

**PET FORM**  
**Planning and Evaluation Tracking**  
**(2012-2013 Assessment Period)**

Division of: Behavioral Studies

Person Responsible for this Division: Jerry Moller

Department of: Social Sciences

Primary Person Responsible for this Form: Jerry Moller and Social Science faculty

Purpose Statement (With Last Updated Date):

To increase each student's potential to contribute to a complex global environment. (2012)

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**Goal Statement #1: ( New 2012 – Consolidation of Goal #1 and #3 from 2010-11)**

Help students develop and enhance attitudes that are consistent with the nation's founding principles, the constitution, and democratic ideals as opposed to autocratic views of government and to assist students in developing an increase positive value for pluralism and diversity as compared to ethnocentric attitudes.

**Outcome/Objective Statement #1A**

**(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 the nation's founding principles including rule of law 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 expected that students will show a statistically significant shift toward tolerance and more democratic ideals and away from autocratic and authoritarian attitudes.

• Results (If Applicable, Provide Numbers and Percentages for Quantitative Data)

- **2010-2011 Data:** Numbers =  0  out of  0  and Percentage =s  0  %
- **2011-2012 Data:** Numbers =  175  out of  219  and Percentage =s  80  %

• Analysis

- Provide Previous Data/Result Analysis

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

In Spring 2012 pre-tests and post-tests were administrated in the History and Government classes of Professors Brian Farmer, Jim Powell and Charmaine Powell to assess whether or not there were changes in the students' understanding and appreciation for the nation's founding principles related to democratic ideals over the course of the semester. As an assessment tool, questions were drawn from Robert Altemeyer's Authoritarian scale. If students respond with answers in the "a" and "b" range, then they exhibit attitudes that are inconsistent with the nation's founding principles and democratic ideals. If they choose responses in the "d" and "e" range, then their attitudes are more consistent with the nation's founding principles and democratic ideals. The results from the pre and post-tests are presented below.

Overall, 328 students took the pre-test embedded in their first exam and 219 students took the post-test embedded in their final exam.

Below is a comparison of the responses A through E for both Government and History on the pre and post tests.

RESPONSES	PRE-TEST	POST-TEST
"A"	15%	6%
"B"	24%	17%
"C"	30%	27%
"D"	12%	17%
"E"	16%	29%

Clearly, there were major shifts away from authoritarian attitudes and toward tolerance, democratic attitudes, and the values espoused by the American founding fathers. The results also suggest perhaps a bit of a "herd" mentality as the stronger students had a tendency to influence others in the class between the pre-test and post-test and explain why they themselves had been more likely to choose answers in the "D" and "E" range.

In both History and Government student responses on question 51 of the pre and post-tests suggest that History and Government classes are furthering the goal of enhancing students' understanding of and appreciation for the nation's founding principles related to the constitution and democratic ideals.

- Improvements

- List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results: A larger sampling of pre and post-tests were available. There were 65 samplings in 2009-2010 as compared to 328 in 2010-2011.
- Evaluate Why Improvements Were Successful/Were Not Successful: Larger sampling provided the department with a more accurate assessment of instructional effectiveness.
- What Budget Implications Were Involved with this Improvement? (Please Provide Cost Estimate/Details): N/A

- Recommendations/Actions for 2011-2012

- Person Responsible (Who will complete the action?): Social Science faculty
  - Action Plan: Social Sciences faculty have developed and will continue to implement a pre and post-test approach to measure student outcomes in Government and History with a data set of at least 1000 students. The pool of data points has been expanded 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 12<sup>th</sup> class day roster submission and a post-test administered during the final week of classes. Currently over 1000 students enrolled in History and Government have completed the pre-test as of census date 2012.
  - Budget Information Needed for Future Action (Cost/Details): No budgetary impact
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## Goal Statement #2: (New 2012-13)

Increase student success rates in the General Education courses (Institutional Title V goal).

Students will complete attempted courses with "C" or better (No Excuses).

### Outcome/Objective Statement #2A

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

By September 2014, student success in pilot U.S. History I and II will increase by at least 10 percentage points or be maintained to a minimum of 75%,

- Results (If Applicable, Provide Numbers and Percentages for Quantitative Data)

Baseline Fall 2009: History I overall – 56.9%, History I Face-to-Face =    online =

Baseline Fall 2009: History II overall - 63.2% Face-to-Face =    online =

- Analysis

- Provide Previous Data/Result Analysis

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

Current data has overall success rates, Face-to-Face and online success rates have not been differentiated. In the future, Face-to-Face and online will be analyzed independently.

- Improvements

- List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:  
No data – New Goal/Outcome
- Evaluate Why Improvements Were Successful/Were Not Successful:  
No data – New Goal/Outcome
- What Budget Implications Were Involved with this Improvement? (Please Provide Cost Estimate/Details):  
Title V project

- Recommendations/Actions for 2011-2012

- Person Responsible (Who will complete the action?): Jerry Moller and History Faculty
  - Action Plan:  
Current History faculty, four full-time and three part-time, will begin the U.S. History I and II course redesign process Fall 2012. The courses will be redesigned in an effort to ensure consistency of instruction. Each course will have a common: 1) curriculum, 2) learning outcomes, 3) assessments, 4) technology components, 5) individualized lab and supplemental components and 6) instructional activities.
  - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):  
By September 2013, a minimum of 100 students will enroll in a pilot redesign History I face-to-face course, 100 students in History II online, 100 students in History II face-to-face, and 100 students in History II online. By January 2014 data will be assessed comparing pilot redesign course sections to non-redesigned course sections.
  - What Budget Implications Are Involved with this Action? (Please Provide Cost Estimate/Details):  
Title V grant providing resources for this action.
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### **Goal Statement #3: (was Goal #4 2010-2011)**

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

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

### **Outcome/Objective Statement #3A**

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

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 assessments the first week of class will help alleviate this 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.

- Results (If Applicable, Provide Numbers and Percentages for Quantitative Data)
  - **2010-2011 Data:**
  - **2011-2012 Data:**  
No data – Fall 2012 implementation
  
- Analysis
  - Provide Previous Data/Result Analysis  
(Include if benchmark was met and how results relate to outcome statement):  
Spring 2012 was to have been the initial implementation of this goal. Due to the inability to develop and incorporate an online assessment in Angel, the goal was not implemented Spring 2012. However, full implementation began Fall 2012.
  
- 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
  - What Budget Implications Were Involved with this Improvement? (Please Provide Cost Estimate/Details):  
No budgetary implications.

- Recommendations/Actions for 2011-2012
    - Person Responsible (Who will complete the action?): Social Science online faculty
    - Action Plan:

Beginning Fall 2012 students in online 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 as well as provide valuable student participation documentation for each course. Fall 2012 data will be compared to previous Fall student success indicators (A-C and attrition). It is predicted student success will show a statistically significant improvement.
    - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):

Fall 2012 a pre-test will be administered the first week of class to online students enrolled in Government and History. (As of September 2012 over 700 online students have completed the pre-test.) The post-test will be administered the final week of class.
    - What Budget Implications Are Involved with this Action? (Please Provide Cost Estimate/Details):

No budgetary implications.
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