



General Studies Program Outcome

Objective Number: 1.1

Objective: General Studies Program Outcome

Start: 11/1/2017

End: 10/31/2018

Progress: Completed

Provided By: General Studies

Participants:
No Roles Selected

Objective With Intended Outcomes: Students enrolled in the Associate of General Studies (AGS) will develop the necessary skills to be successful at a 4-year institution or enter the workforce.

For AY 2017-2018, this objective will be assessed by Communication Skills using ENGL 1002 (second semester English Composition) and Quantitative Reasoning using MATH 1425 (Elementary Statistics taken after Applied College Algebra).

Communication Studies:

Students in the General Studies program will communicate effectively using written language to construct a message that demonstrates the communicator has established clear goals and has considered his or her audience. Effective messages are organized and presented in a style appropriate to the context.

SLOs for [ENGL 1002 according to the syllabus](#) are: Upon successful completion of this course, the student will

1. Identify clearly defined thesis statements, proper essay organization and development and clarity in the essay writing process—on a more advanced level than ENGL 1001.
2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation.

Quantitative Reasoning:

Students in the General Studies program will exercise quantitative reasoning by applying the reasoning process to explain phenomena in the context of everyday life. Quantitative Reasoning includes statistical and/or logical problem solving, the relationships between quantities, and the use or misuse of quantitative data.

The 2017-2018 [syllabus for MATH 1425](#) contains the following student learning outcomes. The student, upon successful completion of this course will:

- A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial.
- B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters.

- [!\[\]\(467d80e979964f7f8c752fb22248b5b7_img.jpg\) ENGL 1002 Syllabus Fall 2017](#)
- [!\[\]\(b71552d33dbf62adf5e5199a70ee02bf_img.jpg\) MATH 1425 Syllabus Fall 2017](#)

Assessment/Evaluation/Measures/Strategies: **Communication**

For ENGL 1002, both outcomes are assessed using a multiple choice exam given toward the end of the semester. The assessment was tested in AY 2015-2016. It was updated in fall 2016 and was not given to students as a result. Testing resumed in Spring 2017 with all sites. For this objective, students declaring the GSA major at LSUE, LSUA, and dual credit sites were separated from all students taking the ENGL 1002 assessment during AY 2017-2018. These students took the assessment using Scantrons and data was reported by student. Students taking the ENGL 1002 course online were not included since faculty report data in aggregate by section (not by student).

A preliminary benchmark has been established for ENGL 1002 since the assessment underwent revision in Fall 2016 and the faculty wanted to use Spring 2017 and AY 2017-2018 to obtain data.

- Spring 2015: $n = 323$ with a mean = 59%,
- AY 2015-2016: $n = 481$ with a mean = 60%,
- Spring 2017: $n = 397$ with a mean = 62%.
- A weighted mean = 62.89% will be used as the benchmark for AY 2017-2018.

Quantitative Reasoning

The objective will be directly assessed from a standardized multiple choice assessment containing student learning outcomes for all students taking the MATH 1425 (Elementary Statistics) final exam at all sites and all delivery methods. For this objective, students declaring the GSA major at the LSUE site were separated from all students taking the MATH 1425 assessment during AY 2017-2018. These students took the assessment using Scantrons and data was reported by student. Students taking the MATH 1425 course online were not included since faculty report data in aggregate by section (not by student). In addition, the MATH 1425 course is not offered at LSUA, LSU Lab School, or at dual credit sites.

The faculty used the outcomes from the textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

A benchmark of 70% was adopted in Fall 2013 since it is the lowest average grade that will transfer to other institutions of higher education.

Reviewed on 8/31/2018 - Dr. Sandra Mahoney

Assessment/Evaluation Results (Progress Report): For AY 2016-2017, this objective did not exist. For AY 2017-2018, this objective was assessed by choosing second semester courses related to communications and quantitative reasoning.

For **communication**, a total of 23 students from 376 taking the ENGL 1002 assessment at the conclusion of the course declared GSA as a major during AY 2017-2018. The data was run for the 23 students based on their Scantron sheets for the LSUE site. The results were:

- n = 23 (Overall, 20 students were from the LSUE site and 3 were from dual credit sites that declared GSA as a major. Due to the low n, the dual credit students were combined with the LSUE site students. Online faculty report data by course section; therefore, it was not possible to separate out students declaring GSA.)
- Overall = 74.74%
- SLO 1 = 77.26%
- SLO 2 = 70.65%

For **Quantitative Reasoning**, a total of 25 students from 256 taking the final exam in MATH 1425 during AY 2017-2018 declared GSA as a major. Data was run for the 25 students based on their Scantron answer blanks. The results were:

- n = 25 from the LSUE site only (The course is not offered at the LSUA, LSU Lab School, or dual credit sites. Online sections report data by the section and do not separate students information.)
- Overall = 75.76%
- SLO A = 80.42%
- SLO B = 69.68%

Given that the observed score for ENGL 1002 = 74.74% > the preliminary benchmark of 62.89% and given that the observed score for MATH 1425 = 75.76% > the established benchmark of 70%, objective 1.1 is met.

Improvement Plan/ Changes Made: **Communications:**

The English coordinator told the Director of IE verbally that they intend on updating SLO 2 of the ENGL 1002 assessment during Fall 2018.

Quantitative Reasoning:

The faculty have created [online reviews](#) to help student perform better in the course.

This temporary objective will be replaced by assessing student performance on the [Peregrine General Education Exam](#) effective Spring 2019. Graduating students will be asked to take the exam just prior to graduation so that data may be compared to data from other two-year institutions.

- [!\[\]\(a22ba4e13c745edbf29e51af246c4c12_img.jpg\) 6-4-18 MC email MATH 1425 Improvement](#)
- [!\[\]\(33b18af9a4b997eb52666cfeb3c44157_img.jpg\) Peregrine-general-education-brochure](#)

Items This Outcomes Assessment Objective Supports

Type	Number	Name	Start Date	End Date	Provider	Progress
Outcomes Assessment Goal	1	Maintain an effective General Studies Program	11/01/2017	10/31/2018	General Studies	

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