data is available
Goal Number 1

Demonstrate competent communication skills for various contexts

Report Comments

CMST 201 – 26% of students obtained a B or better on the final exam (6 out of 23 students)
CMST 220 – 40% of students obtained a B or better on the final exam (6 out of 15 students)
CMST 242 – 25% of students obtained a B or better on the final exam (4 out of 16 students)
CMST 335 – 50% of students obtained a B or better on the final exam (4 out of 8 students)
CMST 433 – 50% of students obtained a B or better on the final exam (1 out of 2 students)
MFT – 0% of students obtained a C or better on the in-house Major Field Test (0 out of 7 students)

Goal Measures Combined

• Course exams and MFT

Frequency

Yearly

Goal Number 2

Be able to analyze communication interaction and provide an argument about what it means and its impact on society

Report Comments

CMST 311 – 75% of students obtained a B or better on the criticism essay (3 out of 4 students)
CMST 499 – 100% of students obtained a B or better on the capstone project (7 out of 7 students)

Goal Measures Combined

• Course papers and Capstone project

Frequency

Yearly

Goal Number 3

Able to apply communication studies theory in practice

Report Comments

CMST 305 – 80% of students obtained a B or better on the application of communication theory paper (4 out of 5 students)

Goal Measures Combined

• Communication Theory and Capstone projects

Frequency

Yearly
STUDENT LEARNING OUTCOMES

Goal Number 4
Increase oral and written communication skills

Report Comments
CMST 311 – 75% of students obtained a B or better on the criticism essay (3 out of 4 students)
CMST 311 – 75% of students obtained a B or better on the criticism presentation (3 out of 4 students)
CMST 335 – 100% of students obtained a B or better on the group project paper (8 out of 8 students)
CMST 433 – 100% of students obtained a B or better on the keynote address (2 out of 2 students)
CMST 499 – 100% of students obtained a B or better on the capstone project (7 out of 7 students)
CMST 499 – 100% of students obtained a B or better on the capstone presentation (7 out of 7 students)

Goal Measures Combined
• Course presentation and papers, and senior survey

Frequency
Yearly

Goal Number 5
To think critically on public communications

Report Comments
CMST 311 – 75% of students obtained a B or better on the criticism essay (3 out of 4 students)
CMST 433 – 100% of students obtained a B or better on the speaker critique assignment (2 out of 2 students)

Goal Measures Combined
• Presentations and papers in course

Frequency
Yearly
Mission Statement

Changes

With the faculty increased from two to three last year and with two new courses in the catalog this year there are changes under way. However, the results of the 2009 assessments do not clearly indicate the need for changes related to student learning outcomes.

Recommendations

The Major Field Test in History will not be available after 2010. The History Department plans to create a test to use in its place. This test will be more specific to our course offerings and to our learning outcomes than the MFT is. A pilot version will be administered along with the MFT in 2010. This will enable us to fine tune the test. The new test will replace the final exams in 101 and 102 as sources of measurement in 2010 and in 2011 will replace the MFT.

The Department will insure that the next Senior Survey and Alumni survey include questions more directly connected to our 2009-2010 assessment goals.
<table>
<thead>
<tr>
<th>Goal Number</th>
<th>Report Comments</th>
<th>GoalMeasuresCombined</th>
<th>Frequency</th>
</tr>
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**Department Name** History  
**Program Name** History  
**Department Chair** John Williams  
**Academic Year** 2008-09
Goal Number 1

Demonstrate understanding of a comprehensive body of knowledge about the historical persons, events, ideas, and forces that form the common frame of reference for the educated populace of the Western world.

Report Comments

Major Field Test:

The MFT is useful for measuring historical knowledge because it compares Huntingdon senior History majors to senior majors nation-wide. However, this year only four students took the test—not enough for a conclusive sample. The lowest total result was from a student whose score was better than 20% of similar students nation-wide. Two others scored 25% and 35%. The high score was 70%.

These results were useful for validating our grading since students we regarded as academically weak scored lower and a superior student scored well.

Final Exam in Hist 101:

This is an imprecise measure because most of the students taking the exams in 101 and 102 will not major in History. However, the exams do cover some important subjects (e.g. the Roman Empire) in which we have no advanced courses and which will not be tested again until MFT.

Goal Measures Combined

• Major Field Test
• Final Exam in HIST 101, Western Civilization I
• Final Exam in HIST 102, Western Civilization II
• Graduating Senior Survey
• Alumni Survey

Frequency

Annually
STUDENT LEARNING OUTCOMES

Goal Number 2
Demonstrate an understanding of the relationship among American society, European society, and the wider modern world.

Report Comments
Major Field Test:

The MFT gives subscores for (a) U.S. history, (b) European history, and (c) African, Asian, and Latin American history. The subscores from students weakest to strongest in total scores were:

(a) 10%, (b) 30%, (c) 30%
(a) 15%, (b) 35%, (c) 60%
(a) 5%, (b) 40%, (c) 80%
(a) 70%, (b) 85%, (c) 45%

Three of the four scored lowest in U.S. history and highest in African, Asian and Latin American history. This seems surprising on the surface, but it must be remembered that these are not measures of individual students’ comprehensive knowledge. These are levels of knowledge in each case measured against students from other institutions in the same subfields. The scores may reflect the fact that all of our majors have to take a minimum of one course in Middle Eastern, Far Eastern, or Latin American history.

Goal Measures Combined
• Major Field Test
• Final Exam in HIST 101, Western Civilization I
• Final Exam in HIST 102, Western Civilization II
• Graduating Senior Survey
• Alumni Survey

Frequency
Annually

Goal Number 3
Demonstrate an improved ability to undertake historical research and properly process and communicate the results of that research.

Report Comments
Embedded final exam question in HIST 215:

In the exam students had to write an essay on one of two topics, both of which dealt with research methods. Most essays were quite satisfactory.

Research papers in HIST 215:

The grades on the papers were

"A": 1
"B": 7
"C": 4
"D": 2
"F": 0

One student did not turn in a paper.

Goal Measures Combined
• Embedded final exam question in HIST 215, Introduction to Historical Study
• Research papers in HIST 215, Introduction to Historical Study
• Research papers in courses for which they are required
• Graduating Senior Survey

Frequency
Annually
Goal Number 4

Have a knowledge of the careers for which a History major is a logical background and be able to enter professional schools which offer further preparation in these fields.

Report Comments

Placement in graduate school--Alumni Survey:

We have not received a report on placement for the current year. And while this seems to be a logical measure, it may no longer be the case. It was never true that all students reported placement back to the college and now it is increasingly the case that students wait a year or so before going to graduate school. The Alumni Survey is the best possibility for information. On the 2008 survey the one respondent "strongly agreed" that he or she "was prepared to attend graduate school in history or a related field" and "agreed" to a statement about attending or having attended graduate school.

Goal Measures Combined

• Placement in graduate school
• Alumni Survey

Frequency

Annually
Mission Statement

Changes

Outcomes of the MFT suggest we need to expose students more to British Literature before 1660, literary history, and identification. No changes are currently planned, but that information will be considered in any future curriculum changes.

Recommendations

Our program measures are too vague, making assessment difficult. For four of the six SLO, we used essentially the same measures. Further, because so many of our courses serve the core, a way to distinguish between the performance of majors and non-majors would be useful and is probably necessary in making decisions about programmatic changes. We need to find specific instruments tests for each SLO. The overlap in measures may also suggest that are SLO are too closely related. Some of them may be combined or deleted. We need to rethink what we want our students to gain from the program.

Comments

The initial plan was for faculty to "discuss" SLO after the academic year. This plan is a bit unrealistic. At the end of the semester, faculty scramble to grade student work and complete grade reports. A meeting to assess the outcomes at the end of the year is unlikely. A better plan would be to produce an instrument that would allow faculty to turn in results. Those results could be compiled and used to assess the program. The results could be distributed and the meeting to plan program changes could take place at the beginning of the next year.
Goal Number 1
ReportComments
GoalMeasuresCombined
Frequency
Goal Number 1

Discuss key authors and their works in an historical and cultural context

Report Comments

The discussion of key authors and their works and how those works fit into and/or grow out of specific historical and cultural contexts is the focus of the English major, and, therefore, required in all courses in the major. ENGL 211, 212, 221, 222, 312, 331, 411, 412, 419 and 499 constitute the core of the major and all students must take these courses. Successful completion of these courses indicates the ability to discuss key authors and their works in an historical and cultural context. For assessment purposes, “successful completion” is defined as at least 70% mastery of the course material. During the 2008/09 academic year, nine of the ten core major courses were taught. English 412 was not taught. A combined total of 59 students enrolled in ENGL 312, 331, 411, 419, and 499. The students enrolled in these courses were English majors or minors. Of the 59 students enrolled in these courses, 55 (93%) achieved at least 70% mastery of the material. Four (4) students (7%) failed to achieve at least 70% mastery. ENGL 211, 212, 221, and 222 are required of all English majors but also serve the core to satisfy the literature requirement. The majority of students enrolled in these courses are non-majors. However, because courses offered in the core constitute the majority of the English program’s offerings, assessment of ENGL 211, 212, 221, and 222 is necessary even though the results of such an assessment may indicate more about the general student than the English major. A combined total of 332 students enrolled in ENGL 211, 212, 221, 222. The majority of students

Goal Measures Combined

- Through assessment of student performance on specified tests and assignments.
- Through assessment of student completion of performance on capstone projects.

Frequency

Each semester

Goal Number 2

Define key literary terminology

Report Comments

The ability to define key literary terms is developed across the range of courses offered by the program. A combined total of 59 students enrolled in ENGL 312, 331, 411, 419, and 499. The students enrolled in these courses were English majors or minors. Of the 59 students enrolled in these courses, 55 (93%) achieved at least 70% mastery of the material. Four (4) students (7%) failed to achieve at least 70% mastery. ENGL 211, 212, 221, and 222 are required of all English majors but also serve the core to satisfy the literature requirement. The majority of students enrolled in these courses are non-majors. However, because courses offered in the core constitute the majority of the English program’s offerings, assessment of ENGL 211, 212, 221, and 222 is necessary even though the results of such an assessment may indicate more about the general student than the English major. A combined total of 332 students enrolled in ENGL 211, 212, 221, 222. The majority of students enrolled in those courses, 301 (91%) achieved at least 70% mastery of the material. Thirty-one (31) students (9%) failed to achieve 70% mastery. The achievement levels of these courses suggest that the majority of students were able to define key literary terminology. This assumption is based on the premise that this skill is a primary component of each of these courses, and, therefore, students who achieve 70% mastery of the objectives of the courses have achieved this student learning outcome.

Goal Measures Combined

- Through assessment of student performance on specified tests and assignments.

Frequency

Each semester
Goal Number 3

Explicate texts from a variety of genres and media

Report Comments
The ability to explicate texts from a variety of genres and media is measured in each of the courses required in the major by essay. In fact, the primary method of testing in ENGL 312, 331, 411, 419 and 499 is through written work, most of which is the explication of texts. For purposes of assessment, successful explication is defined as the ability to produce in standard written English, an essay with a clear thesis which makes an argument or point about a particular text and supports that argument or point with evidence from the primary source. The support may also include evidence from secondary sources. A combined total of 59 students enrolled in ENGL 312, 331, 411, 419, and 499. The students enrolled in these courses were English majors or minors. Of the 59 students enrolled in these courses, 55 (93%) achieved at least 70% mastery of the material. Four (4) students (7%) failed to achieve at least 70% mastery. The achievement levels of these courses suggest that the majority of students were able to explicate texts. This assumption is based on the premise that this skill is a primary component of each of these courses, and, therefore, students who achieve 70% mastery of the objectives of the courses have achieved this student learning outcome.

Goal Measures Combined
- Through assessment of student performance on specified tests and assignments.

Frequency
Annually

Goal Number 4

Explain and use a variety of critical perspectives.

Report Comments
The ability to explain and use a variety of critical perspectives is a skill required in all English courses to some extent; however, ENGL 419 focuses on this skill, in particular. The purpose of this course is, in fact, to study critical theory. This upper-level class is almost always populated exclusively by English majors. In 08/09, ten students enrolled in ENGL 419. Eight (8) students (80%) achieved at least 70% mastery of the material. Two (2) students (20%) failed to achieve at least 70% mastery. In another type of assessment, the Major Field Test (MFT), five (5) students earned a mean percent correct of 53% in the literary theory category (the indicator closest to critical perspective SLO). This 53% correct might suggest a general failure of mastery in this area; however, the scores of the five students reflect results too tied to individual achievement to be of much use. For example, one (1) student scored 80% mastery across the various areas, two (2) students scored at the mid-range average of 55-59%, and two (2) students scored below average. For our program, the MFT may be a less reliable indicator of student mastery simply because of the small number of students taking the test any given year and inherent inability of a small department to cover a very large discipline with six professors. The achievement levels of the students, even on the standardized test, still suggest a general ability to explain and use a variety of critical perspectives.

Goal Measures Combined
- Through assessment of student performance on specified tests and assignments.

Frequency
Annually
**STUDENT LEARNING OUTCOMES**

**Goal Number 5**
Develop research topics, assess sources, and integrate research effectively into coherent projects.

**Report Comments**
The ability to develop research topics, assess sources, and integrate research effectively into projects is most effectively measured in ENGL 499. In this course, the student synthesizes his/her knowledge of key authors and their works, critical theory, analysis, literary terminology and the historical and cultural context of texts to create an original text or a researched critical analysis. Students must then present their work in a public reading, explaining their finding or reading from their work and articulating what writers, styles, and/or critical perspectives have influenced them. The projects are assessed on the following primary areas:

1. soundness of idea or premise,
2. quality of the writing, development of the idea,
3. appropriate and documented support of idea,
4. clear understanding of the critical perspective(s) or stance, and
5. understanding of the historical/cultural issues called into question or supported by the project,
6. creativity of the project.

In 08/09, seven (7) students presented completed and presented to the department and the larger college community, capstone projects. Of the seven (7) projects completed, six were successfully met minimum standards.

**Goal Measures Combined**
- Through assessment of student completion of performance on capstone projects.

**Frequency**
At the completion of the capstone project required by the major

**Goal Number 6**
Read, think about and respond creatively to texts.

**Report Comments**
The ability to read, think about and respond creatively to texts is required in all English courses. This ability constitutes one of the fundamental skills of the major and may be assessed through all courses taught by the department. A combined total of 59 students enrolled in ENGL 312, 331, 411, 419, and 499. The students enrolled in these courses were English majors or minors. Of the 59 students enrolled in these courses, 55 (93%) achieved at least 70% mastery of the material. Four (4) students (7%) failed to achieve at least 70% mastery. ENGL 211, 212, 221, and 222 are required of all English majors but also serve the core to satisfy the literature requirement. The majority of students enrolled in these courses are non-majors. However, because courses offered in the core constitute the majority of the English program’s offerings, assessment of ENGL 211, 212, 221, and 222 is necessary even though the results of such an assessment may indicate more about the general student than the English major. A combined total of 332 students enrolled in ENGL 211, 212, 221, 222. The majority of students enrolled in these courses were non-majors. Of the 332 students enrolled in those courses, 301 (91%) achieved at least 70% mastery of the material. Thirty-one (31) students (9%) failed to achieve 70% mastery. The achievement levels of these courses suggest that the majority of students were able to read, think about and respond creatively to texts. This assumption is based on the premise that this skill is a primary component of each of these courses, and, therefore, students who

**Goal Measures Combined**
- Through assessment of student performance on specified tests and assignments.

**Frequency**
Annually
Department Name  Mathematics
Program Name  Mathematics
Department Chair  Sally Clark
AcademicYear  2008-09

Mission Statement

Changes

1. Complete some Program Outcomes that were not completed in 2008-2009, such as writing in-house Senior Test, calibrating and using an in-house Placement Test, and launching a Departmental website. Continue other Program Outcomes, such as strengthening ties to alumni.

2. Look to increase majors' practice with writing and presenting mathematical work, outside just the Capstone course - discuss including presentations in other upper-level courses perhaps. This may be especially crucial in the intermediate courses that teach proof-writing skills, 366 in particular but also 313 and 320 to some degree. It is natural for students to be a little weak when learning these skills for the first time, but we want them more proficient by the time they reach 499.

3. Senior surveys and Alumni surveys give little useful data, since non-response is a serious problem. However, we need to add to / modify the wording of PO #4, and its measures, to at least allow use of survey data to see student and alumni preparedness for math-related post-graduate options.

4. Various changes to course-level SLOs, program-level SLOs, etc., are being considered and implemented. See the Process Review section for more detail.

5. The faculty are discussing many ideas to combat student apathy in the lower classes. We believe apathy, more than lack of ability, is behind poor performance (and poor evaluations) in many of these classes. Younger students may need some prompting to keep pace with material, and not put off studying till the last minute. To that end, we may implement new testing structures, such as using weekly quizzes, or pop quizzes, to encourage students to stay up-to-date. Experiments with such structures in the past year, and by faculty in other disciplines, appear to have been beneficial to students. We may also try some of the new online homework management systems, which provide instant grading on online assignments tied to the book, giving students more opportunities for feedback without burdening faculty with excess grading. The key is to find the proper balance between feedback to students, workload for faculty, and classroom time devoted to teaching rather than testing.

Recommendations

1. (a) Major revision of SLOs for MATH 175 - they do not fit the broad coverage of the course. May present topics in a different order in the course, to maximize usefulness of topics to students.

(b) Revision of other course-level SLOs to better match course content and emphasis, and to make sure faculty are in agreement on what the SLOs mean, what types of questions best measure these skills, etc.

(c) Clarify ties between course-level SLOs and Program-level SLOs, to simplify future assessment process.

2. Add some sort of benchmarks that we are aiming for - saying merely "embedded test questions" as a measure, doesn't say what we hope to see in the results of those questions.

3. Rethink how data is collected for COMP 105 - look for a simpler scheme, and also one that extracts data only on our majors. This is also an issue in Calculus I and II, but not so vital, since most students there are at least in the sciences, and these are rarely taken as electives.

4. Consider adding a program goal on motivating lower-level students, whether majors or not, to do the work necessary to succeed. Currently considering teaching-style changes, and class-structure changes that will allow more student feedback without over-burdening faculty. There is discussion of using pop quizzes and/or online homework management systems.

Comments
Goal Number 1
Develop a Placement Test to better place students in the appropriate first math class.

ReportComments
Written in Spring 2009. Will be calibrated in Fall 2009, by administering in beginning math classes, and comparing results to Math ACT scores and course grades, to determine appropriate cutoff scores. Hope to use the placement test Fall 2010, if not sooner. Will probably use as a secondary measure, with ACT Math score still the primary measure.

GoalMeasuresCombined
- Either done or not

Frequency

Goal Number 2
Develop a Departmental website to organize useful information for prospectives, majors, advisors, faculty and alumni

ReportComments
In progress. Webspace allotted. Dr. Anzur is developing this website as part of his departmental service.

GoalMeasuresCombined
- Either done or not

Frequency

Goal Number 3
Replace the MFT by an in-house Senior Test - can see exact questions asked, and pool data from several years to get a large enough sample for meaningful analysis

ReportComments

GoalMeasuresCombined
- Either done or not

Frequency
Goal Number 4
Find more reliable and useful ways to measure how well our alumni are prepared for graduate school or the job market

ReportComments
Senior surveys and Alumni surveys give little useful data, since non-response is a serious problem. We need to add / modify the wording of this PO, and its measure, to allow use of survey data to see student and alumni preparedness for math-related post-graduate options.

The faculty are also trying to informally increase communication with alumni, and have written a small newsletter which they hope to print twice per year. It will include an alumni news section. Also, we are seeking invited speakers, especially alumni, to talk about their careers and how they have used their math major.

GoalMeasuresCombined
• Either done or not

Frequency

Goal Number 5
Develop a long-range plan and goal list, anticipating growth in the college enrollment, and further strengthening the major

ReportComments
No action yet taken. Will be discussed at Summer 2009 departmental meeting.

GoalMeasuresCombined
• Departmental discussion and analysis of data

Frequency
yearly
Goal Number 1

Demonstrate understanding of calculus concepts including limits, derivatives and integrals, and be able to compute these.

