

Assessment Map for Leavell College General Education

Terms Assessed: FA21, SP22, FA22, SP23, FA23

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Date of Jury: May 13, 2024

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

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)
<i>Direct Measures (at least one)</i> 1. Composite score on the 4-point LC Critical Thinking rubric applied to the final <i>Research and Writing</i> paper. _____ 2. Composite score on the LC Critical Thinking rubric applied to the <i>Senior Seminar</i> senior thesis.	1. To Be Set (Note: previous jury's aggregate composite score was 3.04—see discussion narrative in results) _____ 2. Aggregate composite score of 2.5 out of 4 on the LC Critical Thinking	Aggregate = 2.915 BENCHMARK TO BE SET 1. Aggregate Research & Writing = 2.99 FA21 total = 3.47 (NOLA only) SP22 total = 2.89 (NOLA only) FA22 total = 3.14 NOLA = 3.22 ONL = 3.06 SP23 total = 2.44 NOLA = 2.38 ONL = 2.5 FA23 total = 3.0 NOLA = 2.75 ONL = 3.0 MCIW = 3.25 _____ 2. Aggregate Senior Seminar = 2.84 BENCHMARK MET FA21 total See results section. SP22 total = 2.225 NOLA = 2.05 ONL = 2.4 FA22 total = 3.05	New BM for R&W: composite score of 2.5 AP: The PC teaches R&W and will be revising the course slightly to focus more on actual research skills, which should enhance students' ability to think critically. The revision should be completed by August 1, 2024. Completed. New BM for SS: composite score of 2.75 AP: The lead teacher for SS will create a video for instructors and embed it in the Canvas shells for all sections

	Rubric (new benchmark set at last Gen Ed jury) (note: previous jury's composite score was 2.93)	NOLA = 2.75 ONL = 2.94 WW = 4.0 SPAN = 2.5 SP23 total = 2.83 NOLA = 3.06 ONL = 2.6 ANG = 3.25 PAR = 2.0 LCIW3.0 HAR = 3.06 FA23 total = 3.27 NOLA = 3.63 ONL = 2.9	of the course. Additional information to add to an instructors' section in Canvas will include a list of main campus faculty by discipline so students can work with those faculty members to choose a topic applicable to their majors that will force them to think more critically about an issue. This list will be posted to Canvas by August 1, 2024. Completed.
<i>Indirect Measures</i> 1. General Education Questionnaire item 1 given in <i>College and Vocation</i>. 2. General Education Questionnaire item 1 given in <i>Senior Seminar</i>.	1. New survey as of FA23 2. New survey as of FA 23	Aggregate FA23 = 4.28 College and Vocation Total FA23 = 3.94 NOLA = 3.67 ONL = 4.2 Senior Seminar Total FA23 = 4.6 NOLA = 5.0 ONL = 4.2	New BM of 4.25 for R&W and 4.25 for SS.

		Discussion Narrative: 1. Data for SS for FA21 is missing; the resignation of KLM, the person responsible for gathering the data, and the inability to retrieve any data from her files is the main cause. Also, the KTI program assessed the artifacts using an old rubric—a miscommunication between KTI and KLM. 2. Previous benchmarks were based on a percentage of students scoring a certain number on the rubric. However, when LC approved the new Gen Ed assessment plan, the benchmarks were set as the overall composite score. Those composite scores were available from the previous Gen Ed jury and are provided here. 3. For Senior Seminar, we met the benchmark for all sections with the exception of SP22 and Parchman in SP23. The spring 2022 was a difficult semester for our students as many were dealing with aftereffects of Hurricane Ida (including things like having to move out of dorms while mold remediation was occurring). Additionally, students may have been anxious because of gun violence near the campus that term. These things could be responsible for the lower numbers for SP22. Also, the professor teaching that course left mid-semester to take a job in another state. While she flew in once a week to teach the course, her lack of presence on campus may have affected students' performance on their final papers. 4. The aggregate score for R&W is higher than that for Senior Seminar, which seems odd since R&W is a 2000-level course while SS is a 4000-level course. We have noticed a trend in students waiting to take R&W until the semester before SS, so they may not have had fully internalized the critical thinking skills needed to write a strong Senior Thesis.	
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Student Learning Outcome #2—Oral Communication: *Students will develop and deliver oral presentations clearly and effectively across a variety of contexts.*

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)
Direct Measures 1. Composite score on the LC Oral Communication rubric applied to the <i>Introduction to Counseling</i> oral presentation (new measure as of FA23) _____ 2. Composite score on the LC Oral Communication rubric applied to the <i>Senior Seminar</i> oral defense.	1. Projected benchmark: composite score of 2.0 _____ 2. 75% of students will score at least 3.0 on the 4-point LC Oral Communication rubric.	1. Total composite Intro to Counseling = 2.5 Benchmark MET. NOLA = 2.5 BHM—did not submit SPAN = did not submit _____ 2. Total Composite Senior Seminar = 3.37 BENCHMARK MET FA21 total = 3.53 from ONL (See results narr.) SP22 total = 3.25 NOLA = 3.25 ONL = unavailable FA22 total = 3.26 NOLA = 3.27 ONL = 3.45 WW = 3.5 SPAN = 2.8 SP23 total = 3.36 NOLA = 3.4 ONL = 2.6 ANG = not submitted PAR = not submitted LCIW = 3.0 HAR = 3.65 FA23 total = 3.42 NOLA = 3.75 ONL = 3.08	New BM: 2.0 The benchmark should be kept at 2.0 since this assignment is a new Gen Ed assessment artifact. Also, students in Intro to Counseling still seem reluctant to complete this assignment, so keeping the score at 2.0 will allow us to look at trends across semesters. AP for Intro to Counseling: The lead course instructor will reiterate with adjuncts the need to complete the oral presentation rubrics as students present. This contact will happen at the beginning and middle of each semester. Completed. AP for Intro to Counseling: In the syllabus, a note will be added to let students know that the oral presentation is an embedded assignment.

