

College-wide Student Learning Outcomes (#1) 2015-2018

Revised and Adopted, July 2010

Program Name: N/A—College Wide Outcomes—SLO
Planning Cycle Year: 2015-2018
Planning Supervisor: Dr. Sherri Davis and Dr. Karl Pruitt

Completion Directions: *Use 9 point font (Calibri) when completing this form.* Each Unit/Department/Division should have at least 3 to 4 SLO's. Use a separate form for EACH SLO. **Step 1:** At the beginning of the planning cycle, fill-in the SLO information in the white boxes directly under the gold bar and then complete Sections A-B. **Step 2:** At the end of the planning cycle, complete Sections "C", "D" and "E". However, if this particular SLO was **NOT** achieved, **SKIP** Section "E" and complete the second sheet in its entirety (Sections "F" and "G", instead) and answer all questions regarding your upcoming Action Plan.

College-wide SLO Outcome #1 Report

<p>College-wide SLO Outcome #1: (Should be measurable and associated with a percent or raw data number)</p> <p>Communicate Effectively (express ideas with clarity, logic, and originality in both spoken and written English).</p>	<p>Outcomes Link to Institutional Goals & Strategic Indicators (i.e., Goal 1, Indicators B & C)</p>	<p>Does SLO #1 have any budget implications (projected expenses over \$500)?</p> <p>Yes <input checked="" type="checkbox"/> No</p> <p>If "Yes", what is the estimated projection?</p>	<p>Is the SLO Continued from Previous Planning Cycle?</p> <p>Yes <input checked="" type="checkbox"/> No</p> <p>If "Yes," how many years have you worked on this same outcome</p> <p style="text-align: center;">1 2 <u>3+</u></p>
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<p>A. Targeted Achievement Goals. College-wide SLO #1. All goals listed should be measureable, if at all possible.</p>	<p>B. Assessment Methods: For each activity and your SLO, list the type of Assessment Method to be used. Use a variety of methods, not just one type.</p>	<p>C. Actual Results Obtained from Activities: List, in order, the actual results obtained from the Targeted Activities. Report tangible results--raw data and percentages, where applicable.</p>	<p>D. Achievement of Intended SLO Outcome. Was the SLO Achieved? If so, support your claim through raw data and percentages.</p>
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<p>Holistic scores from Criterion Online Writing software will demonstrate that students scored an average mean score on essay writing of 4.0 out of 6.0.</p> <p>70% of ENG101 students will be able to pass their Comprehensive Final Essay.</p> <p>70% of COM100 students will be able to pass their comprehensive writing final (with a score of 4 or higher).</p>	<p>Criterion summary of feedback analysis (score reports) of students exiting ENG101. SPAN 2015-2018</p> <p>ENG101 comprehensive final exam writing results (Direct Measure). SPAN 2015-2018</p> <p>COM100 comprehensive final exam writing results (Direct Measure). SPAN 2015-2018</p>	<p>Direct Measure: For the span of 2015-2018, the average Criterion Online Writing mean score (which evaluates student writing ability) was 3.1 (out of 6.0) on the Bessemer campus and 4.0 (out of 6.0) on the Birmingham campus. The targeted goal was 4.0. Meaning the results obtained indicate the objective has been reached on the Birmingham Campus, not on the Bessemer Campus.</p> <p>Direct Measure: ENG101 Exit Exam Essay passing rates: For the 2015-2016 school year, 542 out of 797 (68%) students who sat for the Exit Exam (Departmental essay passed with a C or higher). For the year 2016-2017, 508 out of 739 (69%) passed. During the academic year of 2017-2018, 451 out of 615 (73%) passed. For the academic SPAN Fall 2015 –Spring 2018 1,501 out of 2,151 (70%) passed the comprehensive writing exam in English 101—Written Composition. Hence the objective was achieved.</p> <p>Direct Measure: For COM100—Communication for Technical Students, in 2014-2015, 51 out of 98 students passed the exit writing exam with a C or higher (52%). For the academic year of 2015-2016 62 out of 76 students had a pass rate of (81.5%), 2016-2017 44 out of 50 students had a pass rate of (88%), and for the 2017-2018 academic year 65 out of 73 students had a pass rate of (89%). From Fall 14 through Spring 2018 222 out of 297 students had a (75%) pass ratio for COM 100 comprehensive writing final exam.</p>	<p>Yes. Based on the assessment of pertinent data (as reported in column "C", this outcome was achieved college-wide.</p> <p>Eight different measures (direct and indirect) were used to assess whether or not Lawson State students are achieving outcome—communicate effectively. In reviewing the actual results obtained, each targeted goal was reached. See Column "C" for more definitive assessment of this outcomes achievement levels under each direct or indirect measure.</p>