Report Comments

See appendix for data.
There was no Senior Test administered, and MATH 351 was not yet offered.
Data on this SLO come from 251 and 252 Calculus course final exams.

Satisfactory items:
1. students do well consistently on calculation-based questions, especially from early in the term.
2. consistency across instructors on how the early material is tested.

Items to work on:
1. Student weaknesses in areas that require more creative thought (word problems), more steps to complete, or more abstract concepts.
2. Consistency among faculty on how SLOs are interpreted - in Calculus I, SLO #8 might apply to one specific narrow type of problem, or to a broad category of problems - one professor cited 20 points worth of assessment on this SLO, and another had 0 points.

Goal Measures Combined

- Embedded test questions in MATH 251, Calculus I
- Embedded test questions in MATH 252, Calculus II
- Embedded test questions in MATH 351, Calculus III
- Senior Test

Frequency

Every year.

Goal Number 2

Construct a variety of proofs such as induction, direct, contradiction, contraposition, and ability to recognize logical fallacies.

Report Comments

See appendix for data.
313 and 366 serve as intro classes for developing proof-writing skills.
Most categories showed satisfactory results.

Improvement needed
1. In 313 SLO 2 (Sets) and SLO 6 (Graphs). May just need to spend more time on these.
2. In 366 SLO 2 (proof techniques - the goal of the course!) and SLO 4 (application of proof techniques to key areas of math).

We also submitted data from 411, which is a required proof-oriented class for Math with Certification majors. Weaknesses here in later topics. We may revise course coverage and SLOs, since the coverage goals may be overly ambitious for 1 semester.

Goal Measures Combined

- Embedded test questions in MATH 313, Discrete Mathematics
- Embedded test questions in MATH 366, Introduction to Abstract Mathematics

Frequency

Every year.
STUDENT LEARNING OUTCOMES

Goal Number 3
Conduct directed research and present results orally and in writing to a mathematically knowledgeable audience.

Report Comments
See appendix.
Main weakness is that students do not start early enough on Capstone projects - probably due to lack of experience and uncertainty how to proceed. We may include presentations in other courses in future, to give students more practice.

Goal Measures Combined
- MATH 499, Senior Capstone, faculty collectively grade papers and presentations.

Frequency
Every year.

Goal Number 4
Apply a variety of mathematical concepts and techniques to problems in the natural world.

Report Comments
See appendix. Note we did not yet offer 351.
Data from other courses shows weaknesses in problems that require multiple steps or creative thinking (related rates, or other problems that require set-up and creative integration techniques). Scores were sometimes deceptively high when an instructor only had students set up an integral, not work it out. This reduced the process to a simple mechanical one - not really comparable to the multi-step problems.

Goal Measures Combined
- Embedded test questions in MATH 251, Calculus I
- Embedded test questions in MATH 252, Calculus II
- Embedded test questions in MATH 351, Calculus III
- Embedded test questions in MATH 320, Linear Algebra

Frequency
Every year.

Goal Number 5
Demonstrate basic skills with computers and technology

Report Comments
See appendix.
A lesson was provided on SLO#3, on graphing calculators, but no questions or projects assessed this - oversight.
Otherwise, there is some need for improvement of student performance in all areas. *It should be noted that only some students in this course are Math majors - by far most are other majors.*

It is worth rethinking assessment means, to simplify data collection, and to measure for Math majors only.

Goal Measures Combined
- Embedded test questions and/or projects in COMP 105, Computer Literacy

Frequency
Every year.
**Mathematics Assessment Report Appendix, 2008-2009**

Data on Program Outcomes and Program-level SLOs

**Program SLO #1** - Demonstrate understanding of calculus concepts including limits, derivatives and integrals, and be able to compute these.

**Measures** - Embedded test questions in 251, 252, 351; also Senior Test (not written yet)

**Details** - We did not write an in-house Senior Test this year.

We also did not yet offer MATH 351, our new 4-hour Multivariable Calculus class.

However, we have gathered data on the course-level SLOs for 251 and 252, below, from which we draw conclusions on Program SLO #1.

In particular, 251 SLO#4 (related rates), and 252 SLO#1 (areas, volumes, work), #5 (arclength, surface area), and #6 (parametric and polar curves)

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Mathematics Assessment Report Appendix, 2008-2009
Data on Program Outcomes and Program-level SLOs

Program SLO #2 - Construct a variety of proofs such as induction, direct, contradiction, and contraposition, and recognize logical fallacies.
Measure: Embedded test questions in 313, 366 (and 401 and 411 for Math Ed)
Details: This year, we offered 313, 366, and 411 in the Spring. Data below from Course SLOs.
We also added 401 and 411 to the requirements for Math, to begin in 2009-2010, so will update that curriculum map for next year.

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Program SLO #3 - Conduct directed research and present results orally and in writing to a mathematically knowledgeable audience.

Measures - Math 499 Capstone, faculty collectively grade papers and presentations.

Details - Below is the data from our 5 seniors, averages of the ratings from the 3 professors. "Poor" = 1 and "Superior" = 5.

The weakest area still seems to be "thoroughness of research". The students still do not consistently make an early start on their projects. This year we added a due date for an abstract, but we may need more deadlines throughout the term, more drafts, more practice presentations, etc.

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Mathematics Assessment Report Appendix, 2008-2009
Data on Program Outcomes and Program-level SLOs

Program SLO #4
- Apply a variety of mathematical concepts and techniques to problems in the natural world.

Measures - Embedded test questions in MATH 251, 252, 351, 320

Details - Data below from Course SLOs.
We did not yet offer MATH 351

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Mathematics Assessment Report Appendix, 2008-2009
Data on Program Outcomes and Program-level SLOs

**Program SLO #5** - 5. Demonstrate basic skills with computers and technology.
**Measures** - Embedded test questions and/or projects in COMP 105
**Details** - Course-level SLOs listed below.

PLEASE NOTE - most of these students were not Math majors. We hope to devise a scheme which is simpler to use, and which measures for our majors only.

<table>
<thead>
<tr>
<th>Class</th>
<th>Prof.</th>
<th>Term</th>
<th># stdts</th>
<th>Course SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>poss pts</td>
<td>poss pts @ 75%+</td>
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<td>COMP 105</td>
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<td>17</td>
<td>22</td>
<td>NA</td>
<td>1</td>
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</table>

Class avg -->
Class avg as %
Mission Statement

The Music Program endeavors to offer superior training in music performance in the context of a liberal arts education. Music studies center upon the classical tradition of western music while recognizing the important contributions of music from other cultures and traditions. In order to accomplish these goals, music graduates are expected to possess skills in and an understanding of music theory and history, as well as an appropriate level of performance.

Changes

The Music Faculty believe that the SLO's are all valid learning outcomes for our students. There are areas for improvement and some wording changes need to be made to the SLO's.

SLO#1 THEORY
Assessment form the MFTs indicated the following results: Huntingdon's Institutional Average was 146 and the Overall Institutional Mean for all colleges and universities was 149. Huntingdon's lowest score was in Theory. This may be due to the fact that a 'formal' Theory courses are offered in the Freshman and Sophomore years and there is a two year lull in critical study before taking the MFTs. The students use Theory in subsequent classes but that doesn't seem to be an adequate amount of retention for scoring well on the MFT Theory portion. MFT Aural Skill scores in Theory (SLO#6) were significantly better, with an average score in the 90% range. Compared to 2008 scores in the 60% range, this shows significant improvement.

Appendix A contains Test Results and a copy of the Theory portion of the Theory Proficiency given at Huntingdon.

SLO#2 HISTORY
The MFT scores in History were somewhat better than in Theory, but still under par. The History scores are divided into 4 parts. Overall Huntingdon students ranked in the 15 percentile of institutions, with Listening skills in the 60 percentile and History (1890-present) ranking 10%. This gives the Music Faculty specific areas for improvement.

Appendix B contains Test Results and a copy of the embedded questions in the History Exam given at Huntingdon.

SLO#3 PERFORMANCE
"Sophomore Barrier" should be called the "Sophomore Performance Proficiency". Performances are given by students 3 times a semester, making it 6 times yearly. The wording “Twice yearly” should be changed to reflect the actual times a student is required to perform.

SLO#4 LITERATURE
Those students giving Senior Recitals showed an in depth understanding of the literature they studied. An evaluation was given to MUAP 149V to determine the understanding of repertoire for all voice students. The results showed an understanding of basic vocal concepts. However, the understanding of repertoire and musical history revealed that more could be done in this area. The faculty will reevaluate objectives and techniques for MUAP 149 for Voice, Piano and Instruments. Appendix C contains the evaluation and discussion that applies to MUAP 149 V.

SLO#5 PEDAGOGY
Final Exams for Studio Instruction are done as JURY. Each student taking studio instruction has to perform for a JURY of teachers for that individual instrument. Recitals and Performances in MUAP 149 prepare the students for Juries. MUAP 149 also provides a forum for discussion of techniques and practice. More attention will be given to the area of Pedagogy in MUAP 149 because there are no individual courses required in Pedagogy. Appendix C contains the evaluation and discussion that applies to MUAP 149 V.

SLO#6 EAR TRAINING
The Final Exam for MUS 206 is a cumulative exam taken in two parts, one is aural (Ear Training); this covers recognition of melodic and harmonic concepts and the other is oral (Sight Singing) and audiation (Inner Hearing); this covers the singing of of tonal and rhythmic patterns. This exam becomes part of the Theory Proficiency.

Both students scored in the Satisfactory range 70%-79% for 2008-2009. MFT Aural Skill scores in Theory were significantly better, with an average score in the 90% range. Compared to 2008 scores in the 60% range, this shows significant improvement.

Appendix D contains a copy of the Sight Reading portion of the Theory Proficiency and Test Results.

SLO#7 KEYBOARD PROFICIENCY
All students passed the majority of areas of the Keyboard Proficiency for 2008-2009. This Proficiency is administered in 4 sections; three attempts can be made on each section.

Appendix E contains a copy of the requirements for Piano Proficiency.
Recommendations

Student Learning Outcomes will be evaluated. See recommended changes under Program Changes.
Measures will also be evaluated. See recommended changes under Measure Review.
The embedded test questions will be evaluated by the music faculty.
Overall, the assessment process worked well.

Comments
Department Name Music
Program Name Music
Department Chair Gene Davis
Academic Year 2008-09

Goal Number 1
Choral Music Education Program

ReportComments
The Choral Music Education Program is ready for review by the State Department of Education. This certification needs a faculty member with the terminal degree in place before it will be approved. Jennifer Canfield should have her Ph.D in hand in August 2009 and we will proceed with certification by the State Department.

Frequency
Goal Number 1
(Theory) - analyze a piece of standard literature from 17th century to early 20th century.

Report Comments
Final exams for both Freshman and Sophomore Theory courses evaluate this outcome. The Theory Proficiency Test was administered and passed by the students in the Sophomore Class with students scoring 70% or above. The MFT results for seniors indicated a 42% mean.

Goal Measures Combined
- Final Exams
- Theory Proficiency
- Major Field Test

Frequency
Courses Freshman & Sophomore Year/Senior Year

Goal Number 2
(History) - have an in-depth knowledge of the evolution of music from early Greeks to 21st century and an awareness of music of other world cultures.

Report Comments
The Final Exam in Music History contained embedded questions. The results were ranked:
3 Excellent
2 Good
1 Satisfactory
1 Unsatisfactory

The MFTs are divided into three areas of History 1) Before 1750 2) 1750-1890 3) 1890 to Present. The mean percentile for 1) was 50%
2) 38% and 3) 40%.

Goal Measures Combined
- Final Exams
- Major Field Test

Frequency
Courses/ Recitals/ Senior Year

Goal Number 3
(Performance) - demonstrate musicianship and technical ability in their major instrument in recitals.

Report Comments
All students performed in the semester recitals. Six students passed Recital Hearings and gave Senior Recitals.

Goal Measures Combined
- Recitals

Frequency
Twice Yearly/ Sophomore Barrier/ Senior Recital
**Goal Number 4**

(Literature) - should be familiar with “standard” classical literature in various genres and should have an in depth knowledge of the canonical works of their instrument.

**Report Comments**

Those students giving Senior Recitals showed an in depth understanding of the literature they studied.

An evaluation was given to MUAP 149V to determine the understanding of repertoire for all voice students. The results showed an understanding of basic concepts and a need to reevaluate MUAP 149 for Voice, Piano and Instruments.

**Goal Measures Combined**

- Final Exams
- Recitals

**Frequency**

Courses/ Yearly Recitals/ Senior Recital/ Senior Year

---

**Goal Number 5**

(Pedagogy) - understand and articulate physical requirements and proper practice techniques of their individual instrument.

**Report Comments**

Final Exams for Studio Instruction are done as JURY. Each student taking studio instruction has to perform for a JURY of teachers for that individual instrument.

Recitals and Performances in MUAP 149 prepare the students for Juries. MUAP 149 also provides a forum for discussion of techniques and practice.

**Goal Measures Combined**

- Final Exams
- Recitals
- Performance
- Class Discussion
- Sophomore Barrier

**Frequency**

Courses/ Sophomore Barrier/ Senior Recital

---

**Goal Number 6**

(Ear Training) - audiate a musical structure reproduce it on their instrument

**Report Comments**

The Final Exam for MUS 206 is a cumulative exam taken in two parts, one is aural (Ear Training); this covers recognition of melodic and harmonic concepts and the other is oral (Sight Singing) and audiation (Inner Hearing); this covers the singing of tonal and rhythmic patterns. This exam becomes part of the Theory Proficiency.

Both students scored in the Satisfactory range 70%-79% for 2008-2009.

**Goal Measures Combined**

- Final Exams
- Theory Proficiency

**Frequency**

Courses/ Sophomore Theory Proficiency
Goal Number 7
(Keyboard Proficiency) - demonstrate proficiency at the keyboard.

ReportComments
All students passed the majority of areas of the Keyboard Proficiency for 2008-2009. This Proficiency is administered in 4 parts; Appendix B contains the requirements for proficiency.

GoalMeasuresCombined
• Piano Proficiency

Frequency
4 Times

Goal Number 8
(Technology) - use music technology as tool.

ReportComments
This course was not taught this year; however students were given projects that required the use of music technology and did well on those projects.

GoalMeasuresCombined
• Final Exams
• Class Projects

Frequency
Yearly
THEME: MUSIC THEORY AND HARMONY IV

<table>
<thead>
<tr>
<th>NAME</th>
<th>Part 1 (Chromatic harmony analysis)</th>
<th>Part 2 (Harmonic progression)</th>
<th>Part 3 (12-tone analysis)</th>
<th>Course Average</th>
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<tr>
<td>Lawson, Tarnisha R</td>
<td>85</td>
<td>80</td>
<td>75</td>
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<tr>
<td>Legaspi, Benjamin J</td>
<td>75</td>
<td>65</td>
<td>75</td>
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</table>

The Final Exam for MUS 202 is a cumulative exam consisting of three parts. The first part tests the students' ability to identify and contextualize chromatic harmony, using concepts of secondary harmonic regions and enharmonic spellings developed during the year. The second part requires the students to produce a chromatic progression in order to modulate between distant key areas. Concepts of voice-leading, harmonic progression and functionality covered during the past four semesters are involved. Finally, the third part covers 12-tone analysis. Concepts of set-theory, covered during the fourth semester, in addition to interval and inversion, were used. I have included the separate scores, a composite score for the exam and the student's course average.

The assessment measurements are as follows:

100-90 Excellent understanding and assimilation of concepts and skills
89-80 Good understanding and assimilation of concepts and skills
79-70 Satisfactory understanding and assimilation of concepts and skills
69-60 Unsatisfactory understanding and assimilation of concepts and skills
60-0 Poor understanding and assimilation of concepts and skills

Ranking for the exam:

Excellent 0 0%
Good 1 50%
Satisfactory 1 50%
Unsatisfactory 0 0%

The course average was included so that a correlation could be drawn from other exams and class work. This course is the culmination of two years of study in Theory and Harmony.

The final exam for MUS 202 is taken with a comprehensive Ear Training exam. All music majors are required to pass this proficiency prior to graduation. The exam is typically taken upon completion of MUS 202 and MUS 206.
1. Analyze the following with Roman Numerals.

2. Complete the following modulations using 3 chords (include Roman Numerals). Use at least one diminished seventh chord.
5. Identify the row forms used in the following excerpt III from Webern's Variations, op.

Ruhig fließend \( \text{d\textsuperscript{=}ca 80} \)

\[ \text{\textcopyright E. Schirmer} \]
## ASSESSMENT SPRING 09
### MUS 341
### MUSIC HISTORY AND LITERATURE: 1775 TO PRESENT

<table>
<thead>
<tr>
<th>NAME</th>
<th>Excerpt Identification</th>
<th>Embedded Questions</th>
<th>Composite</th>
<th>Course</th>
<th>Average</th>
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<td>Jesi Dunaway</td>
<td>98</td>
<td>86</td>
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<td>Legaspi, Benjamin J</td>
<td>32</td>
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<td>Mark McLemore</td>
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<td>Anna Perry</td>
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<td>100</td>
<td>79</td>
<td></td>
<td>82</td>
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<tr>
<td>Jack Rudisell</td>
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<td>56</td>
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<td>Kevin Smith</td>
<td>29</td>
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<td>Sarah Thebo</td>
<td>46</td>
<td>79</td>
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</table>

The Final Exam for MUS 341 is a cumulative exam taken in two parts. The first part is principally aural, consisting of identification of musical excerpts studied during the semester along with a corresponding, detail-oriented short-answer question for each example. The second part consists of fourteen multiple-choice embedded questions covering general topics in music history. This assessment includes each student’s scores for both parts, in addition to a composite score and course average for each student. The assessment measurements are as follows:

- **100-90**: Excellent understanding and assimilation of concepts and skills
- **89-80**: Good understanding and assimilation of concepts and skills
- **79-70**: Satisfactory understanding and assimilation of concepts and skills
- **69-60**: Unsatisfactory understanding and assimilation of concepts and skills
- **60-0**: Poor understanding and assimilation of concepts and skills

### Ranking for the exam:

- **Excellent**: 2 29%
- **Good**: 1 14%
- **Satisfactory**: 2 29%
- **Unsatisfactory**: 2 29%

### Ranking for embedded questions:

- **Excellent**: 3 43%
- **Good**: 2 29%
- **Satisfactory**: 1 14%
- **Unsatisfactory**: 1 14
Appendix B

Music History Midterm (MUS341)        April 28, 2009

Identify the following audio clips and answer the given question for each example:
(1 point for the composer; 2 points for the title; 2 points for the question; 1 point for all bonus questions)

1) Title 5 pieces for String  Composer Webern
How is the harmonic language organized? In tetrachords [0156] and [0167]

2) Title Prelude, op. 28 Composer Chopin
How is the entire work, of which this excerpt is a part, organized? Cycle of 5ths

3) Title Music for Strings, etc. Composer Bartok
Describe the form of this movement

4) Title 4th for End of Time Composer Messiaen
Which Medieval compositional technique is incorporated into this work? Ison rhythm
Bonus: What were the conditions under which this work was composed? POW camp

5) Title Ride Composer Stravinsky
What is the music depicting? Pagan ritual
Bonus: Describe the harmonic language. What is unusual or striking? Polyrhythmic, octatonicism

Bonus: How does the composer use rhythm in a non-traditional way? Observe sense of irregular meter through ostinato figures used irregularly

6) Title Symphony #1 Composer Mahler
What music does the composer borrow and transform at the opening of this movement? From Jacques
Bonus: How does he transform it? Minor mode
Bonus: Which instrument plays it first? Solo double bass
Appendix B

7) Title: Prelude to Afternoon of Faun Composer: Debussy
What characteristics of the harmonic language used in this piece were criticized for being “strange and primitive”? Parallel 5ths, parallel 7th chords
Bonus: Name the poet who’s work inspired this piece: Mallarme

8) Title: Tristan + Isolde Composer: Wagner
What is this theme associated with in the work? Love potion

9) Title: Symphony #4 Composer: Brahms
How is this movement structured (provide as much detail as possible)? Passacaglia on 8 mm theme, 30 variations
Bonus: What work is this movement based on? Bach Cantata 150

