

PET FORM
Planning and Evaluation Tracking
(2011-2012 Assessment Period)

Division of: Behavioral Studies

Person Responsible for this Division: Jerry Moller

Department of: Social Sciences

Person Responsible for this Form: Jerry Moller and Full-time Social Science faculty

Purpose Statement (With Last Updated Date): To increase each student's potential to contribute to a complex global environment (last reviewed fall 2011).

Goal Statement #1:

Enhance student's understanding of and appreciation for the nation's founding principles related to the constitution and democratic ideals.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

1a. Using an embedded pre-test and post-test format, it is predicted that students enrolled in Government and History courses will show a statistically significant (.01 to .000) improvement in correctly answering ten questions demonstrating a knowledge of the nation's founding principles. These principles will include issues such as republican form of government, separation of powers, separation of church and state, a sense of democratic principles and understanding of the role of the Constitution in guiding national events.

1b. Using an embedded pre-test and post-test format, a statistically significant (.01 to .000) shift will be seen in students enrolled in Government and History courses, demonstrating a change in knowledge and attitudes toward more democratic ideals and away from autocratic and authoritarian interpretations of the nation's founding principles.

- Results (Provide Numbers and Percentages for Quantitative Data)
N/A – New Goal and Outcome
- Analysis
 - Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement):
- Improvements
 - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
Items on this outcome assessment were reworked to focus more on skill and attitude outcomes and will be implemented Fall 2011 and Spring 2012.
 - Evaluate Why Improvements Were Successful/Were Not Successful:
N/A - No data collected
 - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
No budgetary impact

- Recommendations/Actions for 2011-2012
 - Person Responsible (Who will complete the action?):
Full-time Social Sciences Faculty
 - Action Plan:
Social Sciences faculty have developed and will implement a pre-test and post-test approach to measure student outcomes in GOVT 2305 and HIST 1301 with a data set of at least 300 students. The pool of data points will be expanded Spring 2012 by administering the same formatted instrument to a larger student group including on-line courses. The questions are written in such a manner as to assess three major categories: democratic attitudes, rule of law, and nation's founding principles.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
The ten question pre-test will be given prior to the 12th class day roster submission and a post-test administered during the final week of classes. Currently over 300 students enrolled in HIST 1301 and GOVT 2305 have completed the pre-test as of October 6, 2011. Spring 2012 the following on-line course will participate in this outcome assessment process: HIST 1301, GOVT 2305, HIST 2311 and HIST 2322.
 - Budget Information Needed for Future Action (Cost/Details):
No budgetary impact
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Goal Statement #2:

Enhance student's basic understanding and appreciation of cultural geography.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Using an embedded pre and post-test format students enrolled in GEOG 1302 will show significant (.01 to .000) improvements in demonstrating knowledge of basic geographical concepts and locations.

- Results (Provide Numbers and Percentages for Quantitative Data)
N/A – New Goal and Outcome
- Analysis
 - Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement):
GEOG 1302 is an on-line course offered once per semester with small student enrollments. Due to problems with AC's LMS system previous by data was not available.
- Improvements
 - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
None
 - Evaluate Why Improvements Were Successful/Were Not Successful:
No data collected
 - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
No budgetary impact

- Recommendations/Actions for 2011-2012
 - Person Responsible (Who will complete the action?):
Dr. Brian Farmer
 - Action Plan:
This goal will be eliminated for future consideration due to the following reasons: small student enrollment, course only offered on-line, and course only offered once per semester
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
Immediate – no pre-test or post-test will be administered.
 - Budget Information Needed for Future Action (Cost/Details):
No budgetary impact.
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Goal Statement #3:

To help students develop and enhance attitudes that are consistent with democratic principles as opposed to autocratic views of government, and to assist students to develop an increased positive value for pluralism and diversity as compared to ethnocentric attitudes.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Students taking Government and History courses will be given a pre-test that includes ten embedded questions from Altemeyer's (1996) Democratic Attitude Scale within the first few weeks of classes. The scale rates attitudes on a five point Likert scale. At the end of the course, a post-test will be administered using the same ten questions. The questions examine issues related to trust versus questioning of those in authority, autocratic versus democratic views of leadership, exclusion and/or acceptance of groups who have different beliefs, control versus tolerance, ethnocentrism versus pluralism and diversity, and censorship versus free speech. It is predicted that students will show a statistically significant (.01 to .000) shift in attitudes toward a democratic view of governance.

