



Student Learning Outcomes for Instructional Units (2007-2008)

Directions: Complete Sections “A” through “C” at the beginning of each academic school year (once prompted). Sections “D” and “E” (which deal with actual results and use of results) should not be completed until the end of each spring term. Keep comments brief and use 9 point font. In doing so, your document should not exceed one page. *This form should be completed for each active degree or certificate program you offer.*

Department: General Studies/Education		Dean: Dr. Sherri Davis (Academic Dean)		
Academic Year: 2007-2008		Program of Study: General Studies		Award Type: Associate in Science
Department’s Mission: The mission of the General Education Division is to provide students with transferable courses that will improve their ability to reason, listen, read, write, speak, compute, evaluate, problem solve, and function effectively in a college-level environment. The degree will benefit transferring students by providing program flexibility, extending the scope of majors offered at the community college, and complying with STARS course offerings for degree programs at four-year colleges.				
A. Student Learning Outcomes (3-5)	B. Assessment Methods	C. Expected Results	D. Actual Results Obtained	E. Use of Results
Students exiting this degree/certificate program should demonstrate the following proficiencies.	List what methods you plan on using to measure each student learning outcome.	List what intended results you expect to see if the outcome is reached. Results should be measurable.	When you assessed and measured your outcomes, what results did you find? Be specific.	Now that you have your results, how do you intend to use these results to improve your division or department?
1. Communicate effectively. Express ideas with clarity, logic, and originality in both spoken and written English..	1. Review student writing portfolios and Criterion summary of feedback analysis of students exiting ENG101. Review SPH107 Final Performance Results. Review CAAP writing subtest results. Review General Education Survey question results (5-16).	1. Holistic scores from Criterion Online demonstrate that the average mean score of 4.0 out of 6.0. 75% of ENG101 students will be able to pass their Exit Exam Essay. 75% of exiting SPH107 students will perform proficiently on their Final Exam speech. Percentage of students scoring above the 51 percentile on the CAAP writing subtest will increase from the previous year. 80% of student responses to survey questions 15-16 will be in the strongly agree or agree categories.	1. The average Criterion mean score (which evaluates student writing ability) on the Bessemer campus was 4.19 and 4.26 on the Birmingham campus. ENG101 Exit Exam Essay Passing Rate fell below the 75% goal. Actual results obtained: 66% percent passing (396 out of 597); SPH107 results revealed that 71% (407 out of 570) students satisfactorily performed their Final Exam speeches. This was short of the 75% goal that was projected. CAAP writing subtest indicated that there was a 3% (19% to 22%) increase in student performance from Spring 2006 to Spring 2007 but performance dropped down to (12%) in Spring 2008. General Education survey results indicated that 90.5% of the responses to survey question 15 (asking whether or not students wrote at least one paper or oral report) fell in the “agree” or “strongly agree” category. 75.2% stated that they “agreed” or “strongly agreed” with question 16 which asked whether or not they “write better” as a result of a course.	Although some goals were reached and others were recorded as near misses, it is clear that LSCC needs to continue to strengthen its writing program. Even though rubrics are used in all writing classes and a part of Criterion Online writing evaluations, the English Department need to determine what are clear acceptable conditions for pass/fail papers (especially in terms of content criteria) and consider another way of cross-evaluating Exit Exam Essays. Writing tutors need to be added as part of the fabric of the school and a new writing lab needs to be developed. The college needs to also promote writing within the QEP Freshman experience class and promote cross-curriculum writing via CTCL (Center for Teaching Excellence and Learning).

