

Using results to identify areas to improve

French

“Speaking continues to be the weakest skill for French majors...The following measures have been taken or will be taken to address this deficiency:

1. In spring 2005, the French faculty voted to increase the number of hours required for the French major from 18 to 30 advanced hours. The additional hours will inevitably enhance our majors’ proficiency in all four linguistic skills...The new requirements only apply to students entering Baylor in AY 2005-06 and thereafter. Therefore, the full effect of the additional courses in French will not be in evidence until AY 2008-09 when these freshmen are seniors. Nevertheless, we have already begun advising sophomores and juniors to take more than the currently required 18 hours of French to complete their major.
2. Both majors who exceeded expectations in speaking had participated in study abroad programs in France. This summer, the director of French and Italian will visit with officials at the University of Caen in France with whom Baylor has an exchange agreement. We hope to thereby gain more information on the possibilities for study in Caen for our majors. We will also continue to encourage participation in the Baylor in Paris and Burgundy summer program.
3. Although we offer opportunities for conversational practice in French outside of the classroom at a weekly Table Française during the lunch hour, participation has been limited. Of even more consequence, our majors did not benefit from the one-on-one conversation hour with a French exchange student, because the student selected became unavailable. Since we are assured of hosting an exchange student next year, we must consider an effective means by which she can help improve our students’ speaking abilities.
4. Finally, we must continue to promote individual oral production in the classroom at all levels.”

Russian

- “The assessment could be made broader; writing skills are affected not only by the mechanics of the foreign language, e.g. grammar, syntax, etc., but also by a student’s general ability to organize information and present it coherently. In order to increase proficiency in writing, faculty in all levels will be encouraged to give more writing assignments with in class discussion about issues related to writing, e.g., appropriate content; typical grammatical pitfalls; organization of content; differences between spoken and written Russian.”
- “...Weaknesses were revealed in topics relating to Russian fine arts—music, film, etc.; while students showed greater familiarity with topics related to Russian family life, customs, history, and contemporary politics...Gaps in the students’ weaker areas could be addressed by encouraging more study abroad in Russia; encouraging Russian majors to take other courses with content related specifically to Russia—Russian history, Russian politics, history of music, art, and/or film. Texts chosen for classroom reading and listening comprehension practice will

play the double role of imparting cultural information. Faculty will endeavor to provide more opportunities to watch Russian language films, followed by discussions where topics related to Russian culture are explored.”

Theatre Arts

“Response to the lower-than-anticipated findings in the area of oral criticism in 2004-2005, a new rubric (written assessment tool) was designed which requires the collection of more detailed information to help students better understand the expectations in this area...There has been slight improvement in the students’ abilities in oral critiquing. The faculty has determined that another two years of assessment will be needed to determine if the assessment tool is responsible for the student improvement.”

Information Systems

“Assessment #1: The instructor will spend more time with students on concepts related to functions and sub-programs and to differentiate between these two concepts. Based upon this remedial action, we will then test Assessment #1 in fall, 2007 to see if the students perform better in this particular area.”

Marketing

“In conjunction with the school’s emphasis on developing ethics skills, marketing department faculty have provided structural incentives for students to participate in the school’s extensive ethics week activities. ..”

Exercise & Physiology

- “While all students met the stated criteria, they demonstrated the highest levels of concept mastery in the Strength Training & Conditioning core area and the lowest in the Neuromuscular Aspects core area, although the individual student results from the comprehensive examination taken during Fall 2006 & Spring 2007 demonstrated the opposite relationship. Further analysis of the Neuromuscular Control area for the students that demonstrated the lowest mastery in this area showed weakness of the concept of lactate production and clearance. These students also showed a weakness in their ability to fully compare and contrast neuromuscular principles with adequate detail. The Exercise Physiology faculty plan to include more required reading of recent research in neuromuscular aspects the next time the course is taught to allow students to spend more time comparing and contrasting principles as well as spend more focused time outlining lactate metabolism.”
- “..Sixty-six percent of the Exercise Physiology students met the stated criterion for their comprehensive examination regarding research design...Although we are confident that future

exercise physiology students will meet the criterion for success in the area of research design we need a greater number of students in order to effectively assess this outcome. In addition, faculty members teaching research methods will infuse...key experimental, descriptive, qualitative, historical and meta-analysis designs with comparable practical applications of such by way of content readings, relevant published manuscripts and assignments related to developing research designs on the topics previously discussed in this sentence. Course lecture content & examinations will be geared towards emphasizing all foundational aspects of research design and the application to the profession via lectures, class discussions and case study experiences. Research Methods course examinations will be formatted to match the testing design of comprehensive examinations [Analytical Theoretical Application Essays] offered ever semester in the previously mentioned content areas.”

Sports Pedagogy

“Seventy-five per cent met the criterion for success for assessment #1 of scoring 70% or better on the final examination for the statistics course. One student (25%) did not meet the criterion. However, with only four students to collect data on, the faculty feels that additional data needs to be collected in this course in the future to determine whether change is needed. Faculty members teaching statistics will infuse key statistical procedures commonly used in sport pedagogy with comparable practical applications problems by way of content readings, relevant published research manuscripts and technique assignments related to developing relevant statistical designs.”

Sports Management

- “With the exception of the finance component as measured by FIN 5367, all sport management students met the criterion for demonstrating competencies in the core areas in the spring semester 2007. The two primary reasons for this deficiency are the lack of a business background for most of the students and their inability to incorporate analytical reasoning. Additional finance material will be added to the HP 5373 and HP 5376 classes to help overcome this deficiency. Until we are able to offer this course in our department and not in the School of Business, this will continue to be a problem. In addition, we will work with the Statistics Institute and statistics instructors to incorporate more analytical reasoning into STA 5300.”
- “In analyzing the results, students did not perform as well on the inferential portion of the exam. The instructor will spend more time on inferential statistics in subsequent classes.”