10) Title: Wozzeck Composer: Berg
Describe the structure of this section of the piece: Suite (Prelude)

11) Title: Symphonic Fantasia Composer: Bliss
What music does the composer borrow in this movement? Dies Irae
Bonus: Describe an unusual feature of the orchestration: col legno, E flat clarinet

12) Title: Carnival, op. 9 Composer: Schumann
What do the titles of the movements refer to (name 5 of them)? Chopin, Chiarina, Estrella, Florence, Eurydice, ASCH, SCHA, Pappilons
Bonus: What is the scenario of the work as a whole? Venetian Carnival masked ball

13) Title: Voiles Composer: Debussy
Which scales does the composer use? Whole tone, pentatonic

14) Title: Lyric Suite Composer: Berg
How does the composer incorporate autobiographical references into the piece? Spells initials and lovers initials in notes (AB + AF)
15) Title: Midsummer Night's Dream  Composer: Mendelssohn
Describe one example of tone-painting in this work: "Donkey's Head; "Fairy" Theme"

16) Title: Suite, Op. 25  Composer: Schumann
Which rows form are used in this movement? $R_0, R_1, I, I', R_0, R_1, R_6, R_7$

Haydn was a prolific composer, as demonstrated in part by his 68 string quartets and 104
A. operas
B. serenades
C. songs
D. symphonies

The Third Symphony of Beethoven was originally composed to commemorate the deeds of
A. George Washington
B. Napoleon Bonaparte
C. the Marquis de Lafayette
D. the Duke of Wellington

The musical heir of Haydn and Mozart, Beethoven bridged the
A. Renaissance, baroque
B. baroque, classical
C. classical, romantic
D. romantic, impressionist

The choral finale of Beethoven's Ninth Symphony is based on
A. Dante's Inferno
B. Shakespeare's Midsummer Night's Dream
C. Schiller's Ode to Joy
D. Shelley's Ode to the West Wind

Beethoven's Ninth Symphony is unusual in that it is scored for
A. a chorus
B. four vocal soloists and a chorus
C. a piano soloist
D. a violin soloist

A piano sonata is a musical composition in two or more movements for
A. piano
B. piano, violin, and cello
C. piano and orchestra
D. flute and piano

Romanticism, as a stylistic period in Western art music, encompassed the years
A. 1450-1600
B. 1600-1750
C. 1750-1820
D. 1820-1900

10 = Unsatisfactory
10 = Satisfactory
9-11 = Good
2-14 = Excellent

Results (2009)
1. Unsatisfactory 2. Good 3. Excellent

The deliberate intent to draw creative inspiration from the composer's own homeland is called
A. exoticism
B. individualism
C. nationalism
D. verismo

Instrumental music that is associated with a story, poem, idea, or scene is called
A. absolute
B. program
C. exotic
D. natural

The orchestra in the romantic period
A. was basically the same as in the classical period
B. ranged from twenty to sixty players
C. was larger and more varied in tone color than the classical orchestra
D. had a limited dynamic range due to the primitive nature of the brass instruments

The 1844 Treatise on Modern Instrumentation and Orchestration that signaled the recognition of orchestration as an art in itself was written by
A. Franz Liszt
B. Robert Schumann
C. Hector Berlioz
D. Bedrich Smetana

A slight slowing down or speeding up of the tempo, characteristically employed in the performance of much romantic music, is
A. ostinato
B. chromatic
C. syncopation
D. rubato

A composer who earned his/her living as a violin virtuoso was
A. Clara Schumann
B. Niccolò Paganini
C. Robert Schumann
D. Frédéric Chopin

The word _______ is commonly used for a romantic art song with a German text.
A. lied
B. durchkomponiert
C. chanson
MUAP 149 V
ASSESSMENT REPORT SPRING 09
Appendix C

An assessment for Vocal Performing Class MUAP 149V was given to evaluate the following topics that are covered in Voice Lessons and Performance Class:

   Repertoire
   Music History / Composers
   Pedagogical Issues
       The breathing process
       How to study a song
       Italian Diction

This was the first attempt to ‘qualify’ concepts that are relevant to this class. The outcomes on the survey were interesting and enlightening.

In the 1st and 2nd categories, Repertoire / Music History / Composers, the students’ answers revealed that they knew who had performed the song from their class far better than they knew and understood the historical references.

The Pedagogical Issues were discussion questions, with the student having to choose only one question to answer. The majority of the students chose the easiest question and demonstrated only a basic understanding of the pedagogical process.

The overall questionnaire was scored on a point basis:

15-13    Excellent
12-10    Good
9-5    Satisfactory
5 and below    Unsatisfactory

3 students rated Excellent
4 students rated Good
2 students rated Satisfactory
0 students rated Unsatisfactory

CONCLUSIONS:

This was only done for Vocal Performance Class. The results show a need for all performance classes giving an assessment evaluation. The Music Faculty will discuss ways to improve MAUP 149.
The following songs have been performed on student recitals recently. Please indicate the period of music history that corresponds to the song.

1. *Donde Lieta* from *La Bohème*  
   Giacomo Puccini

2. Pur dicesti, o bocca bella  
   Antonio Lotti

3. Der Nussbaum  
   Robert Schumann

4. Sure on this Shining Night  
   Samuel Barber

5. Ich liebe dich  
   Ludwig van Beethoven

6. Man is for the Woman Made from *The Mock Marriage*  
   Henry Purcell

7. An Sylvia  
   Franz Schubert

8. Mandoline  
   Claude Debussy

NAME 2 SONGS FROM YOUR REPERTOIRE  
GIVE THE COMPOSER  
GIVE THE HISTORICAL TIME PERIOD

9.

10.
CHOOSE ONE QUESTION
DISCUSS BRIEFLY
you can limit your discussion to bULLET points and SHORT EXPLANATION

1. Describe the breathing process for singing.

2. Describe the way you study a song.

3. Describe proper Italian diction.
ASSESSMENT  SPRING 09
MUS 206
EAR TRAINING & SIGHT SINGING

<table>
<thead>
<tr>
<th>NAME</th>
<th>Ear Training</th>
<th>Sight Singing</th>
<th>Composite</th>
<th>Course Average</th>
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<td>Lawson, Tarnisha R</td>
<td>79</td>
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<td>Legaspi, Benjamin J</td>
<td>71</td>
<td>83</td>
<td>77</td>
<td>77</td>
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The Final Exam for MUS 206 is a cumulative exam taken in two parts, one is aural (Ear Training), recognition of melodic and harmonic concepts covered during the year and the other is oral (Sight Singing), audiation (inner hearing) and singing of tonal and rhythmic patterns. I have included the separate scores, a composite score for the exam and the student’s course average.

The assessment measurements are as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>100-90</td>
<td>Excellent understanding and assimilation of concepts and skills</td>
</tr>
<tr>
<td>89-80</td>
<td>Good understanding and assimilation of concepts and skills</td>
</tr>
<tr>
<td>79-70</td>
<td>Satisfactory understanding and assimilation of concepts and skills</td>
</tr>
<tr>
<td>69-60</td>
<td>Unsatisfactory understanding and assimilation of concepts and skills</td>
</tr>
<tr>
<td>60-0</td>
<td>Poor understanding and assimilation of concepts and skills</td>
</tr>
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</table>

Ranking for the exam:

<table>
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<tr>
<th>Grade</th>
<th>Students</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Good</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>2 (100%)</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0 (0%)</td>
</tr>
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</table>

The course average was included so that a correlation could be drawn from other exams and class work. This course is the culmination of two years of study in Ear Training and Sight Singing. The final exam for MUS 206 is taken with a comprehensive Theory exam. All music majors are required to pass this proficiency prior to graduation. The exam is typically taken upon completion of MUS 202 and MUS 206.
I. MELODIC ERROR DETECTION
Place the solfege over each example. Only use single letters (drmflsld) for regular syllables and spell out the altered syllables (USE CORRECT SPELLING)
Circle the pitches that are different from those played.

II. MELODIC DICTATION: NONDIATONIC TONES AND LARGE SKIPS
III. TRIAD IDENTIFICATION
Give the solfege for the following chords

ITALIAN SIXTH CHORD

FRENCH SIXTH CHORD

GERMAN SIXTH CHORD

NEapolitan SIXTH CHORD

IV. HARMONIC DICTATION: GERMAN, FRENCH, ITALIAN
AUGMENTED 6TH CHORDS and NEapolitan 6TH CHORDS
Indicate the Key and Roman Numeral analysis for the exercises below.
Give ALL PARTS: Soprano, Alto, Tenor and Bass.

Key: ______________________  ____________  ______________________

Key: ______________________  ____________  ______________________

Key: ______________________  ____________  ______________________

3/6
V. HARMONIC DICTATION: CHORALE PHRASE
Indicate the Key and Roman Numeral analysis of each triad in this Chorale excerpt. Give ALL PARTS: Soprano, Alto, Tenor and Bass.

VI. RHYTHMIC DICTATION: CHANGING METER
This exercise contains a short melodic excerpt of music. Complete the rhythm on correct pitches (for full credit) OR a neutral pitch (for partial credit).
Sight Reading Exam

Score

1 2 3

4 5 6

7 8 9

10 11 12

13 14 15
Appendix D

B.

C.

D.

E.

F.

Allegro moderato

French

Andante

German

Minor Mode

Tonic—Subdominant—Dominant Chord Tones
PIANO PROFICIENCY CHECKLIST

Student Name

Date of Exam

Major

Repertoire:

Prepared Harmonization:

Original Key:

Transposed:

At-Sight Harmonization:

Original Key:

Transposed:

Sight Reading:

Technique:

Scales:

Arpeggios:

Cadences:

Chord Inv:

Intervals:

Other Comments:

Faculty Signature:

Evaluation: PASS NO PASS

Reservations:
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<tr>
<th>MAJOR AREA</th>
<th>SCALES</th>
<th>ARPEGGIOS</th>
</tr>
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<tbody>
<tr>
<td>Keyboard Majors</td>
<td>(1-octave quarters)</td>
<td>same pattern as scales with contrary motion</td>
</tr>
<tr>
<td></td>
<td>2-octaves eighths</td>
<td>Include tonic, Dominant 7th, Diminished 7th arpeggios</td>
</tr>
<tr>
<td></td>
<td>3-octaves triplets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4-octaves parallel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>octaves, 3rds, 6ths in parallel</td>
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<tr>
<td>Minimum Speed: Quarter = 60</td>
<td>Minimum Speed: Quarter = 112</td>
<td></td>
</tr>
<tr>
<td>All other Music Majors (not a keyboard major)</td>
<td>1-octave in quarters</td>
<td>Tonic arpeggio (HT): 1-octave in quarters 2-octaves in eighths</td>
</tr>
<tr>
<td></td>
<td>2-octaves in eighths</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hands together</td>
<td>Dominant 7th (HT) 1-octave in quarters</td>
</tr>
<tr>
<td></td>
<td>Steady tempo without minimum speed</td>
<td>Hands together (HT)</td>
</tr>
<tr>
<td>Music Minors</td>
<td>Same as above with no minimum speed</td>
<td>Same as above</td>
</tr>
</tbody>
</table>
ASSESSMENT REPORT
Major Field Test Results 2008-2009

Appendix F

The Major Field Tests results as compared to all institutions taking the test indicated some good rankings and some rankings that were low. Four Music Majors took the tests; one student ranked in 75 percentile, 2 ranked in 25 percentile and 1 ranked in 15 percentile of all students that took the tests. With such a small number of majors, the results are not an accurate measure of overall learning but rather a good indicator of strong students and weak students within the Music Program.

The chart below gives the averages for scores and the percentile ranking among all institutions that took the MFT.

<table>
<thead>
<tr>
<th></th>
<th>Total Score</th>
<th>%</th>
<th>Listening</th>
<th>%</th>
<th>Theory</th>
<th>%</th>
<th>History</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional</td>
<td>149</td>
<td></td>
<td>50</td>
<td></td>
<td>49</td>
<td></td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Mean / Median</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huntingdon</td>
<td>146</td>
<td>20%</td>
<td>57</td>
<td>85%</td>
<td>40</td>
<td>10%</td>
<td>45</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Indicators</th>
<th>Huntingdon Mean Percent Correct Answers</th>
<th>Percentile Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Theory – Aural</td>
<td>65</td>
<td>90%</td>
</tr>
<tr>
<td>Music History – Listening</td>
<td>52</td>
<td>60%</td>
</tr>
<tr>
<td>Music History – Before 1750</td>
<td>50</td>
<td>45%</td>
</tr>
<tr>
<td>Music History – 1750 – 1890</td>
<td>38</td>
<td>15%</td>
</tr>
<tr>
<td>Music History – 1890 – Present</td>
<td>40</td>
<td>10%</td>
</tr>
<tr>
<td>Music Theory - Fundamentals</td>
<td>56</td>
<td>30%</td>
</tr>
<tr>
<td>Music Theory – Score Analysis</td>
<td>42</td>
<td>10%</td>
</tr>
</tbody>
</table>

After discussion with Music Seniors about the Major Field Test, there are several areas for improvement. The MFT is given in the senior year; depending on class rotation, Music History classes may be taken in the sophomore year forward and Theory classes are generally completed in the sophomore year. This may leave a two year gap in the 'serious study' of these two subjects before the MFT. While general knowledge in both areas is used in subsequent courses, seniors that I surveyed said that they felt unprepared for the depth of the questions.

Another area in which they felt unprepared was Jazz. Our study of Jazz is an overview at best.

Appendix E shows the comparison of MFT's for 2008 and 2009.
The MFT results from 2008-2009 were compared to results from 2007-2008 with the following results.

<table>
<thead>
<tr>
<th></th>
<th>Total Score</th>
<th>%</th>
<th>Listening</th>
<th>%</th>
<th>Theory</th>
<th>%</th>
<th>History</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Mean</td>
<td>149</td>
<td>50</td>
<td>49</td>
<td>50</td>
<td>49</td>
<td>50</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>Median</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huntingdon 08-09</td>
<td>146</td>
<td>20%</td>
<td>57</td>
<td>85%</td>
<td>40</td>
<td>10%</td>
<td>45</td>
<td>15%</td>
</tr>
<tr>
<td>Huntingdon 07-08</td>
<td>156</td>
<td>80%</td>
<td>61</td>
<td>95%</td>
<td>50</td>
<td>55%</td>
<td>56</td>
<td>80%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Indicators</th>
<th>Huntingdon 08-09 Mean % correct answers</th>
<th>Percentile Ranking</th>
<th>Huntingdon 07-08 Mean % correct answers</th>
<th>Percentile Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Theory – Aural</td>
<td>65</td>
<td>90%</td>
<td>59</td>
<td>60%</td>
</tr>
<tr>
<td>Music History – Listening</td>
<td>52</td>
<td>60%</td>
<td>71</td>
<td>95%</td>
</tr>
<tr>
<td>Music History – Before 1750</td>
<td>50</td>
<td>45%</td>
<td>62</td>
<td>95%</td>
</tr>
<tr>
<td>Music History – 1750 – 1890</td>
<td>38</td>
<td>15%</td>
<td>54</td>
<td>85%</td>
</tr>
<tr>
<td>Music History – 1890 – Present</td>
<td>40</td>
<td>10%</td>
<td>53</td>
<td>75%</td>
</tr>
<tr>
<td>Music Theory - Fundamentals</td>
<td>56</td>
<td>30%</td>
<td>55</td>
<td>30%</td>
</tr>
<tr>
<td>Music Theory – Score Analysis</td>
<td>42</td>
<td>10%</td>
<td>52</td>
<td>55%</td>
</tr>
</tbody>
</table>

In this comparison, the scores for 07-08 were higher than 08-09 in all but one area (Music Theory- Aural). Here again the number of Music Majors was small in both years (07-08 3 Majors and 08-09 4 Majors). The students in 07-08 had higher grade point averages in all subjects than 08-09 students. These two factors make it hard to determine a definitive result. However it does give a baseline for further evaluation.
Academic Year 2008-09, 7 graduates

the online database.

Attached in an HTML outline is the Political science report on outcomes assessment, 2008-09. It should be visible below this message. I will transfer the necessary sections into

regards,

Jeremy L

2008-09 Assessment Results, Political Science Program
by Jeremy Lewis, PhD, revised 30 June 2009

Summary of assessment: with additional criteria introduced, and a strengthened emphasis on measures in the senior capstone seminar, early returns show achievement or at least early progress on all available measures. The major field test scores (now near the national median) increased significantly in the two year average, 2008-09, compared to the cumulative average since 2000. (2007 scores, likely to be at least as strong, are still not available). The average student performed in 2000-2006 in the 38th percentile nationally of the Major Field Test; the average student in 2008 and 2009 performed in the 48th percentile. (If we omit one student who admitted deliberately underperforming, in the 1st percentile, and one who entered with an ACT of only 16, our average score, 155, was at the 56th percentile nationally.)

The only, minor disappointment is that the subscore for International Relations still lags slightly that of American Government and Comparative Government. However, we have already introduced multiple choice testing of international relations concepts (spring 2009, after the seniors passed through the course in 2007) which should help raise the MFT subscores from 2010. The introduction of an elective seminar in international studies helped, but the program still lacks a basic course on international law and organizations. Co-curricular meetings and guest speakers still stimulate interest in this area: we continue to take students to world affairs council meetings, and in spring 2009 we took a team to the Model United Nations in NYC. Two members of that team have won places in postgraduate schools to specialize in international relations.

Improvements made in 2008-09: To prepare students better for the GRE, LSAT and MFT, multiple choice testing was added to the essay examinations in most courses; criteria for judging oral and written work were made more explicit and consistent. Capstone seniors were even more intensively advised on preparing resumes and application packages, with all completing both projects this year. Program assessment could be more extensively implemented with students required to take both an examination and the MFT. International relations key concepts were emphasized in PSC 303 with extensive multiple choice testing, which should bear fruit in future MFTs. Another improvement this year is that all seniors cooperated with their best efforts, and there was no senior who admitted having taken the MFT while deliberately not trying to succeed.

Improvements planned for the 2009-2011, 2-year rotation of courses: In addition to spreading multiple choice tests to most courses, IR lectures in PSC 303 will more explicitly discuss and reinforce key concepts and theory. We will monitor to see whether further courses in this subfield are necessary, for example a course in international law and organizations, or an upper level seminar in theories of international relations.