<p>2. Reason quantitatively. Apply mathematical principles to address and solve problems.</p>	<p>2. Review student mathematical application comprehensive final exams from MTH100, MTH110 and MTH112. Review CAAP mathematics subtest results. Review General Education Survey question results 5-6.</p>	<p>2. 75% of students will demonstrate proper application of mathematical principles to solve problems on comprehensive Final Exams in MTH100, MTH110 and MTH112. Percentage of students scoring above the 50 percentile on the CAAP mathematics subtest will increase from the previous year. 80% of the responses to survey questions 5-6 (which asks respondents rate whether or not a course focused on creative thinking and problem solving) will fall in the "strongly agree" or "agree" categories.</p>	<p>2. Comprehensive mathematical application Final Exam results indicate that 72.6% (210 out of 289) MTH100 students passed their exam; 89.4% (51 out of 57) MTH110 students passed their comprehensive exams, and 75.8% (94 out of 124) of MTH112 students passed their mathematical application comprehensive Final Exam.</p> <p>CAAP findings show a similar trend towards student progress. Findings indicate that 43% of students who tested in Spring 2008 tested in the 51% quartile or higher versus 26% during the 2007 Spring term.</p> <p>85.7% respondents in the General Education survey agreed or strongly agreed that General Education courses demonstrated a focus on creative thinking and problem solving. Equally important, 81.4% of respondents on the same survey noted that they felt that their General Education courses helped them to gain a better understanding of how creative thinking and problem solving can lead to creativity in their fields of study.</p>	<p>2. Results for the 2007-2008 planning cycle are encouraging and indicate that the college's emphasis on mathematics is working. To improve results, the college needs to focus on providing students with more one-on-one opportunities with tutors in the Step-up Lab. Indeed, in looking at withdraw rates, it was determined that although passing rates are up, retention rates are troubling. 124 students withdrew from MTH100, MTH110 and MTH112 combined during the 2007-2008 school year. Thus, the Mathematics Department needs to, as part of its Unit Planning, come up with a Strategic Plan to address its current retention rate.</p>
<p>3. Think critically. Gather and interpret data using a variety of methods to address and solve both practical and theoretical problems.</p>	<p>3. Review comprehensive exam results from RDG114A (Critical Thinking), ENG251; BIO101, BIO103, CHM111; General Education Survey question 3.</p>	<p>3. 75% of students will demonstrate critical thinking and problem-solving skills. 80% of the student responses to survey question 3 (on the General Education survey instrument) will be rated as either strongly agree or agree.</p>	<p>3. ENG251 results indicate that 86.7% of students passed the literature analysis comprehensive final exam. RDG114A results revealed that 68.5% of students passed the comprehensive reading analysis exam. BIO101 results indicate that 78% of students passed the comprehensive scientific application exam administered. BIO103 results indicate that 71.3% of students passed the comprehensive scientific application exam administered. However, only 53% of CHM111 students passed the comprehensive Chemistry exam.</p> <p>On the General Education survey, 85.4% of respondents indicated by agreeing or strongly agreeing that their General Education course offering did provide them with avenues to think critically.</p>	<p>3. Results indicate that more emphasis needs to be placed in the application of scientific and literary concepts and an emphasis on critical thinking. LSCC students continue to struggle with higher ordered thinking. Thus, General Education courses need to center on a shared focus of critical thinking and analysis and provide students with more challenging approaches to thinking to include problem based learning activities, more hands on activities and provide students with more case analysis opportunities.</p>
<p>4. Relate knowledge acquired across disciplines and historical, social, and cultural contexts; recognize differing views within disciplines; and appreciate creativity and new ideas.</p>	<p>4. Review comprehensive exam results from students exiting ART100, HIS101, HUM101, PSY200, and SOC200. General Education Survey questions 5-6, 9-12, 21-22.</p>	<p>4. 75% of students will demonstrate the ability to relate knowledge across disciplines and recognize differing views. 80 of the responses to survey questions 5-6, 9-12, 21-22 will be in the strongly agree or agree categories.</p>	<p>4. ART100 results indicate that 82% of students passed the Art Appreciation comprehensive final exam. HIS101 and HIS102 combined results indicate that 89.3% of students mastered the concepts taught in history and demonstrated proficiency in applying those concepts on the History comprehensive final exam. HUM101 results indicate that 72.5% of Humanities students were able to apply the concepts taught in the course and pass the comprehensive final exam. PSY200 results indicate that 75.6% of students passed the comprehensive final exam in Psychology. And, out of 188 students tested, 85.6% demonstrated mastery of Sociology by passing the comprehensive Sociology exam and applying the concepts taught.</p> <p>General Education Survey Results:</p> <p>(Questions 5-6): 85.7% respondents in the General Education survey agreed or strongly agreed that General Education courses</p>	<p>4. Results indicate that General Education courses related to cross disciplines including the Arts and Humanities are strong and that students at LSCC can be demonstrating an acquired knowledge of skills. Learning, however, can be strengthened through faculty within these divisions emphasizing and drawing connections between and among areas of study (cross-discipline connections). Thus, effort should be made to connect learning and departments need to begin to consider planning together and possibly teaching units together to create a shared learning environment for General Education students.</p>