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<p>70% of exiting SPH107 students will perform proficiently on their Final Exam oral presentation.</p>	<p>Review SPH107 Final Performance Results. SPAN 2015-2018</p>	<p>Direct Measure: SPH107 (2014-2015): 757 out of 966(78.4%) passed their final comprehensive oral presentation. In 2015-2016, 749 out of 953 students (78.6%) passed; 2016-2017 625 out of 863 students (72.4%) passed and for the academic year of 2017-2018 641 out of 837 students passed their final oral presentations. For the SPAN of Fall 2014 through Spring 2018 2,772 out of 3,619 students for a pass ratio of (76.6%) successfully passed their final oral presentation.</p>	
<p>70% of exiting SPC103 students will perform proficiently on their Final Exam oral presentation.</p>	<p>SPC103 comprehensive final exam writing results (Direct Measure). SPAN 2015-2018</p>	<p>The SPC 103 pass rate for their final oral presentation for technical students was 8 out of 20 (40% passed) for 2014-2015. In 2015-2016, for SPC 103, the final oral presentation pass rate was 31 out of 41 (75.6% passed). The 2016-2017 22 out of 25 students pass (88%) and for 2017-2018 26 out of 32 students (81.3%) pass rate. For the SPAN of Fall 14 through Spring 2018 there were 87 out of 118 students in technical speech (73.7%) passed the final oral presentation?</p>	
<p>Percentage of students scoring on CAPP (Nationally Normed English Exam section) will increase each school year.</p>	<p>Review CAAP writing subtest results. Review General Education Survey question results (5-16). SPAN 2016-2017</p>	<p>Direct Measure: The CAAP Test English subtest revealed increases in writing usage/mechanics and rhetoric on the nationally normed exam. The 2016-2017 results indicated that sophomore students scored at 14.1 in 2016 and 14.2 in 2017 (for usage in mechanics) and 14.0 in 2016 and 13.7 in 2017 for rhetoric. Both are slightly under national means which are (for usage in mechanics) 16.4 in 2016 and 15.5 in 2017 and 16.3 and 15.4 for rhetoric). In 2016 for usage in mechanics Lawson were only .3 tenth from the S.D. and .6 S.D. for rhetorical. In 2017 Lawson were .1 S.D. for usage in mechanics and .4 S.D. for rhetorical on and national average. Sophomores exiting Lawson State scores are very close to the national average standard deviation</p>	
<p>70% of exiting ORI101 Freshman Academy Students will “strongly agree” or “agree” that the FA course helped improve both their written and oral communication skills. During the 2015-2018 school year, survey questions Q13 and Q14 are used to measure this outcome. For the 2015- 2018 school year, survey questions Q30 and Q44 are used to measure this outcome.</p> <p>NOTE: This is a QEP College-wide Initiative</p>	<p>SPAN 2015-2018</p> <p>2015: ORI101 Freshman Academy Student Perceptions Survey Results: Review end-of-term survey results (Question #13: The FA course helped me to improve my oral and written skills; Question #14: The FA course helped me to improve my oral presentation skills.)</p> <p>2015-2018: Note: questions remained the same, but the numbers changed. Review end-of-term survey results (Question #30: The FA course helped me to improve my oral and written skills; Question #44: The FA course helped me to improve my oral presentation skills.)</p>	<p>Indirect Measure—Student Perceptions of Improvement of written and oral communication skills. ORN101 Freshman Academy College-wide Survey Results.</p> <p>FA2015-SU2015: Q13 agreed/strongly agreed: Fall full-term: 7/18 (44%); Fall T1: 73/154 (48%); Fall T2: 75/149 (52%); Spring full-term: 4/13 (31%) DE; Spring full-term REG 7/15 (47%) T1: DE 7/19 (37%); Spring T1 REG: 52/123 (52%) Spring T2: DE 15/18 (83%); Summer FT DE; 3/13 (23%) Summer FT REG 6/14 (50%) Summer T1 DE 1/3 (33%), TOTAL: 122/249 (49%) either “agreed” or “strongly agreed” that the orientation course which is required of all academic and technical students helped to improve both their oral and written communication skills.2015: Q14 agreed/strongly agreed: Fall FT: REG 7/16 (50%), Fall REG T1: 70/155 (46%); Fall T2 REG: 76/149 (52%); Spring full-term: DE 4/13 (31%); Spring full term REG 6/14 (43%); Spring DE T1: 5/19 (26%); Spring T1 REG: 48/123 (39%);Spring T2 DE: 15/18(83%) Spring T2 REG 27/31(87%). Summer FT DE: 2/13 (15%), Summer FT REG: 5/13 (45%), Summer T1 DE: 1/3 (33%), TOTAL: 266/567 (47%) either “agreed” or “strongly agreed” that the orientation course which is required of all academic and technical students helped to improve their oral skills.</p> <p>FA 2015-SU 2015: Q30 agreed/strongly agreed: Fall FT REG: 8/15(62%), FA T1: 111/153 (74%); Fall T2: 125/150 (86%); Spring SP FT DE : 11/13(85%), SP FT REG: 14/15 (93%), SP DE T1: 15/18 (83%); Spring DE T1: 90/122 (74%); SP DE T2: 12/18 (67%); SP REG T2 21/31 (68%); SU FT DE: 10/13 (77%), SU FT REG: 13/14 (93%), SU T1 DE: 2/3 (67%), TOTAL: 432/565 (76%) either “agreed” or “strongly agreed” that the orientation course which is required of all academic and technical students helped to improve both their oral and written communication skills.Q44 agreed/strongly agreed: Fall FT REG: 9/15 (69%), FA T1: 116/150 (78%); Fall T2: 124/149 (86%); Spring FT DE: 13/13 (100%), SP FT REG: 13/15 (87%), SP DE T1: 15/18 (83%), SP REG T1:</p>	