Program Objective: competence in major field

- Cognitive and behavioral measure: senior essay test, now to be taken by all students in the capstone class
  - Expected Outcome: nearly all graduating seniors who take a senior capstone will be judged to have basic competency in the major field, judged by essays in three of the four subfields, by criteria of Narrative, Content, Organization and Writing (NCOW)
  - Observed Outcome: all graduating seniors completed all essays at least basic competency
  - 3 achieved excellence in international relations and 2 also achieved excellence in comparative government and American politics
  - all well exceeded the level of basic competency, except one who achieved basic competency
  - An experimental multiple choice section offered identifications of key concepts and political theorists. All except one achieved or exceeded basic competency on this section.
  - the exception (earning "C" grades on the essays but only 56% on the multiple choice section) was a transfer student who, entering with only a 16 ACT composite, had been formerly classified as Learning Disabled. It was considered a success that he achieved basic competency on the essays.
  - Outcome achieved

- Cognitive and behavioral measure: Major Field Test scores
  - Expected Outcome: with a three-year rolling cohort of at least 10 seniors, the average of recent graduating seniors will perform at about the national median
  - Observed Outcome: all graduating seniors except one (with a B+ record in classes) took the MFT, although two students with "C" records took it prematurely, in spring 2008.
  - The average for the two year available cohort: total 149, 48th percentile; US Government subscore was at 51 points, Comparative Government subscore 50 points and only the IR subscore (44) was slightly below the national median.
  - If and when the 2007 scores are reported, we hope it will be at the national median.
  - Percentiles achieved were 90-80-55-44-35-14
  - The 14 came from the student who had transferred with a 16 ACT, so this did not cause concern about the program
  - The absentee had completed course requirements early and was not in town on senior test day.
  - Other students reflected well on the program
  - The subscore for international relations again was slightly lower despite increased efforts. We will re-emphasize lectures on key concepts next time it is taught. We have already introduced multiple choice testing of international relations concepts (spring 2009, after the seniors passed through the course in 2007) which should help raise the MFT subscores from 2010.
  - Cumulative percentiles since 2000 show a very broad spread from 98th down to 1st percentile; this makes results difficult to interpret
  - Outcome achieved

Program Objective: oral communication

- Cognitive and behavioral measure: senior capstone formal presentation
  - Expected Outcome: all graduating seniors will be judged to have basic competency in the oral presentation, by the criteria of Content, Audiovisuals, Speaking and Organization (CASO)
  - Observed Outcome: 3 seniors achieved excellence, 2 strong competence and 2 basic competence
  - Outcome achieved

Program Objective: written communication

- Cognitive and behavioral measure: senior capstone research paper
  - Expected Outcome: all graduating seniors will be judged to have basic competency in the research paper, by the criteria of Content, Research, Organization and Writing (CRROW)
  - Observed Outcome: 3 seniors achieved excellence, 2 strong competence and 2 basic competence (one because his competent paper arrived after the deadline).
  - Outcome achieved
● Program Objective: preparation for professional work or further study

■ Behavioral measure: self-reported placement into postgraduate or professional schools
  ○ Expected Outcome: most graduating seniors who seek this, will find places in postgraduate or professional schools
  ■ Observed Outcome: of the 2 students seeking postgraduate study directly after HC graduation, 1 was awarded a full fellowship package to the Doctoral program of the University of Alabama; 1 was accepted to the Master's program of the University of West Florida. Both intend to specialize in international relations. Others are unknown yet, in June 2009.
  ○ Good progress on outcome, so far

■ Behavioral measure: self-reported placement into professional positions broadly related to field
  ○ Expected Outcome: most graduating seniors who seek this, will find professional positions within six months of graduation
  ■ Observed Outcome: one student, after paid political internship positions, won a scheduling position in the campaign of the State Treasurer; for others, it was too early to tell in June 2009
  ○ Good progress on outcome, so far

■ Behavioral measure: senior capstone, creation of brief résumé and plan for applications
  ○ Expected Outcome: all graduating seniors will create a brief résumé and an appropriate plan for applications for professional work or further study
  ■ Observed Outcome: all seniors created an appropriate résumé for further study, and all but one created a résumé appropriate for professional work.
  ○ Outcome achieved

■ Attitudinal measure: senior and alumni surveys, self-reported, if available
  ○ Expected Outcome: nearly all graduating seniors will report they feel prepared for professional work or further study
  ■ Outcome unknown, so far
Mission Statement

The Department of Psychology at Huntingdon College strives to:
- communicate a broad background of knowledge in Psychology
- create a learning environment that is conducive to sharing ideas and places emphasis on individual attention and mentoring
- foster critical thinking skills through analysis and criticism of current issues, ideas, and research in psychology
- advance self-understanding by viewing psychological concepts on a personal level
- prepare students for a variety of post-baccalaureate alternatives including the job market and graduate schools

Changes

No program changes at this time.

Recommendations

We need to emphasize the importance of the MFT to students. The psychology faculty overheard a few of the students discussing what a "waste of time" it is and they did not really try to perform well.

Also, we need to keep records of APA style points on papers, projects, and presentations.

Last, we should construct a senior survey for psychology majors.

Comments
Department Name Psychology

Program Name Psychology

Department Chair Ann Phillips

Program ID PSYC2009

Category Program

Unit Type Instructional

Academic Year 2008-09

Goal Number 1

All graduating seniors will demonstrate general knowledge in psychology by scoring the 50th percentile of above on the major field test

Report Comments

Three of nine graduating psychology students placed in the 50th percentile or above on the major field test.

This statistic is lower than our goal, and we will address this issue next year.

Goal Measures Combined

• Major Field Test

Frequency

Annually

Goal Number 2

Graduates will have the preparation necessary to succeed in graduate school or the job market

Report Comments

There is no data from senior and alumni surveys currently available.

However, of 5 known students pursuing a graduate school career, four were accepted as of early May, 2009. Two students were accepted into masters programs with traditionally psychology-related fields, and two were accepted into a seminary, where they wish to pursue pastoral counseling.

Goal Measures Combined

• Graduate school acceptance rates and job placement rates from senior and alumni surveys

Frequency

Annually
Goal Number 3
The program will increase emphasis on experimental psychology (the scientific method applied to psychological issues).

Report Comments
Overall, graduates answered 40% of measurement and methodology questions correctly on the major field test. This is an assessment indicator (a subtest of a subtest) and no national comparisons are available. In the future, we would like to see this statistic a little higher.

As for goals and assignments, we offered a seminar on the self as an upper level elective. The class focused primarily on original peer-reviewed research articles, and the final project was a research proposal. Next year, we will offer another seminar with similar assignments.

Research Method and Senior Capstone courses ask students to review several research articles. Additionally, the Personality Theories and Abnormal Psychology curriculum includes article summaries and reactions as part of their curriculum. Original research articles were included as readings for Psychology of Women class.

Based on this review, there has been an increased emphasis on research—neither Abnormal Psychology nor Psychology of Women included original research assignments last year, and senior capstone and seminar

Goal Measures Combined
• Review of course goals and assignments listed in syllabi and MFT Experimental Psychology subscores

Frequency
Annually
Goal Number 1

demonstrate knowledge of a variety of subfields in psychology such as social, cognitive, abnormal, learning, personality, and physiological psychology

ReportComments
Students did demonstrate knowledge of a variety of subfields in psychology on the major field test, but not at the levels we would like to see. Of our nine graduates, one placed above the 50th percentile on subscore 1 (Learning and Cognition: Language, Memory, & Thinking) of the MFT, one placed above the 50th percentile on subscore 2 (Perception, sensory, physiology, comparative, and ethology), 2 placed above the 50th percentile on subscore 3 (Clinical, Abnormal, and Personality), and 3 scored above the 50th percentile on subscore 4 (Developmental and Social).

We did not include embedded test questions in area classes.

GoalMeasuresCombined

• MFT subtests
• embedded test questions

Frequency
Annually

Goal Number 2

understand and explain the psychological research process and scientific method

ReportComments
Research Methods and Senior Capstone students seemed to understand the research process via their proposals and projects. Of the 7 students who completed the Research Methods proposals, 6 completed the project with a grade of C or better. One student had a D on the proposal, and did not demonstrate an adequate understanding of the research process.

Three students completed the Senior Capstone project, and all made As. These students previously completed the research methods class and self-selected for the capstone project.

We did not include embedded test questions.

GoalMeasuresCombined

• Research Methods proposal
• Senior capstone project
• embedded test questions

Frequency
Annually
**Goal Number 3**
express ideas in APA style (both orally and in writing)

**Report Comments**

We required more APA style related assignments than expected. Oral presentations were required in research methods, senior capstone, psychology of women, seminar, and biological psychology classes. APA styled papers were required in research methods, senior capstone, seminar, biological psychology, and statistics.

Overall, students seem to grasp APA style. All students passed the required oral presentations with a C or better. Most students passed APA styled papers. Specifically:

- The research methods course required 4 APA styled papers. 7 of nine students made a C or better in this course.
- The senior capstone course required one major paper. Three of three students demonstrated sufficient APA stylistic skills. (all As).
- Twelve of thirteen biological psychology students completed their APA styled papers with a grade of C or better.

**Goal Measures Combined**

- Papers and oral from research methods and senior capstone courses

**Frequency**
Annually

---

**Goal Number 4**
apply knowledge of psychology to personal experiences

**Report Comments**

This is perhaps the most difficult of all the SLOs to assess. Instead of embedded test questions, Several assignments addressed this outcome.

First, General Psychology classes required a paper that asked students to relate a psychological concept and research about that concept to their personal experiences. Part of their grade depended on this connection between their experience and the concept. 104 of 140 students passed this assignment with a grade of C or better.

The Psychology of Women class required students to complete journals that related concepts from the class to their personal experiences. All students successfully completed this assignment with a grade of B or better.

**Goal Measures Combined**

- embedded test questions

**Frequency**
Annually
Mission Statement

Changes

The Christian Education degree received a major overhaul as best practices within like institutions of Huntingdon College were explored and a meeting with seasoned Christian educators was convened. Courses were reinstated and new courses were added based on the data received through the best practices study and the recommendations of local Christian Educators. The Christian Education degree had been added the previous academic year (and has been in and out of the curriculum over the past 25 years) without an assessment plan and thus it was not assessed this past academic year (nor were there any graduates of the degree). Internship Reports were considered to be a significant part of the learning goals of the overhauled major thus a member of the department was appointed to create internship documents and begin exploring internship opportunities. This has been achieved AND students began internships in the summer of 2009.

Recommendations

Comments

The Christian education major was only its second year, therefore it had only three majors. Data collection for specific student learning outcomes was therefore quite limited.
<table>
<thead>
<tr>
<th>Goal Number</th>
<th>Report Comments</th>
<th>GoalMeasuresCombined</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal Number 1

Demonstrate a basic knowledge and understanding of Christian Scripture

Report Comments

Goal Measures Combined

- Final exams and/or papers in the two 300 level Bible courses that are required for the degree. Rel 308 Torah; Rel 309 Prophets; Rel 313 Wisdom and Poetic Literature: Rel 312 Jesus and the Gospels; Rel 323 Paul and His Letters; Rel 325 Johannine and other New Testament Texts.

Frequency

Goal Number 2

Demonstrate an understanding of various models of leadership and how those models are reflected in the practice of Christian Education

Report Comments

Goal Measures Combined

- Final Papers for CHED 320 Christian Leadership

Frequency

Goal Number 3

Demonstrate a basic knowledge of the major Christian Doctrines

Report Comments

Goal Measures Combined

- Final Exam and/or Paper in Rel 301 Christian Theology

Frequency

Goal Number 4

Demonstrate an understanding of the development of Human Beings and its implication for Christian Education

Report Comments

Goal Measures Combined

- Final Exam and/or paper in PSYC 327 and CHED 355 Curriculum in Christian Education

Frequency
Goal Number 5

Articulate the day to day job responsibilities of a Christian Educator in a local church

Report Comments

Goal Measures Combined

- CHED 481 Internship Final report
- Comprehensive Planning Paper in CHED 330 Age level Ministries
- Christian Educator Focus Group
- Survey of graduates five years from graduation
- Reports of churches employing our graduates

Frequency
Mission Statement

Changes

There were several significant changes to the Religion Major:

1. The Religion degree was revised and a new assessment plan was put into place during the 2008-2009 academic year.

2. Making REL 302 Christian Theology, a requirement for the major and not just an elective.

3. Making Rel 350 Christian Ethics a requirement and not merely an elective.

4. Requiring REL 221 History of Christianity I and REL 222 History of Christianity II courses. In the “old” religion exit exam 3 of the 7 were below acceptable range (less than 60%) and four were in the acceptable range (above 70%) on Christian Church development. Thus Rel 221 and 222 History of Christianity I and II were added to the required curriculum for Religion majors.

5. Adding requirement for addition Bible course.

Some of these changes were based on data from the old religion exam as well as structured discussions

Previously students did not have to take theology or ethics or church history to graduate with a Religion degree, this was altered, in part based on conversations with officials at graduate schools. During the 2008 and 2009 academic year, the chair of the Religion department engaged in discussion with the Academic Dean at Duke and Candler and discussions with the Admissions person at Yale University. We have recent graduate’s at all three institutions. These conversations helped to guide the department’s decisions to recast the curriculum along traditional seminary lines.

Recommendations

In the past, a major field test, developed in-house was used to assess student learning. Seniors took this test during assessment day. It was determined that this was not an effective instrument for assessing student learning outcomes. An entire new assessment plan was developed.

We had nine graduating seniors of whom seven took an old religion major field exam.

Comments

The Religion Department went through significant changes during the 2008-2009 academic year. A new chairperson from outside of the department was brought to Huntingdon specifically to respond to the needs of the church and Huntingdon’s historic relationship with the United Methodist Church, by reinstating a Christian Education major and adding a Youth Ministry major. The new chairperson has successfully started new Christian Education and Youth Ministry majors at other institutions and has a long history of being a successful administrator. This new person was an additional faculty member for the department. Further a one year appointment in the department was discontinued and a successful national search was engaged to bring an Old Testament scholar to the institution. Thus as of 2009-2010 academic year the Religion Department has three majors: Religion; Christian Education; and Youth Ministry as well as two minors: Christian Education and Religion. AND the Religion faculty now includes five full-time faculty, of which two have tenure.
<table>
<thead>
<tr>
<th>Goal Number</th>
<th>Goal Description</th>
<th>Report Comments</th>
<th>GoalMeasuresCombined</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class Size reduction of 100 level classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Class Size reduction of 200 level Religion classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Supporting current majors and building community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reexamining Recruitment and Publicity</td>
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<td></td>
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</tr>
<tr>
<td>6</td>
<td>Developing a Continuing Education Program</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal Number 7
Support Ongoing Faculty Development

Report Comments

Goal Measures Combined

Frequency
STUDENT LEARNING OUTCOMES

Department Name  Religion
Program Name    Religion

Department Chair Edward Trimmer

Academic Year  2008-09

Goal Number 1
Demonstrate a basic knowledge and understanding of Christian Scripture

Report Comments
In the “old” religion exit exam, of the seven seniors who took the exam, one result was unacceptable (50%); two were marginally acceptable (60%) and four were very good (80% and above).

Goal Measures Combined
• Religion Major Field Test (In-house)

Frequency
Annually

Goal Number 2
Demonstrate a basic knowledge of how the Christian Church Developed

Report Comments
In the “old” religion exit exam 3 of the 7 were below acceptable range (less than 60%) and four were in the acceptable range (above 70%) on Christian Church development. Thus Rel 221 and 222 History of Christianity I and II were added to the required curriculum for Religion majors.

Goal Measures Combined
• Religion Major Field Test (In-house)

Frequency
Annually

Goal Number 3
Demonstrate a basic knowledge of the major Christian Doctrines

Report Comments
In the “old” religion exit exam six of the seven students had an above 70% accuracy rate and one student had an unacceptable rate (below 50%) on theology questions.

Goal Measures Combined
• Religion Major Field Test (In-house)

Frequency
Each semester

Goal Number 4
Develop a working knowledge of the major faith traditions

Report Comments
All Religion majors demonstrated an acceptable level of performance in this learning goal. Over 90% knew the five Pillars of Islam and over 85% were able to identify the major beliefs of Hinduism and Buddhism as demonstrated by the “old” Religion exit exam. Those numbers remained consistent in the Final exams in Rel 233 and Rel 234 for Religion majors.

Goal Measures Combined
• Final Exams in Rel 233; Rel 234; Rel 221 and Rel 222

Frequency
Goal Number 5

Demonstrate an ability to recognize and put together an ethical Christian argument

Report Comments

Goal Measures Combined

• Final Exams in Rel 350

Frequency
Mission Statement

Changes

The decision to delete the Coaching Education major was primarily its lack of practicality and feasibility. Because a majority of school systems do not hire coaches without teaching credentials, the new Physical Education degree program will allow individuals who are interested in working as sport coaches greater opportunities to do so.

Recommendations

Comments
**Program Name**: Coaching Education

**Department Chair**: James Reid

**Academic Year**: 2008-09

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**Goal Number 1**

Discontinue the Coaching Education Degree Program

**Report Comments**

Approval was made by the Huntingdon faculty and signed off by the Dean of Academic Affairs to discontinue the Coaching Education Degree Program.

**Goal Measures Combined**

- Upon approval of the Dean of Academic Affairs

**Frequency**

once

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**Goal Number 2**

Work with students who wish to finish in the program or help them transition into another major

**Report Comments**

**Goal Measures Combined**

- In conjunction with the registrar during advising

**Frequency**

Many times during advising periods

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**Goal Number 3**

Reinstate the Physical Education Teacher Education Degree Program by Fall Semester 2009

**Report Comments**

**Goal Measures Combined**

- Attaining approval by Huntingdon College and the Alabama State Department of Education

**Frequency**

Once, upon approval

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**Goal Number 4**

Hire a new faculty member by May 2009 to teach in and coordinate the Physical Education Teacher Education Degree Program

**Report Comments**

**Goal Measures Combined**

- Attain approval to create a search for a Physical Education faculty member by the Dean of Academic Affairs Office

**Frequency**

Once, upon approval
Goal Number 1
understand the scientific and philosophical bases of athletic coaching

ReportComments

GoalMeasuresCombined
  • Final exams
  • Senior Survey
  • practicum evaluations

Frequency
  yearly

Goal Number 2
understand the teaching-learning process specifically related to athletic coaching

ReportComments

GoalMeasuresCombined
  • Senior portfolio
  • Final exams
  • Senior Survey
  • sport practice plans
  • practicum evaluations

Frequency
  yearly

Goal Number 3
become knowledgeable about planning, organizing, administering, supervising, and assessing various aspects of a balanced physical education and sport program

ReportComments

GoalMeasuresCombined
  • Senior portfolio
  • Final exams
  • sport practice plans
  • practicum evaluations

Frequency
  yearly
Goal Number 4

demonstrate the ability to accurately observe and assess proficiency of athletic skill performance

Report Comments

Goal Measures Combined

- Senior portfolio
- Final exams
- Senior Survey
- sport practice plans
- practicum evaluations

Frequency

yearly

Goal Number 5

understand and appreciate the physical, social, emotional, and intellectual diversity among individual athletes

Report Comments

Goal Measures Combined

- Senior portfolio
- Final exams
- Senior Survey

Frequency

yearly

Goal Number 6

demonstrate an understanding of providing a safe environment for athletic participation and the skill to care for and prevent athletic injuries

Report Comments

Goal Measures Combined

- Senior portfolio
- Final exams
- sport practice plans
- practicum evaluations

Frequency

yearly
Department Name: Sport Studies and Physical Education
Program Name: Human Performance - Exercise Science

Mission Statement

Changes

The department has changed the name of the Human Performance degree to the Sport Studies degree. This name gives both concentrations (Exercise Science and Sport Management) a more identifiable and accurate degree category. This will not affect learning outcomes for the major. We have removed HP 314 Community Health from the program core because of its redundancy with HP 304 Human Wellness and Lifetime Fitness, and have removed CED/HP 325 Sport Leadership from the program core and move it exclusively to the sport management concentration. The course will replace RECR 307 Recreational Programming and Facility Management, which will be removed. These changes will reduce the program core for Sport Studies to 20 semester hours. We have removed the requirements of HP 104 and HP 106 from these 2 programs because these two courses are being modified for the new Physical Education program, and the department does not feel that the courses satisfy any specific learning outcomes for the Sport Studies degree. The department has added MATH 251, CHEM 105, CHEM 115, PHYS 251, and SSPE 315 to the Exercise Science program. This strengthens the program in science and mathematics, making it comparable to other programs in the state and region. This also better prepares students wishing to go on to allied health professional schools such as physical therapy or to graduate schools. These courses are generally requirements for professional graduate programs in allied health. The department has removed RECR 307 as a requirement for the Exercise Science program, as we feel the SSPE 302 course contains sufficient content in programming, organization, and administration for this major.

Recommendations

The program has a good system for gathering appropriate information to assess the program outcomes, but needs a more adequate system for evaluation and recording of the findings. Rubrics, databases, and spreadsheets will be developed to assist in the analysis of gathered data. Goals and program outcomes will need to be reassessed to reflect the current needs of the program. The Office of Institutional Compliance (OIAC) will assist with the development and organization of these tools to ensure compliance with the college and SACS.

Comments

Dr. James Reid will be taking over the role of Program Coordinator for the Sport Studies programs (both exercise science and sport management concentrations).
Goal Number 1
Plan and Purchase equipment for an exercise physiology lab

ReportComments
Funds were used to purchase pedagogical equipment and technology for the exercise physiology lab.

GoalMeasuresCombined
• Attain approval for funds to acquire funds for purchasing the appropriate exercise physiology lab equipment

Frequency
Once, upon approval

Goal Number 2
Purchase new equipment for Delchamps weight room, develop it as a student and faculty fitness facility, and provide student interm/practicum opportunities in the facility

ReportComments
Flooding of the Delchamps weight room has prevented any work in this area.

