

ASSOCIATE OF SCIENCE LOUISIANA TRANSFER DEGREE

Program Learning Outcomes

Semester and Year: Fall 2017 – Spring 2018

Certificate Degree Diploma

Dean: Dr. Charles Stewart

Measurable Outcome(s)	Assessment Activity/Tool	Results	Use of Results	Estimated Cost(s)
1a) Express ideas clearly in written form.	1a) Course-based assessment using essay assignment and departmentally developed rubric.	1a) 91% of the students measured achieved the desired standard.	1a) Based on the results, it seems that more students struggled with content than anything else. It is the belief of the English faculty that the students scoring below the desired standard did so because they did not meet the minimum page length requirement. The Faculty will spend more time on prewriting and practicing different prewriting techniques to help students develop their idea more.	\$0
1b) Employ critical reading	1b) Course-based	1b) 88% of the students	1b) This the first time that	\$0

<p>skills to analyze written materials.</p>	<p>assessment using essay assignment and departmentally developed rubric.</p>	<p>measured mastered the student-learning outcome.</p>	<p>this outcome was measured in ENGL 2010 British Literature I. While most students met this specific outcome, the faculty did notice that they had a difficult time writing critically about literature. The faculty will devote additional time reviewing MLA citations and how to avoid plagiarism, as these issues were the root cause of students' failure to write critically. The faculty also plans to offer a broader scope of English courses that they can use to evaluate these criteria.</p>	
<p>1c) Exhibit active listening skills.</p>	<p>1c) Locally developed test that measures student achievement of this particular learning outcome.</p>	<p>1c) Using a rubric developed by the speech faculty, they found that 91% of the students measured achieved the desired standard.</p>	<p>1c) The expected level of student performance and criteria for success was that 70% of SOWELA students would demonstrate mastery of this learning outcome. This is the fourth year that we have measured this topic in the speech courses and the percentage of mastery of this learning</p>	<p>\$0</p>

			outcome has increased by almost 10 percent.	
2a) Use quantitative skills to solve problems.	2a) Locally developed departmental comprehensive final exam.	2a) 96% of the students were proficient in using quantitative skills to solve problems (calculating simple probability in both discrete and continuous variable cases).	2) The expected level of student performance and criteria for success was that 70% of Sowela students would demonstrate mastery of this objective by meeting each of the three intended educational outcomes. This the first time that these outcomes were measured in MATH 2100 Statistics. The measures were met with regards to two of the three intended educational outcomes. In relation to the previous year the percent of students who met the standard for the three areas were increased. The Mathematics faculty believes that the percent increase of these skills is due to using a different course to evaluate the outcomes. The faculty will reexamine the use of using different	\$0
2b) Interpret quantitative information.	2b) Locally developed departmental comprehensive final exam.	2b) 73% of the students were proficient in interpreting quantitative information (using computational skills necessary for statistical problem solving and mathematical modeling).		\$0
2c) Translate problem situations into their symbolic representations.	2c) Locally developed departmental comprehensive final exam.	2c) 64% of the students were proficient in translating problem situations into their symbolic representations (calculating the probability, mean and standard deviation for a binomial and normal probability distribution).		\$0

			<p>mathematics courses to measure these standards for the upcoming academic year.</p>	
<p>3a) Demonstrate scientific literacy.</p>	<p>3a) Locally developed test that measures student achievement of this particular learning outcome.</p>	<p>3a) 65.15% of the students measured met the standard of demonstrating scientific literacy.</p>	<p>3a) This is the first time that this objective is being measured in BIOL 2261 (A&P II Lab). The goal was missed. Possibly due to less time in the classroom going over the digestive materials and/or exhaustion of information at the end of the semester. To improve scores, experiments/hands-on exercises may be introduced to break up the monotony. Instructors will develop worksheets for review of anatomical terminology and all digestive processes. Using the Anatomage table during instruction should also help with the student's cognitive understanding of the anatomy of the digestive system.</p>	<p>\$0</p>