96/122(79%), SP DE T2: 12/18 (67%), SP REG T2 21/31 (68%). SU FT DE: 10/12 (83%), SU FT REG: 13/14 (93%), SU T1 DE: 2/3 (67%); **TOTAL: 444/560 (79%)** either “agreed” or “strongly agreed” that the orientation course which is required of all academic and technical students helped to improve both their oral and writing skills.

FA 2016- SU 2016 Q # 13 FT TI: 137/295 (47%), FA T2: 72/127 (58%), SP T1: 56/118 (47%), SU FT: 23/26 (88%), SU T1: 0%.
TOTAL: 288/566 (51%) either “agreed” or “strongly agreed” that the orientation course which is required of all academic and technical students helped to improve both their oral and skills.
 Q # 14 FA T1: 127/295 (44%), FA T2: 66/126 (53%); SP T1: 53/118 (45%). **TOTAL: 246 /539 (45.6%)** either “agreed” or “strongly agreed” that the orientation course which is required of all academic and technical students helped to improve both their oral and skills. Q #30 FA T1: 211/296 (72%), FA T2: 101/125 (81%), SP T1 94/116 (81%). SU T2; 22/27 (85%),
TOTAL: 428/ 564 (75.6%) either “agreed” or “strongly agreed” that the orientation course which is required of all academic and technical students helped to improve both their oral and writing skills.
Q # 44 FA 16 T1 229/296 (78%), FA 16 T2: 106/125 (85%), SP 16 T1 96/118 (81%), TOTAL: 431/539 (80.0%) either “agreed” or “strongly agreed” that the orientation course which is required of all academic and technical students helped to improve both their oral and writing skills.