GoalMeasuresCombined
• Attain approval for upgrading the Delchamps weight room by written proposal and risk assessment of the current equipment and facility

Frequency
Once, upon approval

Goal Number 3
review and strengthen the Exercise Science Program

ReportComments
The exercise science program has been reviewed and course deletions and additions have strengthened the program.

GoalMeasuresCombined
• faculty will review the program and make recommendations for changes

Frequency
once
Goal Number 1

develop a comprehensive knowledge and understanding of movement analysis

Report Comments
Scores from comprehensive exams show this outcome was achieved. Senior capstone portfolios were all excellent, with an average score of 96. A departing faculty member in charge of recording senior surveys and exercise programs development has left the department with incomplete data in this area.

Goal Measures Combined
- Comprehensive Final Exams in Major Courses
- Exercise Programs Developed
- Senior Survey
- Senior Exercise Science Portfolio

Frequency
yearly

Goal Number 2

be able to assess health-related and skill-related aspects of physical fitness

Report Comments
Scores from comprehensive exams show this outcome was achieved. Senior capstone portfolios were all excellent, with an average score of 96. A departing faculty member in charge of recording senior surveys and exercise programs development has left the department with incomplete data in this area.

Goal Measures Combined
- Comprehensive Final Exams in Major Courses
- Exercise Programs Developed
- Senior Survey
- Senior Exercise Science Portfolio

Frequency
yearly

Goal Number 3

understand the legal responsibilities in working as a fitness or exercise specialist

Report Comments
Scores from comprehensive exams show this outcome was achieved. A departing faculty member in charge of recording senior surveys has left the department with incomplete data in this area.

Goal Measures Combined
- Comprehensive Final Exams in Major Courses
- Senior Survey

Frequency
yearly
Goal Number 4

will communicate well both orally and in writing

Report Comments

Scores from comprehensive exams show this outcome was achieved. Senior capstone portfolios were all excellent, with an average score of 96. Senior capstone projects were also excellent with an average score of 95. Oral presentations in major courses show satisfactory achievement, but there needs to be improvement made in this area. A departing faculty member in charge of recording senior surveys and exercise programs development has left the department with incomplete data in this area.

Goal Measures Combined

- Senior Capstone Project
- Comprehensive Final Exams in Major Courses
- Exercise Programs Developed
- Senior Survey
- Oral Presentations
- Senior Exercise Science Portfolio

Frequency

yearly

Goal Number 5

have a foundation that will enable them to have success in graduate school or other professional school in an allied-health area of specialization

Report Comments

Goal Measures Combined

- Senior Capstone Project
- Comprehensive Final Exams in Major Courses
- Exercise Programs Developed
- Senior Survey
- Oral Presentations
- Senior Exercise Science Portfolio

Frequency

yearly

Goal Number 6

be able to perform risk stratification to identify individuals who need physician clearance prior to beginning an exercise program, and have the ability to design sound exercise programs on scientifically founded principles of training

Report Comments

Goal Measures Combined

- Comprehensive Final Exams in Major Courses
- Exercise Programs Developed
- Senior Survey
- Senior Exercise Science Portfolio

Frequency

yearly
Mission Statement

Changes

The department changed the name of the Human Performance degree to the Sport Studies degree. This name gives both concentrations (Exercise Science and Sport Management) a more identifiable and accurate degree category. This will not affect learning outcomes for the major. We would like to remove HP 314 Community Health from the program core because of its redundancy with HP 304 Human Wellness and Lifetime Fitness, and we would like to remove CED/HP 325 Sport Leadership from the program core and move it exclusively to the sport management concentration. The course will replace RECR 307 Recreational Programming and Facility Management, which will be removed. These changes will reduce the program core for Sport Studies to 20 semester hours. We would like to remove the requirements of HP 104 and HP 106 from these 2 programs because these two courses are being modified for the new Physical Education program, and the department does not feel that the courses satisfy any specific learning outcomes for the Sport Studies degree. The Sport Management program has 12 hours in business administration electives. The department has removed PHIL 250 and REL 250 from the elective pool in business administration courses which makes logical sense for the program, since those are not BADM courses, making the program easier to follow.

Recommendations

The program has a good system for gathering appropriate information to assess the program outcomes, but needs a more adequate system for evaluation and recording of the findings. Rubrics, databases, and spreadsheets will be developed to assist in the analysis of gathered data. Goals and program outcomes will need to be reassessed to reflect the current needs of the program. The Office of Institutional Compliance (OIAC) will assist with the development and organization of these tools to ensure compliance with the college and SACS.

Comments

Dr. James Reid will be taking over the role of Program Coordinator for the Sport Studies programs (both exercise science and sport management concentrations).
Program Goals

Department Name  Sport Studies and Physical Education
Program Name  Human Performance - Sport Management
Department Chair  James Reid
Academic Year  2008-09

Goal Number 1

Review and strengthen the Sport Management Program

Report Comments
The sport management program was reviewed by the faculty and some minor changes were made to strengthen the program.

Goal Measures Combined

• Sport Science and Physical Education faculty will review the program and make recommendations for changes

Frequency
Once, upon approval by the Dean of Academic Affairs Office
Goal Number 1
become knowledgeable about planning, organizing, administering, supervising, and assessing various aspects of a balanced physical education and sport program

Report Comments
Internship evaluations and comprehensive final exams in major courses were excellent based on scores. Senior surveys were the responsibility of a departed faculty member. Therefore, the data is incomplete in this area.

Goal Measures Combined
- Internship Evaluations
- Comprehensive Final Exams in Major Courses
- Senior Survey

Frequency
yearly

Goal Number 2
be able to design a risk management plan for a sport and physical education program

Report Comments
Internship evaluations and comprehensive final exams in major courses were excellent based on scores. Senior surveys were the responsibility of a departed faculty member. Therefore, the data is incomplete in this area. There were no senior sport management portfolios submitted this year.

Goal Measures Combined
- Internship Evaluations
- Senior Sport Management Portfolio
- Comprehensive Final Exams in Major Courses
- Senior Survey

Frequency
yearly

Goal Number 3
understand issues related to budgeting and financing of sport and physical education programs or organizations

Report Comments
Internship evaluations and comprehensive final exams in major courses were excellent based on scores. Senior surveys were the responsibility of a departed faculty member. Therefore, the data is incomplete in this area.

Goal Measures Combined
- Internship Evaluations
- Comprehensive Final Exams in Major Courses
- Senior Survey

Frequency
yearly
Goal Number 4
understand the processes of involved in hiring, supervising, and evaluating staff

ReportComments
Internship evaluations and comprehensive final exams in major courses were excellent based on scores. Senior surveys were the responsibility of a departed faculty member. Therefore, the data is incomplete in this area. There were no senior sport management portfolios presented this year.

GoalMeasuresCombined
• Internship Evaluations
• Senior Sport Management Portfolio
• Comprehensive Final Exams in Major Courses
• Senior Survey

Frequency
yearly

Goal Number 5
understand the principles of marketing and promoting in a sport and physical education program or organization

ReportComments
Internship evaluations and comprehensive final exams in major courses were excellent based on scores. Senior surveys were the responsibility of a departed faculty member. Therefore, the data is incomplete in this area. There were no senior sport management portfolios presented this year.

GoalMeasuresCombined
• Internship Evaluations
• Senior Sport Management Portfolio
• Comprehensive Final Exams in Major Courses
• Senior Survey

Frequency
yearly

Goal Number 6
will communicate well both orally and in writing

ReportComments
Internship evaluations and comprehensive final exams in major courses were excellent based on scores. Senior surveys were the responsibility of a departed faculty member. Therefore, the data is incomplete in this area. There were no senior sport management portfolios presented this year. Oral presentations in major courses were deemed satisfactory, but can be improved upon.

GoalMeasuresCombined
• Internship Evaluations
• Comprehensive Final Exams in Major Courses
• Senior Survey
• Senior Sport Management Portfolio
• Oral Presentations

Frequency
yearly
STUDENT LEARNING OUTCOMES

Goal Number 7
understand leadership theory as it relates to sport, physical education, and athletic programs and develops a philosophy of leadership and management

ReportComments
Comprehensive final exams in major courses were excellent based on scores. Senior surveys were the responsibility of a departed faculty member. Therefore, the data is incomplete in this area. There were no senior sport management portfolios presented this year.

GoalMeasuresCombined
• Comprehensive Final Exams in Major Courses
• Senior Survey
• Senior Sport Management Portfolio

Frequency
yearly

Goal Number 8
understand the scientific and philosophical bases of physical education and sport

ReportComments
Comprehensive final exams in major courses were excellent based on scores. Senior surveys were the responsibility of a departed faculty member. Therefore, the data is incomplete in this area. There were no senior sport management portfolios presented this year.

GoalMeasuresCombined
• Comprehensive Final Exams in Major Courses
• Senior Survey
• Senior Sport Management Portfolio

Frequency
yearly
Program GOALS

1. Huntingdon graduates in Sport Studies – Exercise Science will demonstrate the importance of professional development practiced in the field of Exercise Science.

2. Huntingdon graduates in Sport Studies – Exercise Science will demonstrate the ability to communicate well both orally and in writing.

3. Huntingdon graduates in Sport Studies – Exercise Science will develop a comprehensive knowledge and understanding of movement analysis.

4. Huntingdon graduates in Sport Studies – Exercise Science will understand the legal responsibilities in working as a fitness or exercise specialist.

5. Huntingdon graduates in Sport Studies – Exercise Science will be able to assess health-related and skill-related aspects of physical fitness.
Program GOAL.

1. Huntingdon graduates in Sport Studies – Exercise Science will demonstrate the importance of professional development practiced in the field of Exercise Science.

Method of Assessment for above Goal:

a. Means of Assessment:
At least 70% of Huntingdon graduates in Sport Studies – Exercise Science will identify on an alumnus survey that they have obtained, and maintain, membership in at least one professional organization in the field of Exercise Science.

At least 75% of Huntingdon graduates in Sport Studies – Exercise Science responding to an alumnus survey will score three (3) or higher on a five point Likert scale regarding the statement that their undergraduate education prepared them for post graduate school or prepared them to become entry-level professional in exercise science.

At least 75% of Graduating Seniors will be members of at least one professional organization in the field of Exercise Science.

b. Assessment Results:

c. Use of Results:
2. Huntingdon graduates in Sport Studies – Exercise Science will demonstrate the ability to communicate well both orally and in writing.

Method of Assessment for above Goal:

a. Means of Assessment:
At least 50% of Huntingdon graduates in Sport Studies – Exercise Science will have demonstrated in a proficient manner the ability to organize current information and research materials into a formal critique/summary paper with evidence of professional writing skills. This will be a requirement in SSPE 320 and SSPE 433. Rubric assessment will be used.

At least 50% of Huntingdon graduates in Sport Studies – Exercise Science will have demonstrated in a proficient manner the ability to organize current material into a formal oral presentation in at least two (2) courses in the program. This is a requirement in SSPE 408 and SSPE 442.

b. Assessment Results:

c. Use of Results:

3. Huntingdon graduates in Sport Studies – Exercise Science will develop a comprehensive knowledge and understanding of movement analysis.

Method of Assessment for above Goal:

a. Means of Assessment:
At least 75% of Huntingdon graduates in Sport Studies – Exercise Science will have demonstrated mastery of analyzing various human movements and completing a detailed movement analysis project. SSPE 408 and SSPE 320 are the primary courses in which this will be assessed. Rubric grading will be used for lab activities and the movement analysis project.

At least 75% of Huntingdon College graduates in Sport Studies – Exercise Science will score a 70% or better on the program exit examination (Administered each April prior to graduation).

At least 75% of Huntingdon graduates in sport Studies – Exercise Science will demonstrate the ability to synthesize information related to movement analysis by scoring 80 or better on the Senior Capstone project, which will be graded by rubric by 3 departmental faculty members.
<table>
<thead>
<tr>
<th>b. Assessment Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Use of Results:</td>
</tr>
</tbody>
</table>
4. **Huntingdon graduates in Sport Studies – Exercise Science** will understand the legal responsibilities in working as a fitness or exercise specialist

**Method of Assessment for above Goal:**

- **a. Means of Assessment:**
  At least 75% of Huntingdon graduates in Sport Studies – Exercise Science will score 70% or better on the program exit examination.
  
  At least 75% of the students graduating in the program will successfully pass a Personal Trainer Certification Examination.

- **b. Assessment Results:**

- **c. Use of Results:**
5. Huntingdon graduates in Sport Studies – Exercise Science will be able to assess health-related and skill-related aspects of physical fitness.

Method of Assessment for above Goal:

<table>
<thead>
<tr>
<th>a. Means of Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 75% of Huntingdon graduates in Sport Studies – Exercise Science will directly evaluate assessing health and skill-related aspects of physical fitness in the following major courses: SSPE 301, 304, 315, 320, 408, 433, and 442. The average results of practical and written exams in these courses will be 80% or higher.</td>
</tr>
<tr>
<td>At least 75% of Huntingdon students in Sport Studies – Exercise Science will be given a comprehensive assessment of their skills in assessment in either SSPE 481 or SSPE 499, which course they choose to take.</td>
</tr>
</tbody>
</table>

| b. Assessment Results: |

| c. Use of Results: |
Program GOALS

1. Huntingdon graduates in Sport Studies – Sport Management will demonstrate the importance of professional development practiced in the field of Sport Management or related field.

2. Huntingdon graduates in Sport Studies – Sport Management will demonstrate the ability to communicate well both orally and in writing.

3. Huntingdon graduates in Sport Studies – Sport Management will become knowledgeable about planning, organizing, administering, supervising, and assessing various aspects of a balanced physical education and sport program.

4. Huntingdon graduates in Sport Studies – Sport Management will understand leadership theory as it relates to sport, physical education, and athletic programs and develops a philosophy of leadership and management.

5. Huntingdon graduates in Sport Studies – Sport Management will understand principles of marketing and promoting in a sport and physical education program or organization.
Program GOAL.

1. Huntingdon graduates in Sport Studies – Sport Management will demonstrate the importance of professional development practiced in the field of Sport Management or related field.

Method of Assessment for above Goal:

a. Means of Assessment:
At least 70% of Huntingdon graduates in Sport Studies – Sport Management will identify on an alumnus survey that they have obtained, and maintain, membership in at least one professional organization in the field of Sport Management or related field.

At least 75% of Huntingdon graduates in Sport Studies – Exercise Science responding to an alumnus survey will score three (3) or higher on a five point Likert scale regarding the statement that their undergraduate education prepared them for post graduate school or prepared them to become entry-level professional in sport management.

At least 75% of Graduating Seniors will be members of at least one professional organization in the field of sport Management or related field.

b. Assessment Results:

b. Use of Results:
2. Huntingdon graduates in Sport Studies – Sport Management will demonstrate the ability to communicate well both orally and in writing

Method of Assessment for above Goal:

a. Means of Assessment:
At least 50% of Huntingdon graduates in Sport Studies – Sport Management will have demonstrated in a proficient manner the ability to organize current information and research materials into a formal critique/summary paper with evidence of professional writing skills. This will be a requirement in SSPE 320 and the Senior Capstone. Rubric assessment will be used.

At least 50% of Huntingdon graduates in Sport Studies – Sport Management will have demonstrated in a proficient manner the ability to organize current material into a formal oral presentation in at least two (2) courses in the program. This is a requirement in SSPE 302 and SSPE 325.

b. Assessment Results:

c. Use of Results:

3. Huntingdon graduates in Sport Studies – Sport Management will become knowledgeable about planning, organizing, administering, supervising, and assessing various aspects of a balanced physical education and sport program

Method of Assessment for above Goal:

a. Means of Assessment:
At least 75% of Huntingdon graduates in Sport Studies – Sport Management will have demonstrated mastery knowledge by having an 80% average score in the administration courses: SSPE 302 and SSPE 325

At least 75% of Huntingdon College graduates in Sport Studies – Sport Management will score a 70% or better on the program exit examination (Administered each April prior to graduation).

At least 75% of Huntingdon graduates in Sport Studies – Sport Management will earn a C or better in the 12 hours of BADM coursework.

<table>
<thead>
<tr>
<th>b. Assessment Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Use of Results:</td>
</tr>
</tbody>
</table>
### 4. Huntingdon graduates in Sport Studies – Sport Management will understand leadership theory as it relates to sport, physical education, and athletic programs and develops a philosophy of leadership and management.

**Method of Assessment for above Goal:**

**a. Means of Assessment:**

At least 75% of Huntingdon graduates in Sport Studies – Sport Management will score 70% or better on the program exit examination.

At least 75% of Huntingdon students in Sport Studies – Sport Management will score an 80 or above on a leadership philosophy paper in SSPE 325.

At least 75% of Huntingdon students in Sport Studies – Sport Management will score 80 or better on a comprehensive final examination in each core major class.

**b. Assessment Results:**

**c. Use of Results:**
5. Huntingdon graduates in Sport Studies – Sport Management will understand principles of marketing and promoting in a sport and physical education program or organization

Method of Assessment for above Goal:

a. Means of Assessment:

At least 75% of Huntingdon students in Sport Studies – Sport Management will score 80 or higher on a sport marketing plan project in either SSPE 481 or SSPE 499, which ever they choose. This will be graded by three faculty members using rubric grading.

At least 75% of Huntingdon graduates in Sport Studies – Sport Management will score 70% or better on the program exit examination.

b. Assessment Results:

c. Use of Results:
## Plan of Study for Sport Studies: Sport Management for Academic Year 2009-2010

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Notes</th>
<th>May Alternate With</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Fall (12 hours)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 103 English Composition I</td>
<td>3</td>
<td></td>
<td></td>
<td>Core requirement</td>
</tr>
<tr>
<td>FYEX 103 First Year Experience</td>
<td>3</td>
<td></td>
<td></td>
<td>Core requirement</td>
</tr>
<tr>
<td>SSPE 110 Foundations of Sport and Physical Education</td>
<td>3</td>
<td></td>
<td></td>
<td>Part of your major</td>
</tr>
<tr>
<td>REL 101 Survey of the Hebrew Scripture</td>
<td>3</td>
<td></td>
<td></td>
<td>Core requirement</td>
</tr>
<tr>
<td><strong>Freshman Spring (15 hours)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 101 Principles of Biology</td>
<td>3</td>
<td>or BIOL 161</td>
<td></td>
<td>Core requirement</td>
</tr>
<tr>
<td>ENGL 104 English Composition II</td>
<td>3</td>
<td></td>
<td></td>
<td>Core requirement</td>
</tr>
<tr>
<td>Fine Art Req. Fine Art Requirement</td>
<td>3</td>
<td></td>
<td></td>
<td>Social Sci. Req. Core requirement</td>
</tr>
<tr>
<td>MATH 175 Mathematical Concepts for the Natural and Social Sciences</td>
<td>3</td>
<td>or 176, or 255</td>
<td></td>
<td>Core requirement</td>
</tr>
</tbody>
</table>
### Sophomore Fall (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 102</td>
<td>Survey of the New Testament Scripture</td>
<td>3</td>
<td>Core requirement</td>
</tr>
<tr>
<td>CON ELEC</td>
<td>Major Concentration Elective</td>
<td>3</td>
<td>Part of your major</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td>Core requirement</td>
</tr>
<tr>
<td>HIST 101</td>
<td>Western Civilization</td>
<td>3</td>
<td>Core requirement</td>
</tr>
<tr>
<td>Literature Req.</td>
<td>ENGL 211, 212, 221, or 222</td>
<td>3</td>
<td>Core requirement</td>
</tr>
<tr>
<td>PHSC 102</td>
<td>Physical Science</td>
<td>3 or CHEM 105</td>
<td>Biology</td>
</tr>
</tbody>
</table>

### Sophomore Spring (17 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON ELEC</td>
<td>Major Concentration Elective</td>
<td>3</td>
<td>Part of your major</td>
</tr>
<tr>
<td>HIST 102</td>
<td>Western Civilization</td>
<td>3</td>
<td>Core requirement</td>
</tr>
<tr>
<td>SSPE 306</td>
<td>Adapted Physical Education</td>
<td>3</td>
<td>Part of your major</td>
</tr>
<tr>
<td>SSPE 304</td>
<td>Principles of Lifetime Fitness and Wellness</td>
<td>3</td>
<td>Part of your major</td>
</tr>
<tr>
<td>Literature Req.</td>
<td>ENGL 211, 212, 221, or 222</td>
<td>3</td>
<td>Core requirement</td>
</tr>
<tr>
<td>SSPE 207</td>
<td>Emergency Care and Injury Prevention</td>
<td>2</td>
<td>Part of Your Major</td>
</tr>
</tbody>
</table>

