

Leavell College General Education Assessment Map Spring 2017

Student Learning Objective 1: Critical Thinking: Students will develop the ability to recognize, analyze, critique, and synthesize arguments.

Measures	Baseline	Results	Improvement	New Benchmark(s)	Action Plan Steps to Achieve the New Benchmark
<i>Direct Measure(s)</i>					
<u>Embedded Assignments</u> <ul style="list-style-type: none"> PMCM 3330 final paper assessed with LCPR* LSCM 4300 senior thesis assessed with LCPR ETS Proficiency Profile Exam (taken during semester of graduation) 	<ul style="list-style-type: none"> 76% of sampled students scored an average of 2 or higher on the 5-point LCPR 70% of sampled students scored an average of 2.5 or higher on the 5-point LCPR Mean of >25th percentile in a comparative analysis 	<ul style="list-style-type: none"> 37.5% of sampled students scored an average of 2 or higher on the 5-point LCPR 62.5% of sampled students scored an average of 2.5 or higher on the 5-point LCPR Mean of 27th percentile in a comparative analysis 	<ul style="list-style-type: none"> - 38.5% - 7.5% + 2 percentile 	<ul style="list-style-type: none"> 76% of sampled students scored an average of 2 or higher on the 5-point LCPR 70% of sampled students scored an average of 2.5 or higher on the 5-point LCPR Mean of >25th percentile in a comparative analysis 	<ul style="list-style-type: none"> Specific to PMCM3330: Increase communication with the adjuncts to ensure the embedded assignment instructions are closely followed. For all Direct and Indirect Measures: Calibration session every year during the <i>Back-to-School Workshop</i> (August) Consider including an assignment in each course (across the curriculum) relative to that course's subject that engages students in critical thinking. Work with Extension Center Directors to encourage consistency in assignments. Use only critical thinking page of LCPR.

Revised: August 17, 2017
Spring 2017 Assessment

*LCPR = Leavell College Project Rubric
**LCOPR = Leavell College Oral Presentation Rubric

<i>Indirect Measure(s)</i>					
<ul style="list-style-type: none"> • <i>Student Satisfaction Survey</i> 	<ul style="list-style-type: none"> • Average score of 4.5 on a 5-point scale 	<ul style="list-style-type: none"> • Average score of 4.47 on a 5-point scale 	<ul style="list-style-type: none"> • -0.03 	<ul style="list-style-type: none"> • Average score of 4.5 on a 5-point scale 	<ul style="list-style-type: none"> • Increase participation: <ul style="list-style-type: none"> • Administer the survey in November (for fall graduates) and April (for spring graduates), giving graduates more time to complete • Faculty to encourage their graduating students to complete the survey

Note: The Faculty Jury, which met on 8/16/17, decided to assign the current baseline as the new benchmark for each measure. The desire is to gather more historical data to have a better understanding of student performance with each of the identified direct and indirect measures.

Student Learning Objective 2: Oral Communication: Students will develop and deliver oral presentations clearly and effectively across a variety of contexts.

Measures	Baseline	Results	Improvement	New Benchmark(s)	Action Plan Steps to Achieve the New Benchmark
<i>Direct Measure(s)</i>					
<p><u>Embedded Assignments</u></p> <ul style="list-style-type: none"> • CECM 2350 oral presentation assessed with LCOPR* • PMCM 2300 oral presentation assessed with LCOPR • LSCM 4300 thesis defense assessed with LCOPR 	<ul style="list-style-type: none"> • 70% of sampled students will score an average of 4.25 or higher on the 6-point LCOPR • 70% of sampled students will score at least 4 on the 6-point LCOPR • 70% of students will score at least 4.50 on the 6-point LCOPR 	<ul style="list-style-type: none"> • 100% of sampled students scored an average of 4.25 or higher on the 6-point LCOPR • 75% of sampled students scored at least 4.50 on the 6-point LCOPR • 100% of sampled students scored at least 4.50 on the 6-point LCOPR 	<ul style="list-style-type: none"> • +30% • + 5% +.5 on LCOPR • +30% 	<ul style="list-style-type: none"> • 70% of sampled students will score an average of 4.25 or higher on the 6-point LCOPR • 70% of sampled students will score at least 4 on the 6-point LCOPR • 70% of students will score at least 4.50 on the 6-point LCOPR 	<ul style="list-style-type: none"> • For all Direct and Indirect Measures: Calibration session every year during the <i>Back-to-School Workshop</i> (August) • Ensure all sections complete the LCOPR.

Indirect Measure(s)

<ul style="list-style-type: none"> • <i>Student Satisfaction Survey</i> 	<ul style="list-style-type: none"> • Average score of 4.51 on a 5-point scale 	<ul style="list-style-type: none"> • Average score of 4.4 on a 5-point scale 	<ul style="list-style-type: none"> • -0.11 	<ul style="list-style-type: none"> • Average score of 4.51 on a 5-point scale 	<ul style="list-style-type: none"> • Increase participation: <ul style="list-style-type: none"> • Administer the survey in November (for fall graduates) and April (for spring graduates), giving graduates more time to complete • Faculty to encourage their graduating students to complete the survey
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Note: The Faculty Jury, which met on 8/16/17, decided to assign the current baseline as the new benchmark for each measure. The desire is to gather more historical data to have a better understanding of student performance with each of the identified direct and indirect measures.