FA 2017- SU 17 Q # 5 FA T1: 189/251 (76%) FA T2: 108/129 (84%), SP T1: 44/56 (79%), and SU FT 18/22 (82%) either “agreed” or “strongly agreed” that the orientation course which is required of all academic and technical students helped to improve both their oral and writing skills.
FA 17-SU-17 Q # 39 FA T1: 128/251 (53%), FA T 88/129 (69%), SP T1: 34/56 (61%), and SU FT: 10/21 (53%) % either “agreed” or “strongly agreed” that the orientation course which is required of all academic and technical students helped to improve both their oral and writing skills.
Q # 40 FA T1: 131/248 (54%), FA T2: 84/127 (67%), SP T1: 36/56 (64%), and SU FT: 12/21 (60%) either “agreed” or “strongly agreed” that the orientation course which is required of all academic and technical students helped to improve both their oral and writing skills.
SP 2018 Q # 5 SP T1: 88/125 (70%), SP T2: 56/63 (88%), and Q # 39 SP T1: 55/123 (45%), SP T2: 33/62 (50%), and Q # 40 SP T1: 55/123 (45%), SP T2: 35/61 (57%), either “agreed” or “strongly agreed” that the orientation course which is required of all academic and technical students helped to improve both their oral and writing skills.

Indirect Measure—General Education Survey Results: 2015, 2016, 2017 and 2018. See Column “A” for “Q” breakdown.

Q15 Results for 2015. 88% of respondents either agreed or strongly agreed with Q15. N=1082/1232 (Respondents)

Q16 Results for 2015. 88% of respondents either agreed or strongly agreed with Q16. N=993/1233 (Respondents)

Q18 Results for 2015. 86% of respondents either agreed or strongly agreed with Q18. N=1271/1483 (Respondents)

Q15 Results for 2016. 88% of respondents either agreed or strongly agreed with Q15. N=1082/1232 (Respondents)

Q16 Results for 2016. 81% of respondents either agreed or strongly agreed with Q16. N=993/1233 (Respondents)

General Education Survey Results:

75% of students will either agree or strongly agree with the following statements: (Q15): The General Education course required me to produce written and oral reports at a satisfactory level of performance; (Q16) The General Education course taught me how to write better; (Q18): The General Education course required me to organize my thoughts and express my ideas clearly and coherently.

General Education Survey Results:

75% of students will either agree or strongly agree with the following statements: (Q15): The General Education course required me to produce written and oral reports at a satisfactory level of performance; (Q16) The General Education course taught me how to write better; (Q18):

	<p>The General Education course required me to organize my thoughts and express my ideas clearly and coherently. SPAN 2015-2018</p>	<p>Q18 Results for 2016. 86% of respondents either agreed or strongly agreed with Q18. N=1049/1226 (Respondents)</p> <hr/> <p>Q15 Results for 2017. 85% of respondents either agreed or strongly agreed with Q15. N=142/167 (Respondents)</p> <p>Q16 Results for 2017. 84% of respondents either agreed or strongly agreed with Q16. N=143/170(Respondents)</p> <p>Q18 Results for 2017. 83% of respondents either agreed or strongly agreed with Q18. N=140/169 (Respondents)</p> <p>Q15 Results for 2018. 84% of respondents either agreed or strongly agreed with Q15. N=53/63 (Respondents)</p> <p>Q16 Results for 2018. 79% of respondents either agreed or strongly agreed with Q16. N=50/63(Respondents)</p> <p>Q18 Results for 2018. 81% of respondents either agreed or strongly agreed with Q18. N=52/64 (Respondents)</p>	
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E: USE OF RESULTS--(For Achieved Outcomes Only).



Skip this Section if your Outcome was NOT achieved. Complete Sections F& G instead.

Closing the Loop: Complete this box if your SLO goal **WAS** achieved. Discuss, in detail, how the activities you implemented this year were used to improve and or achieve SLO #1. It is important within your narrative to focus on what modifications and adjustments were made and how the mid-term results were used to improve your activities which ultimately enabled you to achieve your projected outcome. *Never use “will” statements here; only report what has been achieved.