### Junior Fall (15 hours)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON ELEC</td>
<td>Major Concentration Elective</td>
<td>3</td>
<td>Part of your major</td>
</tr>
<tr>
<td>SSPE 302</td>
<td>Organization and Administration in Sport and Physical Education</td>
<td>3</td>
<td>Core requirement</td>
</tr>
<tr>
<td>SSPE 203</td>
<td>Sport Psychology</td>
<td>3</td>
<td>Part of your major</td>
</tr>
<tr>
<td>SSPE 307</td>
<td>Recreational Programming and Facility Management</td>
<td>3</td>
<td>Part of your major</td>
</tr>
<tr>
<td>Religion Req.</td>
<td>Religion Requirement</td>
<td>3</td>
<td>Core requirement</td>
</tr>
<tr>
<td></td>
<td><strong>Junior Spring (15 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CON ELEC</td>
<td>Major Concentration Elective</td>
<td>3</td>
<td>Part of your major</td>
</tr>
<tr>
<td>SSPE 320</td>
<td>Motor Behavior</td>
<td>3</td>
<td>Part of your major</td>
</tr>
<tr>
<td>Religion Req.</td>
<td>Religion Requirement</td>
<td>3</td>
<td>Core requirement</td>
</tr>
<tr>
<td></td>
<td>General Elective (Minor, 2nd Major)</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Junior Year Travel (2 hours)</strong></td>
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<tr>
<td></td>
<td>Travel</td>
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<td></td>
<td><strong>Senior Fall (15 hours)</strong></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Notes</td>
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<td>-------------</td>
<td>-----------------------------------------------------</td>
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<tr>
<td>CON ELEC</td>
<td>Major Concentration Elective</td>
<td>3</td>
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</tr>
<tr>
<td>SSPE 314</td>
<td>Community Health</td>
<td>3</td>
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<tr>
<td>SSPE 325</td>
<td>Sport Leadership</td>
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<td>CON ELEC</td>
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<tr>
<td>SSPE 481</td>
<td>Internship in Sport Sciences and Physical Education</td>
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<td>Or SSPE499 Part of your major</td>
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**Human Performance: Sport Management: 119 credit hours**

Plan generated: Friday January 16, 2009
# Plan of Study for Sport Studies: Exercise Science for Academic Year 2009-2010

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<th>Hours</th>
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<th>May Alternate With</th>
<th>Classification</th>
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<tbody>
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<tr>
<td>ENGL 103 English Composition I</td>
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<td>REL 101 Hebrew Scripture</td>
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<td>MATH 251 Calculus I</td>
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<tr>
<td>SSPE 110 Foundations of Physical Education</td>
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<td>ENGL 104 English Composition II</td>
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<td>REL 102 New Testament</td>
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<td>BIOL 101 Principles of Biology</td>
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<td>CHEM 106 General Chemistry II</td>
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### Sophomore Fall (17 hours)

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<tbody>
<tr>
<td>HIST 101</td>
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<td>CHEM 105</td>
<td>General Chemistry I</td>
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<td>CHEM 115</td>
<td>General Chemistry Lab</td>
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<td>BIOL 214</td>
<td>Human Anatomy and Physiology</td>
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<td>SSPE 304</td>
<td>Principles of Lifetime Fitness and Wellness</td>
<td>3</td>
<td>Core requirement</td>
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<tr>
<td>REL</td>
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### Sophomore Spring (15 hours)

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<tr>
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<td>Western Civilization II</td>
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<td>SSPE 304</td>
<td>Principles of Lifetime Fitness and Wellness</td>
<td>3</td>
<td>Part of your major</td>
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<tr>
<td>BIOL 215</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
<td>Part of your major</td>
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<tr>
<td>SSPE 207</td>
<td>Emergency Care and Injury Prevention</td>
<td>2</td>
<td>Part of Your Major</td>
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<tr>
<td>REL</td>
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### Junior Fall (15 hours)

<table>
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<tbody>
<tr>
<td>Literature Req.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>SSPE 301</td>
<td>Training and Conditioning for Performance.</td>
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<td>SSPE 302</td>
<td>Organization and Administration in Sport and Physical Education</td>
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<td>Elective</td>
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<td>Elective Credit</td>
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<td>SSPE 203</td>
<td>Sport Psychology</td>
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<tr>
<td>SSPE 310</td>
<td>Nutrition and Exercise.</td>
<td>3</td>
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<td>SSPE 306</td>
<td>Adapted Physical Education</td>
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<tr>
<td>PHYS 251</td>
<td>Physics I</td>
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<td>SSPE 314</td>
<td>Community Health</td>
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**Junior Spring (14 hours)**

| Literature Req. | ENGL 211, 212, 221, or 222 | 3 | Core requirement |

**Junior Year Travel (2 hours)**

| Travel | 2 |

**Senior Fall (15 hours)**

<table>
<thead>
<tr>
<th>SSPE 325</th>
<th>Sport Leadership</th>
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<td>SSPE 320</td>
<td>Motor Behavior</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credit</td>
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<tr>
<td>SSPE 315</td>
<td>Measurement and Evaluation</td>
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<td>Part of your major</td>
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<td>SSPE 433</td>
<td>Exercise Physiology</td>
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### Senior Spring (12 hours)

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<tr>
<td>SSPE 442</td>
<td>Exercise Testing and Prescription</td>
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<tr>
<td>SSPE 499</td>
<td>Senior Capstone in Sport Sciences and Physical Education</td>
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<td>or SSPE 481 (3 hr)</td>
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<td>SSPE 408</td>
<td>Kinesiology</td>
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Human Performance: Exercise Science: 120 credit hours

Plan generated: Friday January 16, 2009
### Plan of Study for Physical Education for Academic Year 2009-2010

<table>
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<th>Hour</th>
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<tr>
<td><strong>Freshman Fall (15 hours)</strong></td>
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<td>ENGL 103</td>
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<tr>
<td>English Composition I</td>
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<tr>
<td>REL 101</td>
<td>3</td>
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<td>Core requirement</td>
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<tr>
<td>Survey of Hebrew Scriptures I</td>
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<td>MATH 175</td>
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<td>Mathematical Concepts for the Natural and Social Sciences</td>
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<tr>
<td>English Composition II</td>
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<td>REL 102</td>
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<td>Survey of Hebrew Scriptures II</td>
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<td>Principles of Biology</td>
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<td>Emergency Care and Injury Prevention</td>
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<td>Course Name</td>
<td>Credits</td>
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<td>Social Sci. Req.</td>
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<td>Fine Art Req.</td>
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**Sophomore Fall (16 hours)**

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<tr>
<td>EDUC 201</td>
<td>Foundations of Education</td>
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<tr>
<td>HIST 101</td>
<td>Western Civilization</td>
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<td>Core requirement</td>
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<tr>
<td>CHEM 105 or PHSC 102</td>
<td>General Chemistry I or Physical Science</td>
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<td>BIOL 214</td>
<td>Human Anatomy and Physiology</td>
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<tr>
<td>REL</td>
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<td>Core Requirement</td>
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**Sophomore Spring (16 hours)**

<table>
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<tr>
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<th>Course Name</th>
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<tr>
<td>HIST 102</td>
<td>Western Civilization II</td>
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<td>SSPE 304</td>
<td>Principles of Lifetime Fitness and Wellness</td>
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<td>BIOL 215</td>
<td>Human Anatomy and Physiology</td>
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<td>Adapted Physical Education</td>
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**Junior Fall (14 hours)**
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<td>SSPE 352</td>
<td>Teaching and Analysis of Team Sports</td>
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<td>SSPE 320</td>
<td>Motor Behavior</td>
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<td>EDUC 342</td>
<td>Educational Technology</td>
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<td>Part of your major</td>
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<tr>
<td>SSPE 203</td>
<td>Sport Psychology</td>
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<tr>
<td>SSPE 353</td>
<td>Teaching and Analysis of Dual and Individual Sports</td>
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<td>Part of Major</td>
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<td>SSPE 408</td>
<td>Kinesiology</td>
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<td>EDUC 339</td>
<td>Reading in the Content Areas</td>
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<tr>
<td>SSPE 403</td>
<td>Methods of Teaching Physical Education in Elementary Schools</td>
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**Junior Year Travel (2 hours)**

| Travel | 2 |

**Senior Fall (15 hours)**
<table>
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<td>Measurement and Evaluation</td>
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<td>SSPE 433</td>
<td>Exercise Physiology</td>
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<tr>
<td>EDUC 335</td>
<td>Practicum in P-12 Education</td>
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**Senior Spring (12 hours)**

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**Physical Education: 120 credit hours**
### CLASs B EDUCATION PROGRAM CHECKLIST

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<th>Institution:</th>
<th>Huntingdon College</th>
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<tbody>
<tr>
<td>Program:</td>
<td>Physical Education</td>
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<tr>
<td>Total Hours:</td>
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#### General Studies
Shall include courses and/or experiences in the humanities, Social science, mathematics, and science.

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<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENGL 103/104 English Composition I/II</td>
<td>3</td>
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<tr>
<td>English Lit. I, II; American Lit. I, II</td>
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<tr>
<td>ART 210 or MUS 210</td>
<td>3</td>
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<td>Art or Music Appreciation</td>
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#### Humanities: (Shall include 12 hours of English Language Arts for Early Childhood, Elementary, and Special Education Programs.)

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<th>Course</th>
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<tbody>
<tr>
<td>EDUC 201 Foundations of Education</td>
<td>3</td>
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<tr>
<td>EDUC 335 Practicum in P-12 or Sec. Educ.</td>
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<tr>
<td>EDUC 339 Reading in the Content Area</td>
<td>3</td>
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<td>EDUC 342 Educational Technology</td>
<td>2</td>
</tr>
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<td>SSPE 306 Adapted Physical Education</td>
<td>3</td>
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<tr>
<td>SSPE 430 Methods / Teaching PE in Elem. Sch.</td>
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</tr>
<tr>
<td>SSPE 431 Methods / Teaching PE in Sec. Sch.</td>
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</table>

**May be taken prior to TEP admission.

#### Social Science: (Shall include 12 hours for Early Childhood, Elementary, and Special Education Programs.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101/102 Western Civilization I/II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201, PSYC 201, or PSC 201</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Microeconomics, General</td>
<td></td>
</tr>
<tr>
<td>Psychology, American Government</td>
<td></td>
</tr>
</tbody>
</table>

#### Science: (Shall include 12 hours for Early Childhood, Elementary, and Special Education Programs.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 Principles of Biology</td>
<td>3</td>
</tr>
<tr>
<td>(Required prerequisite-BIOL 214 in major)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 105 or PHSC 102 General</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry I or Physical Science</td>
<td></td>
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</tbody>
</table>

#### Mathematics: (Shall include 12 hours for Early Childhood, Elementary, and Special Education Programs.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MATH 175</td>
<td>3</td>
</tr>
<tr>
<td>(MATH 175 required for TEP)</td>
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#### Other:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>FYEX 103 First Year Experience Sem.</td>
<td>3</td>
</tr>
<tr>
<td>REL 101/102 Survey of Hebrew Scriptures</td>
<td>3</td>
</tr>
<tr>
<td>/Survey of New Testament Scriptures</td>
<td></td>
</tr>
<tr>
<td>REL 200 &amp; above level – Biblical content</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Teaching Field*

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

(List all courses required for the teaching field.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SSPE 110 Foundations of Sport &amp; Phys. Ed.</td>
<td>3</td>
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<tr>
<td>SSPE 203 Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSPE 207 Emergency Care/Injury Prevent.</td>
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<tr>
<td>SSPE 302 Org./Adm. In Sport &amp; Phys. Ed.</td>
<td>3</td>
</tr>
<tr>
<td>SSPE 304 Principles Lifetime Fit/Wellness</td>
<td>3</td>
</tr>
<tr>
<td>SSPE 315 Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SSPE 320 Motor Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SSPE 352 Teach/Analysis Team Sports</td>
<td>3</td>
</tr>
<tr>
<td>SSPE 353 Teach/Analysis Dual/Indv. Sports</td>
<td>3</td>
</tr>
<tr>
<td>SSPE 408 Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>SSPE 433 Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 214 Human Anatomy/Physiology I</td>
<td>4</td>
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<tr>
<td>BIOL 215 Human Anatomy/Physiology II</td>
<td>4</td>
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</tbody>
</table>

#### Dean of Education:

Date: ____________________

*English Language Arts shall include courses in English (including grammar and reading), speech, drama or theatre, and journalism. General Social Science shall include courses in economics, geography, history, and political science. General Science shall include courses in biology, chemistry, earth and space sciences, and physics.
Learning Outcomes for Physical Education Major

Acquire knowledge of:

1. **Foundations of physical education; forces influencing the development of physical education programs; effects of participation in physical education programs; and the impact of international changes on the content of physical education programs.**
   
   **Measures:** A, E

2. **Physiological principles of physical activity, including biological sciences pertaining to the structure and function of the human body and human movement; wellness (exercise, nutrition, and health-related fitness, etc.); and prevention of injuries and implementation of emergency procedures.**
   
   **Measures:** A, E

3. **Biomechanical principles of physical activity for analyzing movement, motor behavior and learning, including life-span motor development and psycho-social dimensions of physical activity.**
   
   **Measures:** A, E

4. **Organization, rules, strategies, and safety considerations pertaining to basic movement skills; exercise and health-related fitness; sports skills; dance; gymnastics; games; aquatics, and outdoor leisure pursuits.**
   
   **Measures:** A, B, C, E

5. **Management and organizational principles including scheduling, budgeting, purchasing and maintaining facilities and equipment, and factors to be considered in designing facilities.**
   
   **Measures:** A, E

6. **Techniques of coaching and officiating in a variety of individual, dual, and team sports and techniques for designing and implementing co-curricular activities, such as intramurals, field days, and other special events.**
   
   **Measures:** A, B, C, E

Acquire the Ability to:

7. **Group students appropriately and safely for activity and work effectively with large groups of students.**
   
   **Measures:** B, C, D, H

8. **Relate effectively to a variety of age groups and ability levels simultaneously.**
   
   **Measures:** D, H

9. **Teach a wide variety of skills and activities and modify activities in order to maximize student participation.**
   
   **Measures:** B, C, D, H

10. **Perform proficiently in a wide variety of the skills to be taught in a comprehensive physical education program.**
    
    **Measures:** G

11. **Relate physical education to other disciplines and programs within the school and foster an interdisciplinary approach to teaching.**
    
    **Measures:** A, B, C

12. **Identify and avoid potentially dangerous activities, exercises, equipment, and facilities; implement emergency procedures; and avoid negligence in providing physical education instruction and utilizing facilities, equipment, and supplies.**
    
    **Measures:** A, H
13. Establish good rapport with students and set an example for appropriate attire, hard work, healthful living habits, and physical fitness. Measures: D, H
14. Coach and officiate in a variety of individual, dual, and team sports. Measures: B, C, H

Evaluation Measures:
A. comprehensive exams in major courses – 80 average minimum use a spreadsheet for this
B. lesson plan evaluations – rubric graded 4 times per student, 2 each in SSPE 352 and SPE 353
C. unit plan evaluations – rubric graded 2 times 1 each in SSPE 430 and SSPE 431
D. practicum evaluation – 1 time during practicum
E. exit exam – 70 or better – 1 time per student, senior year
F. student teaching evaluations – 3 times per student
G. comprehensive skill analysis – 1 time per student during last methods course, 70% or better using rubric scoring
Program GOALS

Note: There should be one form AdD for each Division Goal as listed on form AdC.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Huntingdon graduates in Athletic Training will demonstrate the importance of professional development practiced in the field of Athletic Training.</td>
</tr>
<tr>
<td>2.</td>
<td>Huntingdon graduates in Athletic Training will demonstrate the ability to communicate clearly both in an oral and written form.</td>
</tr>
<tr>
<td>3.</td>
<td>Huntingdon graduates in Athletic Training will demonstrate the ability to administer current procedures relative to the prevention, evaluation, recognition, and treatment of injuries to the physically active.</td>
</tr>
<tr>
<td>4.</td>
<td>Huntingdon graduates in Athletic Training will demonstrate comprehension of the interrelatedness of sub-disciplines within and related to the field of Athletic Training.</td>
</tr>
<tr>
<td>5.</td>
<td>Huntingdon graduates in Athletic Training will have an increase in Critical Thinking Skills and apply critical and analytical thought processes in athletic training following completion of the Athletic Training Program.</td>
</tr>
</tbody>
</table>
Program GOAL
Note: There should be one form AdD for each Division Goal as listed on form AdC.

1. Huntingdon graduates in Athletic Training will understand the importance of professional development practiced in the field of Athletic Training.

<table>
<thead>
<tr>
<th>Method of Assessment for above Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Means of Assessment:</td>
</tr>
<tr>
<td>At least 70% of Huntingdon graduates in Athletic Training will identify on an alumnus survey that they have obtained, and maintain, membership in at least one professional organization in the field of Athletic Training.</td>
</tr>
<tr>
<td>At least 75% of Huntingdon graduates in Athletic Training responding to an alumnus survey will score three (3) or higher on a five point Likert scale regarding the statement that their undergraduate education prepared them for post graduate school or prepared them to become entry-level athletic trainers.</td>
</tr>
<tr>
<td>At least 75% of Graduating Seniors will be members of at least one professional organization in the field of Athletic Training. (This is a requirement for ATHT 401 and is a requirement for students sitting for the National Athletic Trainers’ Association board of certification exam.)</td>
</tr>
</tbody>
</table>

| b. Assessment Results: |

| c. Use of Results: |
Program GOAL.
Note: There should be one form AdD for each Division Goal as listed on form AdC.

2. Huntingdon graduates in Athletic Training will demonstrate the ability to communicate clearly both in an oral and written form.

Method of Assessment for above Goal:

a. Means of Assessment:

At least 50% of Huntingdon graduates in Athletic Training will have demonstrated in a proficient manner the ability to organize current information and research materials into a formal critique/summary of current research or into a formal, professional paper in at least five (5) courses in the program. (This is a requirement for each of the following courses ATHT 101, ATHT 103, ATHT 204, ATHT 206, ATHT 304, ATHT 306 and ATHT 400, ATHT 499).

At least 50% of Huntingdon graduates in Athletic Training will have demonstrated in a proficient manner the ability to organize current material into a formal presentation in at least two (2) courses in the program. (This is a requirement for each of the following courses: ATHT 206, ATHT 304, ATHT 306, ATHT 400 and ATHT 499).

Students will maintain records of presentations and/or writing assignments within the corresponding clinical courses. (Clinical Notebooks are required for the following ATHT courses: ATHT 103, ATHT 214, ATHT 216, ATHT 314, ATHT 316, ATHT 401).

b. Assessment Results:

c. Use of Results:
Program GOAL.
Note: There should be one form AdD for each Division Goal as listed on form AdC.

3. Huntingdon graduates in Athletic Training will demonstrate the ability to administer current procedures relative to the prevention, evaluation, recognition, and treatment of injuries to the physically active.

Method of Assessment for above Goal:

a. Means of Assessment:
At least 75% of Huntingdon graduates in Athletic Training will have demonstrated mastery on all clinical proficiencies identified in the Athletic Training Education Program. [As per accreditation, students are required to perform all clinical skills at a level of good or excellent prior to being able to perform the skill in a clinical setting.] (Each clinical course, ATHT 214, ATHT 216, ATHT 314, ATHT 316, ATHT 401, has specific clinical proficiencies and students are required to maintain a clinical notebook for each clinical course for the purpose of documentation.)

At least 75% ATEP students will score a 70% or better on an oral practical lab final on their ability to perform the required skills for each course. (ATHT 214, ATHT 216, ATHT 314, ATHT 316, ATHT 401) Each practical/clinical course has specific competency skills; students are required to maintain a clinical notebook for each clinical course for the purpose of documentation. Additionally, a copy of the oral final for each clinical is in the accreditation file in the ATEP coordinators office.

