



## 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.*

<b>Department: N/A--College-wide Student Learning Outcomes</b>			<b>Dean: Dr. Sherri Davis</b>	
<b>Academic Year: 2007-2008</b>		<b>Program of Study: All</b>	<b>Award Type: AA, AS, AAS, AOT, Certificate, Short Certificate</b>	
<b>Department’s Mission:</b> 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. 80% of COM100 students will be able to pass their comprehensive final. 75% of exiting SPH107 students will perform proficiently on their Final Exam speech. 80% of students exiting SPC103 will pass the comprehensive speech exam. 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); COM100 passing rate on the comprehensive final was reached. 84% of students tested passed (43 out of 51); 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. SPC103 results indicated that 81% (48 out of 59) satisfactory performed their Final Exam speeches. This goal was reached. 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.	1. 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. Departments need to determine what are clear acceptable conditions for pass/fail papers (especially in terms of content criteria). Writing tutors need to be added and a new writing lab needs to be developed that services College Transfer and Career Technical students alike. The college needs to also promote writing within the QEP Freshman experience class and promote cross-curriculum writing via CTEL (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 MAH101, 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 77% (41 out of 53) of MAH101 passed their exam; 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. 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. 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 RDG114, RDG114A (Critical Thinking), ENG251; BIO101, BIO103, CHM111; Career Technical Skill Assessment Results (Gold, Silver and Bronze Certification Results); 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>Career Readiness Certificates awarded were as follows: 111 Gold Awards; 312 Silver Awards and 219 Bronze Awards (2<sup>nd</sup> highest in the state).</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. Develop information and visual literacy (assess information requirements of complex projects, identify potential textual, visual and electronic resources, and obtain the needed information to interpret, evaluate, synthesize, organize and use that information).</p>	<p>4. Total number of Criterion essays submitted electronically on the web via English classes. Comprehensive pass rates in CIS 146 and CIS130; Comprehensive Assessment Results from WKO107 and DPT103; Blackboard usage results and Tegrity access; AVL</p>	<p>4. 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</p>	<p>4. 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. Yet, only 59% (16 out of 27) students passed the skills assessment in CIS130. WKO107 results revealed that 75.9% (249 out of 328) students passed the skills assessment exam, and DPT103 students passed at a rate of 81.6% (40 out of 49). 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</p>	<p>4. Clearly the college is doing a good job in infusing technology in the classroom as well as throughout the college. Given that 94% of classes are using Blackboard, CIS130, CIS146 or WKO107 is a required course, and 84% of students report that their technology skills have improved or have enhanced by taking classes, the college is on the right track. However, more faculty training for instructors needs to take place in order to improve their technological skills and move them to the next level. Such training and emphasis</p>

<p>regardless of format, while adhering strictly to the legal and ethical guidelines governing information access in today's society).</p>	<p>subscription data; online registration results; STARS Report data, and General Education Survey questions 13-14; Online and ACCESS Registration data.</p>	<p>users at a minimum. 80% of the responses to survey questions 13-14 will fall in the "strongly agree" or "agree" categories. 1,500 students will register online prior to the start of late or gym registration.</p>	<p>(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. 1,530 students pre-registered during the fall term (via online or via the ACCESS system); that number increased to 1,980 during the spring term.</p>	<p>will be provided through CTEL (Center for Teaching Excellence and Learning). In addition, students need greater access to computers labs and instructors need to be encouraged to phase out the passing in of assignments (by hand) and move toward 100% online submission of assignments in those classes where it is possible. Divisions need to also focus on providing students with more opportunities to complete task online (i.e., FAFSA application, applying to the school online, etc...).</p>
<p>5. Demonstrate civic responsibility in diverse and multifaceted environments (assume responsibility for actions and work effectively as a individual and as a member of a group).</p>	<p>5. Sign-in Sheets from Ambassador Sponsored Events; Sponsor Activity Updates; Evidence of Student Club Sponsored Events and SGA Activities;</p>	<p>5. Ambassadors will participate in various Civic activities throughout the community. Human Services will promote and hold at least two student-led civic projects that benefit the community at large. At least 300 individuals will register to vote.</p>	<p>5. The following activities were either sponsored by or supported by the Lawson State Community College Ambassadors: Registration (8-15-07 through 8-16-07); Official Dorm Opening Ceremony (8-20-07); Birmingham City Schools—Senior Day Event (8-28-07); Chancellor's Visit (9-19-07); Taste of Jazz Festival (9-25-08); Gear-up Activity (local high schools)—(9-27-07); Coronation (10-5-07); Inside/Out Community Presentation (10/31/07);Community Workshop (11-18-07); Alabama Community College Association Annual Conference (11-16-07 through (11-19-07); Community Lighting Ceremony (12-2-087); Martin Luther King Unity Breakfast (1-21-08); Making of Valentine's Bags (2-12-08); Career Development and Wellness Fair (3-12-08); Counselors Meeting (3-14-08); Tribute Ceremony for Lt. Colonel Ruffin and N.H. Pollard, Sr. (4-1-08); Bessemer Tour—for community (4-2-08); Awards Day Function (4-10-08); Western Quarterly Forum (4-17-08); DHR Workshop (4-17-08); Graduation (5-10-08); Pastor's Scholarship Banquet (5-15-08). The Human Service Club sponsored three major projects. They did their annual can foods drive, voter registration drive and tee-shirt sales (to raise monies for needy children). The club was able to register 400 new voters. It also collected 225 can goods, two turkeys and three hams and contributed to the Grace House, Children's Village and the United Food Bank. The club sold 65 tee-shirts and used the funds to supply children with toys and the homeless with food.</p>	<p>5. Clearly, in reviewing the civic accomplishments of Lawson State Community College students and organizations and clubs, it is clear that students at all levels of the college are either directly involved or benefit from a variety of activities on and off campus. Efforts, however, need to be made to increase the number of students involved in not only SGA, but in student organizations altogether, particularly on the Bessemer campus.</p> <p><b>Recommendations:</b> Require that all student activities sponsors create, track and document goals and accomplishments. Require student activities sponsors to validate through a brief annual report what those accomplishments were and how students worked effectively as a member of a group. Create a Student Group Awareness activity that is central in promoting student activities on both campuses and the recruiting of students. Set clear recruiting goals for student organizations.</p>