As previously documented in the last College-wide report, the Developmental English and English Departments continued to work in concert with each other to streamline the English curriculum. A shared English rubric has been developed and core requirements in English 101 and Developmental English 092 and English 093 (are in place). A new change in developmental English will be implemented in Fall 2018 as a directed from the system office (Alabama Community College System) to eliminate ENG-092 and only keep ENG-093 and remove College Reading RDG-114A and include it's curriculum into ENG-093 to enhance student retention and to limited the number of developmental courses students would need to take. The new curriculum changes also includes an English support laboratory for both developmental ENG-093 and MTH-100 to help ensure student success. Exit Exams which measure student writing proficiency exclusively are now peer graded. Meaning, adjunct faculty and full-time faculty **MUST** agree on whether or not a student has passed the proficiency exam to move to English 101 (English Composition). This new strategy, then, allows for two reviews of a student's proficiency level and makes the process more informed and safeguards against over-inflated grades. In addition, during the 2015-2018 school year, a new English resource page (on the Lawson State website) was developed. Students have access to hundreds of videos on writing, and can also access tutorials and get online feedback on their writing. Based on the Holistic scores from Criterion the objected was met on the Birmingham Campus but not on the Bessemer Campus. Therefore more hands on tutoring will be provide through the newly implemented English laboratory for both ENG-093 and ENG-101. This new curriculum will begin this Fall 2018 semester.

Further, in an effort to expose students to the importance of crafting good communication skills early, the curriculum for the Freshman Academy (ORI101) was designed to include communication skills. In total, students have to present orally (in a group) four times in the course and are graded on a rubric designed to get students to focus on their presentation skills. Their final project (which is a Career Project) requires them to present on their own. Communication (How To) videos are also embedded in the course in order to enable students to review important presentation tips throughout the course. Future plans include the expansion of Criterion Online Writing (which provides students with immediate feedback on their writing) or another product with similar capabilities.



F: ACTION PLAN FOR IMPROVEMENT—(For Unresolved Outcomes ONLY)

Skip this Section if your Outcome WAS achieved. Complete Sections “D” instead.

Loop Not Closed: Complete this box **ONLY** if your SLO outcome was **NOT** achieved. If your SLO outcome was NOT reached, discuss in general what your strategic plans for improvement are under next year's Action Plan. Keep in mind that it is important to readjust your activities, modify them, delete them, add new ones and make adjustments to your overall plan. Once completed, go to Box “G” and list your specific, adjusted activities for the next planning cycle that you plan to implement for improvement.

N/A-Outcome was achieved.



G: NEW PROPOSED ADJUSTED ACTIVITIES—(For Unresolved Outcomes ONLY)

Skip this Section if your Outcome WAS achieved. Complete Sections “D” instead.

Loop Not Closed. Complete this box **ONLY** if your outcome goal was **NOT** achieved. List your modified activities below that will be used to address this SLO outcome for ultimate improvement. NOTE: These revised activities must appear on next year's SLO Report.

N/A-Outcome was achieved.

If you have an Action Plan, address the following questions:

1. Who, in your unit, will be responsible for the implementation, tracking, data collection and reporting on this Action Plan?

2. When do you anticipate, as a unit, that this Action Plan will be finalized during the upcoming Planning Cycle? _____ Fall _____Spring _____Summer



Planning Hearing Notebook Reminder: Include data/evidence for the following sections in your Planning Hearing Notebook: Section A (Evidence of Activity Implementation); Sections C (Actual Results Obtained) & E (Use of Results)

NOTE: If this outcome has been listed (and the goal unreached) for three years, the Planning Hearing Committee will have to assist you in creating an Action Plan. The Hearing Committee has the authority to: (A) grant the extension for one more planning cycle; (B) decline the request for extension and delete the SLO; (C) grant the extension for one more year but revise and/or modify the SLO for the program.

College-wide Student Learning Outcome #2 Report (Page 1 of 2)

Revised and Adopted, July 2010

Program Name: College-wide Outcomes Planning Cycle Year: 2015-2018 Planning Supervisor: Dr. Sherri Davis and Dr. Karl Pruitt

Completion Directions: Use 9 point font (Calibri) when completing this form. Each Unit/Department/Division should have at least 3 to 4 SLO's. Use a separate form for EACH SLO. **Step 1:** At the beginning of the planning cycle, fill-in the SLO information in the white boxes directly under the gold bar and then complete Sections A-B. **Step 2:** At the end of the planning cycle, complete Sections "C", "D" and "E". However, if this particular SLO was NOT achieved, SKIP Section "E" and complete the second sheet in its entirety (Sections "F" and "G", instead) and answer all questions regarding your upcoming Action Plan.