At least 75% of Huntingdon College ATEP students will score a 70% or better on the end-of-the-year comprehensive examination. (Embedded program assessment at the completion of ATHT 216 [testing knowledge from 101, 204/214 & 206/216] and ATHT 316 [testing knowledge from 101, 103, 204/214, 206/216, 304/314, 306/316]) Copies of results are maintained in the students accreditation file in the ATEP coordinators office.

At least 75% of Huntingdon College graduates in Athletic Training will score a 70% or better on the program exit examination (Administered each April prior to graduation).

At least 75% of the students graduating in the program will successfully pass the NATA Board of Certification Examination.

b. Assessment Results:
c. Use of Results:
Program GOAL
Note: There should be one form AdD for each Division Goal as listed on form AdC.

4. Huntingdon graduates in Athletic Training will understand the interrelatedness of sub-disciplines within and related to the field of Athletic Training.

Method of Assessment for above Goal:

a. Means of Assessment:
At least 75% of Huntingdon graduates in Athletic Training will score 70% or better on the program exit examination.

At least 75% of the students graduating in the program will successfully pass the NATA Board of Certification Examination.

At least 75% of the students will have an overall college GPA of 2.5 or better.

At least 75% of all students will earn a “C” or better in all required courses.

b. Assessment Results:

c. Use of Results:
ASSESSMENT RECORD
for
Athletic Training
Department of Sports Sciences and Physical Education

Date Submitted

Period Covered

Roxanne St. Martin, DPT, ATC
Athletic Training Program Coordinator

Program GOAL
Note: There should be one form AdD for each Division Goal as listed on form AdC.

5. Huntingdon graduates in Athletic Training will have an increase in Critical Thinking Skills and apply critical and analytical thought processes in athletic training following completion of the Athletic Training Program.

Method of Assessment for above Goal:

a. Means of Assessment:

At least 75% of Huntingdon College Athletic Training graduates will increase their raw score on the Watson Glaser Critical Thinking Appraisal from the baseline/entry score collected during their first semester following acceptance into the ATEP to the exit score collected during the last semester enrolled in ATEP clinical coursework.

At least 75% of Huntingdon graduates in Athletic Training will score 70% or better on the written simulation portion of the program exit examination.

At least 75% of the students graduating in the program will successfully pass the NATA Board of Certification Examination.

b. Assessment Results:

c. Use of Results:
## Huntingdon College Athletic Training Education Program

### Assessment Plan of Athletic Training Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Written Exams</th>
<th>Final Exam</th>
<th>Clinical Competencies: Areas Evaluated</th>
<th>Clinical Sub-skills &amp; Proficiencies Areas Evaluated</th>
<th>Mid-term Clinical Evaluation</th>
<th>Final Clinical Evaluation</th>
<th>Oral practical lab final</th>
<th>Yearly Exit Written Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATHT 101</td>
<td>X</td>
<td>X</td>
<td>Risk Management&lt;br&gt;Acute Care&lt;br&gt;Pathology of Injuries &amp; Illnesses&lt;br&gt;Health Care Administration&lt;br&gt;Professional Development</td>
<td>Risk Management&lt;br&gt;Acute Care</td>
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<td>Risk Management&lt;br&gt;Acute Care&lt;br&gt;Pathology of Injuries &amp; Illnesses&lt;br&gt;General Medical Conditions&lt;br&gt;Diagnosis</td>
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<td>Acute Care&lt;br&gt;Pharmacology&lt;br&gt;Therapeutic Modalities&lt;br&gt;Health Care Administration</td>
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<td>Risk Management&lt;br&gt;Diagnosis&lt;br&gt;Acute Care&lt;br&gt;Therapeutic Modalities&lt;br&gt;Health Care Administration</td>
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<td>Risk Management&lt;br&gt;Diagnosis&lt;br&gt;Acute Care&lt;br&gt;Therapeutic Modalities&lt;br&gt;Health Care Administration</td>
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</tbody>
</table>

**Risk Management**

**Acute Care**

**Pathology of Injuries & Illnesses**

**Health Care Administration**

**Professional Development**

**General Medical Conditions**

**Diagnosis**

**Pharmacology**

**Therapeutic Modalities**

**Health Care Administration**

**Written Exam**

**Final Exam**

**Clinical Competencies: Areas Evaluated**

**Clinical Sub-skills & Proficiencies Areas Evaluated**

**Mid-term Clinical Evaluation**

**Final Clinical Evaluation**

**Oral practical lab final**

**Yearly Exit Written Exam**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Prerequisites</th>
<th>Corequisites</th>
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<tbody>
<tr>
<td>ATHT 306</td>
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<td>Pathology of Injuries &amp; Illnesses</td>
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<td>Diagnosis</td>
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<td>Therapeutic Exercise</td>
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<td>Psycho-social Intervention &amp; Referral</td>
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<tr>
<td>BIOL 215</td>
<td>X</td>
<td>X</td>
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<tr>
<td>PSYC 201</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
Mission Statement

Changes

With the implementation of Alabama Mathematics, Science, and Technology Initiative (AMSTI) by the State Department of Education, to strengthen the mathematics and science courses for the Elementary Education major, a search for a faculty member with mathematics and science credentials was instituted. Dr. Henry Walding was hired to strengthen the Elementary Education major in the areas of mathematics and science. (this Met Program Outcome 1)

Plans have been made to block the mathematics and science courses and to block reading and language arts courses beginning with the 2009-2010 academic year.

An exceptional mathematics teacher from Bear Exploration Center taught the mathematics methods course for Spring 2009.

Students in Educ 201, Foundation of Education, which is the first education course, developed their philosophies of education. This is the first step in developing an exemplary portfolio. (Met SOL 4 (a)) The portfolio will be an ongoing assignment for students beginning the program in 2008-2009.

Recommendations

The PEPE assessment which was listed as an assessment tool is being revised by the Alabama State Department of Education and thus will not be used.

Comments

The interns were placed for the first time at the program’s partnership school, Bear Exploration Center. The Center is a magnet school for science, mathematics, and technology. Tinsley Ray, who completed her teacher certification program in 2009, captured a highly coveted teaching position at Bear Exploration Magnet School—a position for which highly skilled veteran teachers throughout the area were vying. According to the principal, Tinsley was hired because of her outstanding performance during her internship and because of the principal’s high regard for the Teacher Education program at Huntingdon College. (Met SOL 5) (Summer Messages, June 8,)
Department Name: Teacher Education  
Program Name: Teacher Education

Department Chair: Ann Reitzammer  
Academic Year: 2008-09

Goal Number 1
The department will strengthen the Elementary Education major in the areas of mathematics and science per the Alabama Mathematics, Science, and Technology Initiative (AMSTI).

Report Comments
With the implementation of Alabama Mathematics, Science, and Technology Initiative (AMSTI) by the Alabama State Department of Education, to strengthen the mathematics and science courses for the Elementary Education major, a search for a faculty member with mathematics and science credentials was instituted. Dr. Henry Walding was hired to strengthen the Elementary Education major in the areas of mathematics and science.

Spring 2009 an exceptional mathematics teacher from Bear Exploration Center taught the mathematics methods course.

Plans were made during the 2008-2009 to block the mathematics and science methods courses to begin in the 2009-2010 academic year.

Goal Measures Combined
- Course content of EDUC 354, Elementary Methods in Mathematics
- Course content of EDUC 356, Elementary Methods in Science

Frequency
Yearly

Goal Number 2.
The department will strengthen technology instruction in the area of practical application for today’s classrooms.

Report Comments
The Checklist of Abilities Alabama Quality Teaching Standards was used to assess technology and to measure if the technology instruction in the area of practical application for today's classroom was met. The section, "Key Indicators: Technologies," page 4, list four abilities. The average score was 3.8 on a 4 point scale with 4 equaling "exceptional."

Goal Measures Combined
- Course content of EDUC 342, Education Technology

Frequency
Yearly

Goal Number 3
100% passing scores on the accepted national teacher's exam, Praxis II, as a result of students receiving exemplary learning experiences and students mastering the content in the following core areas: English/language arts, mathematics, science, and social science.

Report Comments
Prior to the internship semester, all students had passed the PRAXIS II - Elementary Education: Content Knowledge, resulting in a 100% passing rate.

Goal Measures Combined
- Score on the accepted national teacher's exam, Praxis II

Frequency
Each Semester
Goal Number 1

Apply theory into practice thereby providing superior experiences for children.

ReportComments

The Internship Checklist of Abilities for Elementary Education was used to assess how well the students put the theory into practice and to demonstrate knowledge in the areas of language arts, mathematics, music, physical education, reading, science, social studies, visual and performing arts, the writing process as well as more specific abilities. One example, “Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.” The students were scored on 23 areas. The average score was 3.8 on a 4 point scale with 4 equaling “exceptional.” The PEPE assessment which was listed as an assessment tool is being revised by the Alabama State Department of Education.

GoalMeasuresCombined

- Internship Abilities Checklist
- PEPE

Frequency

Semester and yearly

Goal Number 2

Employ current technology required in today’s schools.

ReportComments

The Checklist of Abilities Alabama Quality Teaching Standards was used to assess technology and to measure if the technology instruction in the area of practical application for today’s classrooms was met. The section, “Key Indicators: Technologies,” page 4, list four abilities. The average score was 3.8 on a 4 point scale with 4 equaling “exceptional.” The PEPE assessment which was listed as an assessment tool is being revised by the Alabama State Department of Education.

GoalMeasuresCombined

- Internship Abilities Checklist
- PEPE

Frequency

Semester and yearly
### Goal Number 3
Demonstrate knowledge of the following four core areas: (a) English/language arts, (b) mathematics, (c) sciences, and (d) social sciences.

**Report Comments**
The Internship Checklist of Abilities for Elementary Education was used to assess how well the students put the theory into practice and to demonstrate knowledge in the areas of language arts, mathematics, music, physical education, reading, science, social studies, visual and performing arts, the writing process as well as more specific abilities. One example, “Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.” The students were scored on 23 areas. The average score was 3.8 on a 4 point scale with 4 equaling “exceptional.” The PEPE assessment which was listed as an assessment tool is being revised by the Alabama State Department of Education.

**Goal Measures Combined**
- Internship Abilities Checklist
- PEPE

**Frequency**
Yearly

### Goal Number 4
Present exemplary portfolio evidence of pedagogical experiences, including but not limited to the following: (a) philosophy of education, (b) lesson plans, (c) classroom organization and management, (d) exemplary teaching.

**Report Comments**
Students in Educ 201, Foundation of Education, which is the first education course, developed their philosophies of education. This is the first step in developing an exemplary portfolio. (Met SOL 4 (a)) The portfolio will be an ongoing assignment for students beginning the program in 2008-2009. Portfolios will be turned in at the end of the internship.

**Goal Measures Combined**
- Praxis II exam score
- Internship Abilities Checklist

**Frequency**
Semester

### Goal Number 5
Acquire highly sought after teaching positions.

**Report Comments**
The interns were placed for the first time at the program’s partnership school, Bear Exploration Center, a magnet school for science, mathematics, and technology. Tinsley Ray, completed her teacher certification program Fall 2008, captured a highly coveted teaching position at Bear Exploration Magnet School—a position for which highly skilled veteran teachers throughout the area were vying. According to the principal, Tinsley was hired because of her outstanding performance during her internship and because of the principal’s high regard for the Teacher Education program at Huntingdon College.

**Goal Measures Combined**
- Graduate survey

**Frequency**
Yearly
Elementary Education Assessment Report for 2008-2009

The Checklist of Abilities Alabama Quality Teaching Standards was used to assess the Elementary Education seniors who were completing their last semester, the internship semester. On a 4 point scale with 4 equaling “exceptional,” the students were scored on 76 abilities by their cooperating teachers. The average score was 3.8. (Data attached)

The Checklist of Abilities Alabama Quality Teaching Standards was used to assess technology and to measure if the technology instruction in the area of practical application for today’s classrooms was met. The section, “Key Indicators: Technologies,” page 4, list four abilities. The average score was 3.8 on a 4 point scale with 4 equaling “exceptional.” (Met Program Goal 2) (MET SLO 2)

The Internship Checklist of Abilities for Elementary Education was used to assess how well the students put the theory into practice and to demonstrate knowledge in the areas of language arts, mathematics, music, physical education, reading, science, social studies, visual and performing arts, the writing process as well as more specific abilities One example, “Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.” The students were scored on 23 areas. The average score was 3.8 on a 4 point scale with 4 equaling “exceptional.” (Data attached) (Met SLO 1) (MET SOL 3)

A passing score on the nationally administered exam, PRAXIS, taken prior to each student’s last semester was another assessment tool. Prior to the internship semester, all students had passed the PRAXIS resulting in a 100% passing score. (Data attached.) (Met Program Goal 3)

The PEPE assessment which was listed as an assessment tool is being revised by the Alabama State Department of Education.

Changes made in the pedagogy, curriculum, or program:

- The interns were placed for the first time at the program’s partnership school, Bear Exploration Center. The Center is a magnet school for science, mathematics, and technology. Tinsley Ray, who completed her teacher certification program in 2009, captured a highly coveted teaching position at Bear Exploration Magnet School—a position for which highly skilled
veteran teachers throughout the area were vying. According to the principal, Tinsley was hired because of her outstanding performance during her internship and because of the principal’s high regard for the Teacher Education program at Huntingdon College. (Met SOL 5) (Data attached: Summer Messages, June 8, page 3)

- With the implementation of Alabama Mathematics, Science, and Technology Initiative (AMSTI) by the State Department of Education, to strengthen the mathematics and science courses for the Elementary Education major, a search for a faculty member with mathematics and science credentials was instituted. Dr. Henry Walding was hired to strengthen the Elementary Education major in the areas of mathematics and science. (Met Program Goal 1)

- Plans were made during 2008-2009 to block the mathematics and science courses and to block reading and language arts courses beginning with the 2009-2010 academic year.

- Courses were taught on site at Bear Exploration Center.

- An exceptional mathematics teacher from Bear Exploration Center taught the mathematics methods course.

- Students in Educ 201, Foundation of Education, which is the first education course, developed their philosophies of education. This is the first step in developing an exemplary portfolio. (Met SOL 4 (a)) The portfolio will be an ongoing assignment for students beginning the program in 2008-2009.
The success of every student is the focus of everything we do

- **Huntingdon welcomes the Class of 2013:** About 80 members of the Class of 2013, along with family members, will be on campus later this week for the first Summer Orientation session, June 11-12. Students will meet other classmates, learn about academic expectations, and register for classes, while parents will learn the same information from the parent perspective. The second session is set for July 27-28.

- **White honored by ASCPA:** Accounting professor Barbara White was honored with the 2009 Alabama Society of CPAs Public Service Award during the ASCPA 90th Annual Conference June 4 in Birmingham. She and the Huntingdon accounting program were recognized by the more than 600 leaders in the industry, public accounting, and educators, along with national AICPA representatives in attendance. Congratulations to Ms. White and to Amy Beard Hulsey '90, who also teaches in the program, for affecting the greater good through service to the community, and through living out the Huntingdon motto, "...go forth to apply wisdom in service," every day.

- **Lewis publishes in anthology:** Dr. Jeremy R.T. Lewis, professor of political science, was notified of the acceptance of two chapters he authored for the *Handbook of Public Information Systems*, Third Edition, edited by G. David Garson and Chris Shea, forthcoming in 2009 by CRC Press. The only author to have two chapters in the anthology, Dr. Lewis' topics are "From Electronic FOIA (EFOIA) to e-Government: the Development of Online Official Information Services, 1985-2009," and "Tide of Security Secrecy, Tide of Transparency: The G.W. Bush and Obama Administrations, 2001-2009."

- **P.E. program approved:** The State Department of Education has formally approved Huntingdon’s new physical education teacher certification program for fall 2009. Congratulations to the faculty in the Department of Teacher Education and the Department of Sport Studies and Physical Education, as well as to Renee Byrd Carlisle '76, administrative assistant in teacher education, Maryann Mooney Beck '92, registrar, and Dr. Kyle Fedler, vice president for academic affairs and dean of faculty, for assembling and reviewing the appropriate paperwork.

- **McDavid joins admission staff:** Huntingdon welcomes Jenny McDavid as an admission counselor in the Office of Admission, beginning today. She can be reached at jmcdavid@huntingdon.edu or (334) 833-4496.

Are you searching for ...?

- A number of staff and faculty changes have taken place this summer, so you may be searching for a few people who have changed offices and/or phone numbers. (Phone lists are available in the Print Shop.)
  - Adam Cotant '09 has joined the Office of Residence Life as coordinator of intramurals. He can be reached at (334) 833-4042 or intramurals@huntingdon.edu.
Tommy Dismukes ’83, director of enrollment management and operations for the Adult Degree Completion Program, has moved to Wilson 113 and can be reached at (334) 833-4402; tdismukes@.

Dr. Erastus C. Dudley, professor of biology and assistant vice president for academic affairs, has moved to Flowers 109 (the former President's Conference Room) and can be reached at (334) 833-4582; tdudley@.

Laura Hinds Duncan ’94, vice president for enrollment management, has moved to the Office of Admission and is reachable at (334) 833-4069; lduncan@.

Karen Graham, student account manager, has moved from the back window to the front window in the Cashier's Office. Her phone is now (334) 833-4404; kgraham@.

Donna King, College receptionist and administrative assistant, Office of Admission, has moved to Room 117 (the main office in the Office of Admission) and is reachable at (334) 833-4497; dking@ or admiss@.

Congratulations to:

- **Warren "Buddy" Allen ’63**, of Texarkana, Arkansas, former general manager of Domtar Industries, who was recognized with the 2009 Ray H. Cross Community Service Award from the Technical Association of the Pulp and Paper Industry and the Paper Industry Management Association. Allen earned his master's degree at the University of Virginia's Darden School of Business after graduating from Huntingdon. In 2005, he was named Mill Manager of the Year by PIMA.

- **Dave Barkalow ’03**, former College chaplain, who graduated from Duke Divinity School this fall and will be commissioned at Annual Conference this week as a provisional elder and appointed to an associate position at First United Methodist Church, Marianna, Florida.

- **Lane Davis ’03**, who graduated from Harvard Divinity School earlier this summer.

- **Emily Dueitt ’06**, who graduated from Duke Divinity School and will be commissioned at Annual Conference this week as a provisional deacon.

- **Kyle Eller ’10** (Business Administration; Birmingham), who has been accepted to play baseball in a wooden bat league known as the Boise Summer League in Boise, Idaho. The league plays 30 games over an 8-week span and showcases collegiate baseball talent from every level, including NCAA Divisions I, II, and III, NAIA, and Junior College. He begins his commitment June 13.

- **Stephanie Hicks**, admission counselor, and **Stephen Hicks**, assistant football coach, on the birth of their second child, daughter Kloey Caton Hicks, born Tuesday, June 2, at 12:57 a.m. Kloey weighed 6 pounds, 15 ounces, and was 19 inches long.

- **Elizabeth Keeble ’05**, who has been accepted to enter the University of South Alabama School of Medicine this summer. Elizabeth is the third Huntingdon alum in the entering USA medical school class this year, in addition to Joseph Sewell ’09 and Sean Sinclair ’09.

- **Woods Lisenby ’11** (Religion/English; Dothan), who is spending much of his summer in service to children and youth. He serves as a youth worship leader at St. James United Methodist Church, Montgomery; is working at a Student Life Camp at Shacco Springs this week; and will lead Vacation Bible Schools in the Bahamas and in Brazil this summer.

- **Jenny Miller ’06**, who graduated from Yale Divinity School this summer and was appointed to an associate position at First United Methodist Church, Huntsville, during the North Alabama Annual Conference last week.

- **Tinsley Ray ’09**, who captured a highly coveted teaching position at Bear Exploration Magnet School—a position for which highly skilled veteran teachers throughout the area were vying. According to the principal, Tinsley was hired because of her outstanding performance during her internship and because of the principal's high regard for the Teacher Education program at Huntingdon College. Hawk 'em!
Former Board of Trustees chairman W. Kendrick Upchurch III, who was recognized by the full board at their May meeting, his last as chair, when the Board presented a resolution in his honor. He is succeeded as chair by the first alumnus since the Honorable P. Dale Segrest '72 served as chair in the late 1990s, David Hudson '83, president of Dixie Pulp and Paper Company in Tuscaloosa.