<p>3b) Apply the scientific method in a lab setting.</p>	<p>3b) Course-based assessment by individual faculty that teach science labs.</p>	<p>3b) 60.81% of the students measured met the standard of applying the scientific method in a laboratory setting.</p>	<p>3b) This is the first time that this objective is being measured in BIOL 2261 (A&P II Lab). Urinary system is discussed at the end of the semester. Students, whom are tired of testing, struggle with the volume of information regarding regulation of the urinary system. To make the unit more interesting, equipment/materials will be purchased with newly awarded grant funding during the fall 2018 semester so that additional experiments can be performed. This will cause the student to be more engaged with the information presented in class.</p>	<p>\$0</p>
<p>4a) Demonstrate an understanding of the unique theories and methods of a social or behavioral science.</p>	<p>4a) Locally developed departmental comprehensive final exam.</p>	<p>4a) 66% of the students were successful in demonstrating success with this educational outcome</p>	<p>4a) This is the first semester that this objective is being measured in PSYC 2335 (PSYC of Human Development). 66% of the students responded correctly to the embedded questions in the unit test regarding identification and</p>	<p>\$0</p>

			<p>application of Freud's psychoanalytical theory and Erikson's psychosocial theory of development. The original goal was 80%. Based on these findings, we will focus class activities and assignments to reinforce this educational outcome.</p>	
<p>4b) Analyze and interpret a social, economic, political, cultural, or philosophical issue.</p>	<p>4b) Course-based assessment using monitored group discussions, embedded questions on homework assignments, and unit tests.</p>	<p>4b) 77% of the students measured achieved the desired standard</p>	<p>4b) The History faculty is determined to ensure that an even greater percentage of students can analyze and interpret social, economic, political, cultural, or philosophical issue. The History faculty observed that the students that were required to additional writing performed better on this objective. Based on faculty recommendations, all history courses will all require between 10 to 15 pages of writing in a semester course (divided according to the discretion of each instructor), that at least one assignment or component of each course should be based on one or</p>	<p>\$0</p>

			<p>more primary sources, and students should use MLA or Chicago style when citing.</p> <p>The History faculty believes that this change had an impact on the increased percentage of students who could analyze and interpret social, economic, political, cultural, or philosophical issue.</p>	
5a) Analyze and interpret a historical issue.	5a) Course-based assessment using essay assignment and departmentally-developed rubric.	5a) 80% of the students measured achieved the desired standard	<p>5a) The History faculty is determined to ensure that an even greater percentage of students can analyze and interpret a historical issue. The History faculty observed that the students that were required to additional writing performed better on this objective. Based on faculty recommendations, all history courses will all require between 10 to 15 pages of writing in a semester course (divided according to the discretion of each instructor), that at least one assignment or component of each course should be based on one or more primary sources, and students should use MLA or Chicago style when citing.</p> <p>The History faculty believes</p>	\$0

			that this change had an impact on the increased percentage of students who could analyze and interpret a historical event.	
5b) Critique a particular work of art, music, theater or literature.	5b) Course-based assessment using assignments to critique a piece of literature and/or a historical film.	5b) 78% of the students measured achieved the desired standard	5b) In the upcoming academic year the faculty will continue to incorporate the use of additional multimedia aids to their lectors in order to appeal to students with diverse learning styles. The school has also identified this area as a growth area for the college and has started offering the course in a hybrid and online format during the academic year.	\$0
6a) Analyze an issue from the perspective of another cultural tradition or historical period.	6a) Course-based assessment using essay assignment and departmentally-developed rubric.	6a) 88% of the students measured achieved the desired standard	6a) This the first time that this outcome was measured in ENGL 2010 British Literature I. While most students met this specific outcome, the faculty did notice that they had a difficult time writing	\$0

			critically about literature. The faculty will devote additional time reviewing MLA citations and how to avoid plagiarism, as these issues were the root cause of students' failure to write critically. The faculty also plans to offer a broader scope of English courses that they can use to evaluate these criteria.	
6b) Understand and respect cultural differences.	6b) Course-based assessment using embedded questions on homework assignments and unit tests.	6b) 86% of the students measured achieved the desired standard	6b) This the first time that this outcome was measured in ENGL 2010 British Literature I. The expected level of student performance and criteria for success was that 86% of Sowela students would demonstrate mastery of this learning outcome. Though pleased that this measure was met, the General Education faculty look forward to the opportunity to assess this educational outcome through a broader menu of course offerings in the social	\$0

			sciences and the humanities.	
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