Student Learning Outcome #2 Report

College-wide Outcome #2: (Should be measurable and associated with a percent or raw data number) Reason Quantitatively (apply mathematical principles to address and solve problems).	Outcomes Link to Institutional Goals & Strategic Indicators (i.e., Goal 1, Indicators B & C)	Does SLO #1 have any budget implications (projected expenses over \$500)? Yes X No If "Yes", what is the estimated projection? Will need approximately \$1500 for each seminar.	Is the SLO Continued from Previous Planning Cycle? Yes X No If "Yes," how many years have you worked on this same outcome <u>1</u> <u>2</u> <u>3</u>
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A. Targeted Achievement Goals. College-wide SLO #2. All goals listed should be measurable, if at all possible.	B. Assessment Methods: For each activity and your SLO, list the type of Assessment Method to be used. Use a variety of methods, not just one type.	C. Actual Results Obtained from Activities: List, in order, the actual results obtained from the Targeted Activities. Report tangible results--raw data and percentages, where applicable.	D. Achievement of Intended SLO Outcome Was the SLO Achieved? If so, support your claim through raw data and percentages.
70% of students will demonstrate proper application of mathematical principles to solve problems on comprehensive Final Exams in MTH100 (Intermediate Algebra). Span: 2015-2018 70% of students will demonstrate proper application of mathematical principles to solve problems on comprehensive Final Exams in MTH110 (Finite Mathematics), Span: 2015-2018 70% of students will demonstrate proper application of mathematical principles to solve problems on comprehensive Final Exams in MTH112 (Pre-Calculus) and Span: 2015-2018	Review student mathematical application comprehensive final exams results from MTH100 (Intermediate Algebra). Span: 2015-2018 Review student mathematical application comprehensive final exams results from MTH110 (Finite Mathematics). Span: 2015-2018 Review student mathematical application comprehensive final exams results from MTH112 (Pre-Calculus). Span: 2015-2018	Direct Measure: In 2015-2016, 67% (394 out of 585) of MTH100 (Intermediate Algebra) students passed their comprehensive mathematics direct assessment exam. In 2016-2017, 69% (422 out of 614) of MTH100 students passed the final comprehensive exam (direct assessment). 2017-2018, 67% (365 out of 542) of MTH 100 students passed the final comprehensive exam (direct assessment). Combined: 1181 out of 1741 (68%) passed the comprehensive intermediate algebra direct assessment. Direct Measure: In 2015-2016, 83 % (86 out or 103) of MTH110 (Finite Mathematics) students passed their comprehensive exams. In 2016-2017, 83 out of 97 (86%) passed. In 2017-2018 61 out of 75 (81%) passed the MTH-110 comprehensive final exam. Combined: 230 out of 275 (84%) passed the comprehensive Finite Mathematics direct assessment exam. Direct Measure: In 2015-2016, 73% of MTH112 (Pre-Calculus) students passed their comprehensive exams (200 out of 273). In 2016-2017, 224 out of 270 (83%) passed. In 2017-2018 184 out of 228 (81%) passed their comprehensive exam. Combined: 608 out of 771 (79%)	Results for the 2015-2018 College-wide assessment cycle are encouraging and indicate that the college's emphasis on mathematics is working. This objective was achieved based on the assessment and review of both indirect and direct results outlined under Column "C". 70% or higher of all students exiting MTH100, MTH110, MTH112 and MAH101 were able to pass their comprehensive mathematics exams, a direct and embedded assessment of mathematics competency. In addition, gains were noted under the CAPP (nationally Normed assessment) for mathematics. And, General Education survey results, also mirror what the direct assessment are demonstrating, that