Student Learning Objective 3: Written Communication: Students will communicate effectively in writing across a variety of contexts.

Measures	Baseline	Results	Improvement	New Benchmark(s)	Action Plan Steps to Achieve the New Benchmark
<i>Direct Measure(s)</i>					
<p><u><i>Embedded Assignments</i></u></p> <ul style="list-style-type: none"> • LSCM 2310 final paper assessed with LCPR (value added measure) • LSCM 4300 senior thesis assessed with LCPR • <i>ETS Proficiency Profile Exam</i> (semester of graduation) 	<ul style="list-style-type: none"> • 72% of sampled students will score an average of 2 or higher on the 5-point LCPR • 70% of sampled students will score an average of 2.5 or higher on the 5-point LCPR • Mean of >25th percentile in a national comparison 	<ul style="list-style-type: none"> • 100% of sampled students scored an average of 2 or higher on the 5-point LCPR • 62.5% of sampled students scored an average of 2.5 or higher on the 5-point LCPR • Mean of 27th percentile in a comparative analysis 	<ul style="list-style-type: none"> • +28% • -7.5% • +2 percentile 	<ul style="list-style-type: none"> • 72% of sampled students will score an average of 2 or higher on the 5-point LCPR • 70% of sampled students will score an average of 2.5 or higher on the 5-point LCPR • Mean of >25th percentile in a national comparison 	<ul style="list-style-type: none"> • For all Direct and Indirect Measures: Calibration session every year during the <i>Back-to-School Workshop</i> (August) • May have better results if took the writing portion of the LCPR only.

<i>Indirect Measure(s)</i>					
• <i>Student Satisfaction Survey</i>	• Average score of 4.51 on a 5-point scale	• Average score of 4.6 on a 5-point scale	• +0.09	• Average score of 4.51 on a 5-point scale	<ul style="list-style-type: none"> • Increase participation: <ul style="list-style-type: none"> • Administer the survey in November (for fall graduates) and April (for spring graduates), giving graduates more time to complete • Faculty to encourage their graduating students to complete the survey

Note: The Faculty Jury, which met on 8/16/17, decided to assign the current baseline as the new benchmark for each measure. The desire is to gather more historical data to have a better understanding of student performance with each of the identified direct and indirect measures.

Student Learning Objective 4: Quantitative Reasoning: Students will apply logical and analytical reasoning to the solution of real-world problems.

Measures	Baseline	Results	Improvement	New Benchmark(s)	Action Plan Steps to Achieve the New Benchmark
<i>Direct Measure(s)</i>					
<ul style="list-style-type: none"> • <i>ETS Proficiency Profile Exam</i> (semester of graduation) 	<ul style="list-style-type: none"> • Mean of >15th percentile in a comparative analysis 	<ul style="list-style-type: none"> • Mean of 27th percentile in a comparative analysis 	<ul style="list-style-type: none"> • +12 percentile 	<ul style="list-style-type: none"> • Mean of >15th percentile in a comparative analysis 	<ul style="list-style-type: none"> • Consider adding an embedded assignment once more historical data is attained • Provide copy of <i>ETS Proficiency Profile</i> to faculty teaching math so he can review type of math questions asked. Are these similar to what we cover in our math courses? (Permission received from ETS to provide faculty member with a copy of the exam.)
<i>Indirect Measure(s)</i>					
<ul style="list-style-type: none"> • <i>Student Satisfaction Survey</i> 	<ul style="list-style-type: none"> • Average score of 4.6 on a 5-point scale 	<ul style="list-style-type: none"> • Average score of 4.6 on a 5-point scale 	<ul style="list-style-type: none"> • -- 	<ul style="list-style-type: none"> • Average score of 4.65 on a 5-point scale 	<ul style="list-style-type: none"> • Increase participation: <ul style="list-style-type: none"> • Administer the survey in November (for fall graduates) and April (for spring graduates), giving graduates more time to complete • Faculty to encourage their graduating students to complete the survey

Note: The Faculty Jury, which met on 8/16/17, decided to assign the current baseline as the new benchmark for each measure. The desire is to gather more historical data to have a better understanding of student performance with each of the identified direct and indirect measures.

The faculty jury met on August 16, 2017, to assess the general education competencies for the spring 2017 semester. The faculty jury consisted of the New Orleans campus faculty: Thomas Strong, Sandra Vandercook, Jeff Audirsch, Eddie Campbell, Jeff Farmer, Karla McGehee, Brooke Osborn, Ed Steele, Courtney Veasey.