Lend a helping hand:

- Brittney McCurry '11 (Business Administration; Montgomery) will be locked up "for good" for the Muscular Dystrophy Association at the East Montgomery Executive Lock-up Thursday, June 18. Her bail is set at $2,600, and she needs our help to raise funds for this great cause. To donate, visit https://www.joinmda.org/MyLockup/MyHomepage/tabid/74475/Participant/bmccurry/Default.aspx

Our thoughts and prayers are extended to:

- Kristina Bruner Fielder '09 and her husband, Jeremy, as they search for a place to live after their home was destroyed by fire just two weeks after they were married this summer. Thank you to everyone in the Huntingdon family who has offered prayers and to those who have donated items and money to help this young couple as they rebuild their lives.

- Nordis Smith, reference librarian, who was hospitalized with pneumonia two weeks ago.

A Centennial in Montgomery moment:

47 years ago (1962): Lynn Livingston Marsh'62 was the first Huntingdon alum to join the newly formed (under President John F. Kennedy) Peace Corps. Intercollegiate baseball was added under head coach John Mabry '62. Women students were granted permission to date on Sundays for the first time. Rachel Carson's book, Silent Spring, ushered in the environmental movement. Alan Shepherd became the first American in space, while John Glenn was the first American in orbit. U.S. troops increased to 8,000 in Vietnam and were given permission to fire upon the Viet Cong. The Cuban Missile Crisis took place. The Catholic Church modernized in the Vatican II. Marilyn Monroe was found dead at age 38.

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See past issues of Monday Messages here: http://www.huntingdon.edu/news/monday_messages/index_html

Coming Events: http://www.huntingdon.edu/events/index_html

Summer Messages are published periodically during the summer as an e-publication of the Office of Communications. Faculty, staff, students, Alumni Board members and trustees receive this publication automatically; all others receiving this email have requested to be included on this mailing list. To subscribe or unsubscribe, send an email to Su Ofe at ofe@huntingdon.edu. To submit news, send an email to Su Ofe by the end of the day Friday prior to publication.

www.huntingdon.edu
http://twitter.com/gohuntingdon

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Su Ofe
Associate Vice President
for Communications and Marketing
Office of Communications
Flowers Hall, Room 103
Huntingdon College
1500 East Fairview Avenue
Praxis II

Elementary Ed: Content Knowledge

Passing Score for Alabama: 137

Scores for Huntingdon College Interns (Student Teachers) for 2008 – 2009.

(Passing score must be attained before student is allowed to take EDUC 493: Internship.)

<table>
<thead>
<tr>
<th>Student (by initials)</th>
<th>Passing Score</th>
<th>Previous Scores (if taken more then once)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D B</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>L D</td>
<td>167</td>
<td></td>
</tr>
<tr>
<td>C L</td>
<td>147</td>
<td></td>
</tr>
<tr>
<td>T R</td>
<td>147</td>
<td></td>
</tr>
<tr>
<td>B B</td>
<td>159</td>
<td></td>
</tr>
<tr>
<td>K B</td>
<td>159</td>
<td></td>
</tr>
<tr>
<td>M D</td>
<td>141 136</td>
<td></td>
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<tr>
<td>W H</td>
<td>157</td>
<td></td>
</tr>
<tr>
<td>D H</td>
<td>154 136</td>
<td></td>
</tr>
</tbody>
</table>
Huntingdon College  
Internship Checklist of Abilities  
Alabama Quality Teaching Standards  
Elementary Education EDUC 493; Secondary Programs EDUC 497; P – 12 Programs EDUC 498  
W. Horn, D. Hurt  

Cooperative Teacher:  S. Rief, C. Kenny, T. Roy, K. Sheridan, B. Moates, T. Carnes, A. Marshall, R. Norred, C. Stallworth, M. Rocheleau, S. Grant  
College Supervisor:  A. Reitzammer & C. Barker  

Prospective Teachers are required to demonstrate satisfactory performance of the following abilities by the conclusion of their program of study:  

**Score:** 4 = Exceptional; 3 = Proficient; 2 = Basic; 1 = Unacceptable*  

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Date</th>
<th>Score</th>
<th>Comments/Observer Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Indicators: Academic Discipline</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ability to use students’ prior knowledge and experiences to introduce new subject-area related content.</td>
<td>2008 - 2009</td>
<td>3.88</td>
<td>18 scores/70 points</td>
</tr>
<tr>
<td>2. Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.</td>
<td>2008 - 2009</td>
<td>3.72</td>
<td>18/67</td>
</tr>
<tr>
<td>3. Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>10/69</td>
</tr>
<tr>
<td><strong>Key Indicators: Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.</td>
<td>2008 - 2009</td>
<td>3.72</td>
<td>18/67</td>
</tr>
<tr>
<td>2. Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.</td>
<td>2008 - 2009</td>
<td>3.88</td>
<td>18/70</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td>Date</td>
<td>Score</td>
<td>Comments/Observer Initials</td>
</tr>
<tr>
<td><strong>Key Indicators: Human Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.</td>
<td>2008 - 2009</td>
<td>3.77</td>
<td>18/68</td>
</tr>
<tr>
<td>2. Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student’s achievement.</td>
<td>2008 - 2009</td>
<td>3.77</td>
<td>18/68</td>
</tr>
<tr>
<td>3. Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td><strong>Key Indicators: Organization and Management</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.</td>
<td>2008 - 2009</td>
<td>3.77</td>
<td>18/68</td>
</tr>
<tr>
<td>2. Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>3. Ability to collect and use data to plan, monitor, and improve instruction.</td>
<td>2008 - 2009</td>
<td>3.77</td>
<td>18/68</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Score</td>
<td>Comments/Observer Initials</td>
</tr>
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</tr>
<tr>
<td>4. Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>5. Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.</td>
<td>2008 - 2009</td>
<td>3.66</td>
<td>18/66</td>
</tr>
<tr>
<td><strong>Key Indicators: Learning Environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>2. Ability to communicate with parents and/or families to support students’ understanding of appropriate behavior.</td>
<td>2008 - 2009</td>
<td>3.77</td>
<td>18/68</td>
</tr>
<tr>
<td>3. Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>4. Ability to use individual behavioral support plans to proactively respond to the needs of all students.</td>
<td>2008 - 2009</td>
<td>3.77</td>
<td>18/68</td>
</tr>
<tr>
<td>5. Ability to create a print/language-rich environment that develops/extends students’ desire and ability to read, write, speak, and listen.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>6. Ability to encourage students to assume increasing responsibility for themselves and to support one another’s learning.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td><strong>Key Indicators: Instructional Strategies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>2. Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>3. Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.</td>
<td>2008 - 2009</td>
<td>3.88</td>
<td>18/70</td>
</tr>
<tr>
<td>4. Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.</td>
<td>2008 - 2009</td>
<td>3.77</td>
<td>18/68</td>
</tr>
<tr>
<td>5. Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>6. Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.</td>
<td>2008 - 2009</td>
<td>3.88</td>
<td>18/70</td>
</tr>
<tr>
<td><strong>Key Indicators: Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>Date</td>
<td>Score</td>
<td>Comments/Observer Initials</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.93</td>
<td>16/63</td>
<td></td>
</tr>
<tr>
<td>2. Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.88</td>
<td>17/66</td>
<td></td>
</tr>
<tr>
<td>3. Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.76</td>
<td>17/64</td>
<td></td>
</tr>
<tr>
<td>4. Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.78</td>
<td>14/53</td>
<td></td>
</tr>
<tr>
<td>5. Ability to develop rubrics and to teach students how to use them to assess their own performance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.88</td>
<td>17/66</td>
<td></td>
</tr>
<tr>
<td>6. Ability to develop and select appropriate performance assessments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.76</td>
<td>17/64</td>
<td></td>
</tr>
<tr>
<td>7. Ability to engage all students in assessing and understanding their own learning and behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.73</td>
<td>15/56</td>
<td></td>
</tr>
<tr>
<td>8. Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key Indicators: Oral and Written Communications**

<table>
<thead>
<tr>
<th>Date</th>
<th>Score</th>
<th>Comments/Observer Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 - 2009</td>
<td>3.94</td>
<td>18/71</td>
</tr>
<tr>
<td>1. Ability to model appropriate oral and written communications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.88</td>
<td>18/70</td>
</tr>
<tr>
<td>2. Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.82</td>
<td>17/65</td>
</tr>
<tr>
<td>3. Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.77</td>
<td>18/68</td>
</tr>
<tr>
<td>4. Ability to integrate skill development in oral and written communications into all content areas that one teaches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.66</td>
<td>18/66</td>
</tr>
<tr>
<td>5. Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key Indicators: Reading**

<table>
<thead>
<tr>
<th>Date</th>
<th>Score</th>
<th>Comments/Observer Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 - 2009</td>
<td>3.82</td>
<td>17/65</td>
</tr>
<tr>
<td>1. Ability to integrate reading instruction into all content areas that one teaches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.75</td>
<td>16/60</td>
</tr>
<tr>
<td>2. Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key Indicators: Mathematics**

<table>
<thead>
<tr>
<th>Date</th>
<th>Score</th>
<th>Comments/Observer Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 - 2009</td>
<td>3.80</td>
<td>15/57</td>
</tr>
<tr>
<td>1. Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3.80</td>
<td>15/57</td>
</tr>
<tr>
<td>2. Ability to communicate with others about mathematical concepts, processes, and symbols.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Key Indicators: Technology

<table>
<thead>
<tr>
<th>1. Ability to integrate technology into the teaching of all content areas.</th>
<th>2008 - 2009</th>
<th>3.70</th>
<th>17/63</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ability to facilitate students’ individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.</td>
<td>2008 - 2009</td>
<td>3.77</td>
<td>18/68</td>
</tr>
<tr>
<td>3. Ability to use technology to assess student progress and manage records.</td>
<td>2008 - 2009</td>
<td>3.88</td>
<td>17/66</td>
</tr>
<tr>
<td>4. Ability to evaluate students’ technology proficiency and students’ technology-based products within content areas.</td>
<td>2008 - 2009</td>
<td>3.81</td>
<td>16/61</td>
</tr>
</tbody>
</table>

### Diversity

#### Date Score Comments/Observer Initials

### Key Indicators: Cultural, Ethnic and Social Diversity

<table>
<thead>
<tr>
<th>1. Ability to develop culturally responsive curriculum and instruction, i.e. model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.</th>
<th>2008 - 2009</th>
<th>3.77</th>
<th>18/68</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.</td>
<td>2008 - 2009</td>
<td>3.77</td>
<td>18/68</td>
</tr>
</tbody>
</table>

### Key Indicators: Language Diversity

<table>
<thead>
<tr>
<th>1. Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that related to language learning.</th>
<th>2008 - 2009</th>
<th>3.80</th>
<th>15/57</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom.</td>
<td>2008 - 2009</td>
<td>3.76</td>
<td>13/49</td>
</tr>
</tbody>
</table>

### Key Indicators: Special Needs

<table>
<thead>
<tr>
<th>1. Ability to identify and refer students for diagnosis for special services.</th>
<th>2008 - 2009</th>
<th>3.70</th>
<th>10/37</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.</td>
<td>2008 - 2009</td>
<td>3.75</td>
<td>12/45</td>
</tr>
</tbody>
</table>

### Key Indicators: Learning Styles

<table>
<thead>
<tr>
<th>1. Ability to help students assess their own learning styles and to build upon identified strengths.</th>
<th>2008 - 2009</th>
<th>3.76</th>
<th>17/64</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ability to design learning experiences that engage all learning styles.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
</tbody>
</table>

### Key Indicators: General

<table>
<thead>
<tr>
<th>1. Ability to create a learning community in which individual differences are respected.</th>
<th>2008 - 2009</th>
<th>3.88</th>
<th>18/70</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ability to assess and diagnose individual students’ contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.</td>
<td>2008 - 2009</td>
<td>3.72</td>
<td>18/67</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Date</td>
<td>Score</td>
<td>Comments/Observer Initials</td>
</tr>
<tr>
<td>----------------</td>
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<td>-------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Key Indicators: Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ability to involve parents and/or families as active partners in planning and supporting student learning.</td>
<td>2008-2009</td>
<td>3.76</td>
<td>17/64</td>
</tr>
<tr>
<td>2. Ability to share instructional responsibilities of students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.</td>
<td>2008-2009</td>
<td>3.76</td>
<td>17/64</td>
</tr>
<tr>
<td>3. Ability to share responsibility for all students’ learning across the school and collaborate with colleagues to support every student’s growth.</td>
<td>2008-2009</td>
<td>3.76</td>
<td>17/64</td>
</tr>
<tr>
<td>4. Ability to participate as reflective members of different types of teams including, but not limited to, Building Based Student Support Teams.</td>
<td>2008-2009</td>
<td>3.66</td>
<td>12/44</td>
</tr>
<tr>
<td>5. Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include individual Education Plans and other plans such as Section 504 goals for students with disabilities.</td>
<td>2008-2009</td>
<td>3.70</td>
<td>10/37</td>
</tr>
<tr>
<td>6. Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equality as partners.</td>
<td>2008-2009</td>
<td>3.82</td>
<td>17/65</td>
</tr>
<tr>
<td>7. Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.</td>
<td>2008-2009</td>
<td>3.88</td>
<td>18/70</td>
</tr>
<tr>
<td><strong>Key Indicators: Continuous, Lifelong Professional Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment.</td>
<td>2008-2009</td>
<td>3.77</td>
<td>18/68</td>
</tr>
<tr>
<td>2. Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.</td>
<td>2008-2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>3. Ability and willingness to inquire into one’s own practice by designing action research to determine the effectiveness of identified instructional strategies.</td>
<td>2008-2009</td>
<td>3.81</td>
<td>16/61</td>
</tr>
<tr>
<td>4. Ability to participate in the creation and nurturance of a learning environment that supports standards-based inquiry, reflective practice, and collaborative learning for teachers at all stages of their careers.</td>
<td>2008-2009</td>
<td>3.81</td>
<td>16/61</td>
</tr>
<tr>
<td><strong>Key Indicators: Alabama-Specific Improvement Initiatives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ability to integrate statewide programs and initiatives into the curriculum and instructional processes</td>
<td>2008-2009</td>
<td>3.76</td>
<td>17/17/64</td>
</tr>
<tr>
<td>2. Ability to communicate with students, parents, and the public about Alabama’s assessment system and major state educational improvement initiatives.</td>
<td>2008-2009</td>
<td>3.78</td>
<td>14/53</td>
</tr>
<tr>
<td><strong>Key Indicators: School Improvement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ability to participate in school improvement planning by working collaboratively with teams focused on specific improvement initiatives.</td>
<td>2008-2009</td>
<td>3.63</td>
<td>11/40</td>
</tr>
<tr>
<td>2. Ability to assume increased leadership responsibility in school, district, and state improvement initiatives over the course of one’s professional career.</td>
<td>2008-2009</td>
<td>3.69</td>
<td>13/48</td>
</tr>
</tbody>
</table>
### Key Indicators: Ethics

<table>
<thead>
<tr>
<th>Date</th>
<th>Score</th>
<th>Comments/Observer Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 - 2009</td>
<td>3.94</td>
<td>18/71</td>
</tr>
</tbody>
</table>

1. Ability to use and maintain confidential student information in an ethical and professional manner.

2. Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and internet-user protection policies.

### Key Indicators: Local, State, and Federal Laws and Policies

<table>
<thead>
<tr>
<th>Date</th>
<th>Score</th>
<th>Comments/Observer Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 - 2009</td>
<td>3.82</td>
<td>17/65</td>
</tr>
</tbody>
</table>

1. Ability to access school, community, state, and other resources and referral services.

2. Ability to access resources to gain information about federal, state, district, and school policies and procedures.

3. Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications.

*Scoring:

1. Unacceptable: Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be undertaken immediately.

2. Basic: Indicates the performance is acceptable but needs additional work and attention. Additional activities are required for performance to meet outcomes.

3. Proficient: Indicates the performance meets and sometimes exceeds expectations. Current practices are clearly acceptable.

4. Exceptional: Indicates the performance is outstanding. No improvement is readily identifiable.

Please sign and date below at the end of the internship.

Cooperating Teacher: ____________________________  Date: _______________

College Supervisor: _____________________________  Date: _______________

Additional Comments (below and on back):
Prospective Elementary teachers are required to demonstrate satisfactory performance of the following abilities by the conclusion of their program of study:

Score: 4 = Exceptional; 3 = Proficient; 2 = Basic; 1 = Unacceptable*

<table>
<thead>
<tr>
<th>Ability To:</th>
<th>Date</th>
<th>Score</th>
<th>Comments and Observer Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use manipulative materials and play as instruments for enhancing development and learning.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18 scores/69 points</td>
</tr>
<tr>
<td>Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in preschool and elementary-aged children.</td>
<td>2008 - 2009</td>
<td>3.82</td>
<td>17/65</td>
</tr>
<tr>
<td>To facilitate children’s development and skills in:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communication,</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>creative expression,</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>inquiry,</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>reasoning,</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>and interpersonal relationships.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>Respond to children at the appropriate developmental level.</td>
<td>2008 - 2009</td>
<td>3.82</td>
<td>17/65</td>
</tr>
<tr>
<td>Teach health education.</td>
<td>2008 - 2009</td>
<td>3.80</td>
<td>15/57</td>
</tr>
<tr>
<td>Teach language arts.</td>
<td>2008 - 2009</td>
<td>3.75</td>
<td>16/60</td>
</tr>
<tr>
<td>Ability To:</td>
<td>Date</td>
<td>Score</td>
<td>Comments and Observer Initials</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------------</td>
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<td>--------------------------------</td>
</tr>
<tr>
<td>Teach mathematics.</td>
<td>2008 - 2009</td>
<td>3.76</td>
<td>13/49</td>
</tr>
<tr>
<td>Teach music.</td>
<td>2008 - 2009</td>
<td>3.77</td>
<td>9/34</td>
</tr>
<tr>
<td>Teach physical education.</td>
<td>2008 - 2009</td>
<td>3.90</td>
<td>10/39</td>
</tr>
<tr>
<td>Teach reading.</td>
<td>2008 - 2009</td>
<td>3.81</td>
<td>16/61</td>
</tr>
<tr>
<td>Teach science.</td>
<td>2008 - 2009</td>
<td>3.78</td>
<td>14/53</td>
</tr>
<tr>
<td>Teach social studies.</td>
<td>2008 - 2009</td>
<td>3.73</td>
<td>15/56</td>
</tr>
<tr>
<td>Teach visual and performing arts.</td>
<td>2008 - 2009</td>
<td>3.73</td>
<td>15/56</td>
</tr>
<tr>
<td>Work effectively with children in kindergarten, primary and upper elementary grades over an extended period of time.</td>
<td>2008 - 2009</td>
<td>3.83</td>
<td>18/69</td>
</tr>
<tr>
<td>Apply inquiry strategies to teach mathematics and science, including those advocated by the Alabama, Math, Science, and Technology Initiative.</td>
<td>2008 - 2009</td>
<td>3.80</td>
<td>15/57</td>
</tr>
<tr>
<td>Select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence.</td>
<td>2008 - 2009</td>
<td>3.73</td>
<td>15/56</td>
</tr>
<tr>
<td>Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.</td>
<td>2008 - 2009</td>
<td>3.73</td>
<td>15/56</td>
</tr>
<tr>
<td>Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.</td>
<td>2008 - 2009</td>
<td>3.73</td>
<td>15/56</td>
</tr>
</tbody>
</table>

*Scoring:*

1 **Unacceptable:** Indicates the performance on this outcome or indicator is **not acceptable**. Improvement activities must be undertaken immediately.

2 **Basic:** Indicates the performance is **acceptable** but needs additional work and attention. Additional activities are required for performance to meet outcomes.

3 **Proficient:** Indicates the performance **meets** and sometimes exceeds expectations. Current practices are clearly acceptable.

4 **Exceptional:** Indicates the performance is **outstanding**. No improvement is readily identifiable.

Please sign and date below at the end of the internship.

Cooperating Teacher: __________________________________________ Date: ______________

College Supervisor: __________________________________________ Date: ______________

Additional Comments (on back):