			<p>demonstrated a focus on creative thinking and problem solving. Equally important, 81.4% of respondents on the same survey noted that they felt that their General Education courses helped them to gain a better understanding of how creative thinking and problem solving can lead to creativity in their fields of study.</p> <p>(Questions 9-12): 81.8% of students agreed or strongly agreed that General Education courses explored, past, current and future implications of knowledge; 79.6% of students agreed or strongly agreed that General Education helped them to gain a better understanding of past, current and future implications of knowledge; 78.2% of students agreed or strongly agreed that General Education courses covered diverse perspectives (theoretical, cultural, racial, gender, etc.); and 82.8% of students agreed or strongly agreed that General Education courses helped them gain a better understanding of different points of view.</p> <p>(Questions 21-22): 78.1% of students agreed or strongly agreed that General Education courses relate subject matter to other disciplines of study; and 81.3% of students agreed or strongly agreed that General Education courses helped them to gain a better understanding of how the information covered throughout various General Education courses is related to information covered in other courses.</p>	
<p>5. Master and use basic computer skills in a wide range of classes and throughout the college experience.</p>	<p>5. Total number of Criterion essays submitted electronically on the web via English classes. Comprehensive pass rates in CIS130 and 146; Blackboard usage results and Tegrity access; AVL subscription data; online registration results; STARS Report data, and General Education Survey questions 13-14..</p>	<p>5. Over 5,000 essays and/or paragraphs (collectively) will be inputted by students online via Criterion Writing software. 75% of CIS146 will pass their skill proficiency assessment exams. 90% of classes will upload their course materials to Blackboard in order to provide students with technological experiences in the classroom. AVL (Alabama Virtual Library) usage data will record 2,000 student users at a minimum. 80% of the responses to survey questions 13-14 will fall in the "strongly agree" or "agree" categories.</p>	<p>5. The total number of essays, paragraphs (or pieces of writing) inputted by students via the Criterion Online Writing system was 1,789 on the Bessemer campus and 8,233 on the Bessemer campus. This includes all English and reading class data. 72.4% (336 out of 464) CIS146 passed their skills assessment exam evaluating their technology proficiency levels. Blackboard usage results indicated that of the 1,592 courses taught during the 2007-2008 school year, 1500 courses were supported via Blackboard, and as such, required students to secure materials and grades via Blackboard (an online course delivery system) and gain access to Tegrity (if needed). Records indicate 12 instructors presently utilize Tegrity on a weekly basis. AVL (Alabama Virtual Library) usage results indicate that 4,934 LSCC students have AVL access codes and 3,711 have actually accessed AVL electronic databases. In the General Education survey, 84% of student responders stated that either "agree(d)" or "strongly agree(d)" that at least one project or assignment in class required the use of technology and 77.7% "agree(d)" or strongly agree(d)" that their technology skills were enhanced because of their General Education course.</p>	<p>5. Clearly the General Education is doing a good job in infusing technology in the classroom. Given that 94% of classes are using Blackboard, CIS146 is a required course on all General Education degree plans, and 84% of students report that their technology skills have improved or have enhanced by taking a General Education class, the college is on the right track. However, more faculty training of General Education instructors needs to take place in order to improve their technological skills and move them to the next level. Such training and emphasis will be provided through CTEL (Center for Teaching Excellence and Learning). The number of Tegrity users need to improve; thus, Tegrity training needs to be emphasized as well.</p>