- Results (Provide Numbers and Percentages for Quantitative Data)

- Number and Percentage of Students Demonstrating Statistically Significant Improvements

- **2009-2010 Data:** Numbers = 52 out of 65 and Percentages 80 %
- **2010-2011 Data:** Not Yet Available

- Analysis

- Provide Previous Data/Result Analysis

(Include if benchmark was met and how results relate to outcome statement):

Data was collected in 2009-10 from 65 students in GOVT 2305. Out of the 10 question pairs, paired sample tests showed significant changes across 8 of the 10 items related to Altemeyers Democratic Attitude scale. Significant shifts at the .01 to .000 were found for items asking about using force to make the populace conform to autocratic conservative values. The shifts in items were from autocratic to more democratic ideals, as predicted. The two items that did not show a significant shift related to item #1, "authorities in our country are smarter, more competent and better informed than most people" and item #9 on censorship of pornography.

- Improvements
 - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results: Initial assessment was conducted with significant shifts in student attitudes. NO previous assessments were conducted.
 - Evaluate Why Improvements Were Successful/Were Not Successful: No data collected in 2010-11
 - Provide the Budget Information Needed to Make Past Improvements (Cost/Details): No budgetary implications
 - Recommendations/Actions for 2011-2012
 - Person Responsible (Who will complete the action?): Full-time Social Sciences Faculty
 - Action Plan: Will continue to teach democratic principles versus autocratic and authoritarian principles. Social Sciences faculty will implement a pre-test and post-test approach to measure student outcomes in GOVT 2305 and HIST 1301 with a data set of at least 300 students. The pool of data points will be expanded Spring 2012 by administering the same formatted instrument to a larger student group including on-line courses. The questions are written in such a manner as to assess three major categories: democratic attitudes, rule of law, and nation's founding principles.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date): The ten question pre-test will be given prior to the 12th class day roster submission and a post-test administered during the final week of classes. Currently over 300 students enrolled in HIST 1301 and GOVT 2305 have completed the pre-test as of October 6, 2011. Spring 2012 the following on-line course will participate in this outcome assessment process: HIST 1301, GOVT 2305, HIST 2311 and HIST 2322.
 - Budget Information Needed for Future Action (Cost/Details): No budgetary impact
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Goal Statement #4:

Expand student success – Adjust instruction and services based on assessment data (AC Strategic Plan through 2015: Task 1.1).

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Create early student engagement/participation opportunities in on-line courses (AC Strategic Plan through 2015: Task 1.1.1.6.2).

- Results (Provide Numbers and Percentages for Quantitative Data)
NA – New Goal/Outcome
- Analysis
 - Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement):
The need to ensure that students have, in fact, participated in an on-line course has been a challenge in the past. By administering pre-test outcome, assessments the first week of class will help alleviate that issue. The pre-test requirements will be added as a tagline to the homepage for all related classes. Yet another use for requiring on-line students to participate in the pre and post-test process is the documented boost in

contact hours since their test log-in is available to confirm participation. This process will help AC in its' goal of improving student success by engaging students in the learning environment early in the course by asking them to tell us what they "know" at this stage of their educational experience. Since this has no correct or incorrect answers, studies indicate that once a student successfully completes an assignment they tend to gain a degree of self-confidence that carries on to the next assignment or project.

- Improvements

- List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
N/A
- Evaluate Why Improvements Were Successful/Were Not Successful:
N/A
- Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
No budgetary implications

- Recommendations/Actions for **2011-2012**

- Person Responsible (Who will complete the action?):
Social Sciences on-line faculty
 - Action Plan:
Beginning Spring 2012 students in on-line Government and History courses will participate in the outcomes assessment process. The pre and post-test will enable the department to assess PET Goal #1 and Goal #3 as well as provide valuable student participation documentation for each course.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
Spring 2012 – pre-test will be administered the first week of class to on-line students enrolled in Government and History. The post-test will be administered the final week of class.
 - Budget Information Needed for Future Action (Cost/Details):
No budgetary implications.
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