<i>Indirect Measures</i> 1. General Education Questionnaire item 2 given in <i>College and Vocation</i>. 2. General Education Questionnaire item 2 given in <i>Senior Seminar</i>.	1. New survey as of FA23 2. New survey as of FA 23	Aggregate FA23 = 4.2 College and Vocation Total FA23 = 3.93 NOLA = 3.73 ONL = 4.12 Senior Seminar Total FA23 = 4.47 NOLA = 4.33 ONL = 4.6 Discussion Narrative: 1. Data for SS for FA21 is missing; the resignation of KLM, the person responsible for gathering the data, and the inability to retrieve any data from her files is the main cause. Also, the KTI program assessed the artifacts using an old rubric—a miscommunication between KTI and KLM. 2. Previous benchmarks were based on a percentage of students scoring a certain number on the rubric. However, when LC approved the new Gen Ed assessment plan, the benchmarks were set as the overall composite score. Those composite scores were available from the previous Gen Ed jury and are provided here. 3. The Intro to Counseling presentation was added to this assessment grid after the semester had started, and there was a lack of communication with some instructors to complete the oral presentation rubric while students were presenting.	Additionally, the assessment rubric will be posted in the course Canvas shell so students will know how their presentations will be assessed. Completed. New BM for SS: composite score of 3.2 rather than using both a percentage and a composite score. AP for SS: The PC will work with directors of prison programs to remind them to collect and submit all artifacts for the course. This reminder will happen at the beginning and middle of each semester. Completed. New BM for indirect measure: 4.25
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Student Learning Outcome #3—Written Communication: *Students will communicate effectively in writing across a variety of contexts.*

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)
Direct Measures 1. Composite score on the LC Written Communication rubric applied to the <i>Research and Writing</i> final paper. 2. Composite score on the LC Written Communication rubric applied to the <i>Senior Seminar</i> senior thesis.	1. This is a new measure so no benchmark is available. (note: previous jury's composite score was 2.9) 2. Aggregate composite score of 2.5 or higher on the 4-point LC Written Communication rubric. (note: previous jury's composite score was 2.95)	AGGREGATE = 2.71 BENCHMARK TO BE SET 1. Total Composite Research & Writing = 2.84 FA21 total = 3.1 (NOLA only) SP22 total = 2.66 (NOLA only) FA22 total = 2.79 NOLA = 2.87 ONL = 2.7 SP23 total = 2.64 NOLA = 2.53 ONL = 2.75 FA23 total = 2.99 NOLA = 2.76 ONL = 3.02 MCIW = 3.5 2. Total Composite Senior Seminar = 2.58 BENCHMARK MET FA21 total See results section. SP22 total = 1.987 NOLA = 1.8 ONL = 2.175 FA22 total = 2.96 NOLA = 2.6 ONL = 2.9 WW = 3.9 SPAN = 2.44 SP23 total = 2.4 NOLA = 3.0 ONL = 2.6 ANG = 3.52 PAR = 2.23 LCIW = 3.15	New BM for R&W: 2.5 AP: The PC teaches R&W and will be revising the course slightly to focus more on actual research skills, which should enhance students' ability to think critically. The revision should be completed by August 1, 2024. Completed. New BM for SS: 2.75 AP: The PC is the instructor for SS. She will focus one lecture on the expectations for senior-level writing. This added lecture will be implemented in the fall 2024 semester. Completed.

<i>Indirect Measures</i> 1. General Education Questionnaire item 3 given in <i>College and Vocation</i>. 2. General Education Questionnaire item 3 given in <i>Senior Seminar</i>.	1. New survey as of FA23 2. New survey as of FA 23	HAR =3.1 FA23 total = 2.97 NOLA = 3.43 ONL = 2.44 Aggregate FA23 = 4.3 College and Vocation Total FA23 = 3.83 NOLA = 3.47 ONL = 4.18 Senior Seminar Total FA23 = 4.77 NOLA = 5.0 ONL = 4.53 Discussion Narrative: 1. Data for SS for FA21 is missing; the resignation of KLM, the person responsible for gathering the data, and the inability to retrieve any data from her files is the main cause. Also, the KTI program assessed the artifacts using an old rubric—a miscommunication between KTI and KLM. 2. Previous benchmarks were based on a percentage of students scoring a certain number on the rubric. However, when LC approved the new Gen Ed assessment plan, the benchmarks were set as the overall composite score. Those composite scores were available from the previous Gen Ed jury and are provided here. 3. The expectation is that students in SS would score better on the writing rubric since SS is a capstone course as opposed to R&W, which is a 2000-level course. However, many students delay taking R&W until the semester before SS, so they are not practicing their writing skills sufficiently to grow as writers. The Gen Ed committee wants to monitor the scores semester by semester to see if this trend continues. The SS benchmark was barely met.	New BM for indirect measure: 4.25
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Executive Summary: Our General Education program focuses heavily on writing, and the PC, who is the primary English teacher, assess all artifacts used in Critical Thinking and Written Communication. While having the same person do assessment is a good thing, the Gen Ed committee will recommend to the college faculty to spread out some of the assessment so that (a) more faculty are involved in assessment and understand how are students are thinking, speaking, and writing, and (b) the person teaching R&W and SS is not biased when assessing the artifacts she has already graded for class. Also, while we are meeting our benchmarks, we have much room for improvement. The PC will work with the Associate Dean of the college to revise Gen Ed curriculum maps to ensure that the three competencies are being taught and reinforced before students reach the senior capstone course.