<p>70% of students will demonstrate proper application of mathematical principles to solve problems on comprehensive Final Exams in MAH101 (technical basic math). Span: 2015-2018</p> <p>Percentage of students scoring on CAPP (mathematics application section) will increase each school year.</p> <p>70% Students responding to the General Education Survey will either “strongly agree” or “agree” that their General Education courses helped them to think critically and apply knowledge and gain a better understanding of the subject matter. Survey results from Q3 (Critical Thinking); Q4 (Application of Knowledge); (5) Critical Thinking Analysis; and Q6 (Gained a Better Understanding) are being evaluated under this outcome.</p>	<p>Review student mathematical application comprehensive final exams results from MAH101 (Career Technical Basic Math). Span: 2015-2018</p> <p>Review of CAAP mathematics subtest (Objective, Normed National Test) Span: 2015-2018</p> <p>Review General Education Survey question results Q3, Q4, Q5 and Q6. Span: 2015-2018</p>	<p>passed the comprehensive Pre-Calculus direct assessment exam.</p> <p>Direct Measure: In 2015-2016, 72 out of 91(79%) of MAH101 (Basic Math for Technical Students) students passed their comprehensive math exams. In 2016-2017, 80 out of 100 (80%) passed. In 2017-18 55 out of 68 (81%) passed their MAH 101 comprehensive exam. Combined: 207 out of 259 (80%) passed the comprehensive basic technical mathematics direct assessment.</p> <p>The CAAP mathematics subtest (which exams basic math and algebra skills on a national level) revealed increases in both areas on the national normed exam. The 2016 results indicated that sophomore students scored at 12.3 and 12.5 for 2017 (for basic algebra) and 13.1 for both 2016 and 2017 (for college algebra). Both were slightly under national means which are 15.6 in 2016 and 14.2 in 2017 (for basic algebra) and 15.7 in 2016 and 14.1 in 2017(for college algebra). This result brought the scores more in line with national standards for basic algebra and for college algebra. The slight increase from 2016 to 2017 is how we assess improvement of this outcome.</p> <p>Indirect Measure—General Education Survey Results: 2015, 2016, 2017 and 2018. See Column “A” for “Q” breakdown.</p> <p>Q3 Results for 2015. 91% of respondents either agreed or strongly agreed with Q3. N=1364/1493 (Respondents)</p> <p>Q4 Results for 2015. 89% of respondents either agreed or strongly agreed with Q4. N=1328/1485 (Respondents)</p> <p>Q5 Results for 2015. 91% of respondents either agreed or strongly agreed with Q5. N=1354/1496 (Respondents)</p> <p>Q6 Results for 2015. 90% of respondents either agreed or strongly agreed with Q6. N=1339/1491 (Respondents)</p> <hr/> <p>Q3 Results for 2016. 92% of respondents either agreed or strongly agreed with Q3. N=1145/1238 (Respondents)</p> <p>Q4 Results for 2016. 90% of respondents either agreed or strongly agreed with Q4. N=1120/1239 (Respondents)</p> <p>Q5 Results for 2016. 89% of respondents either agreed or strongly agreed with Q5. N=1126/1231 (Respondents)</p> <p>Q6 Results for 2016. 91% of respondents either agreed or strongly agreed with Q6. N=1118/1230 (Respondents)</p> <hr/> <p>Q3 Results for 2017. 88% of respondents either agreed or strongly agreed with Q3. N=153/173 (Respondents)</p> <p>Q4 Results for 2017. 88% of respondents either agreed or strongly agreed with Q4. N=153/173(Respondents)</p> <p>Q5 Results for 2017. 87% of respondents either agreed or strongly agreed with Q5. N=150/172 (Respondents)</p> <p>Q6 Results for 2017. 86% of respondents either agreed or strongly agreed with Q6. N=148/172 (Respondents)</p>	<p>Lawson State students are able to reason quantitatively and apply mathematical principles to address and solve problems.</p>
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Q3 Results for 2018. 89% of respondents either agreed or strongly agreed with Q3. N=57/64 (Respondents)

Q4 Results for 2018. 86% of respondents either agreed or strongly agreed with Q4. N=55/64(Respondents)

Q5 Results for 2018. 87% of respondents either agreed or strongly agreed with Q5. N=55/63 (Respondents)

Q6 Results for 2018. 91% of respondents either agreed or strongly agreed with Q6. N=58/64 (Respondents)

E: USE OF RESULTS--(For Achieved Outcomes Only).



Skip this Section if your Outcome was NOT achieved. Complete Sections F& G instead.

Closing the Loop: Complete this box if your SLO goal **WAS** achieved. Discuss, in detail, how the activities you implemented this year were used to improve and or achieve SLO #1. It is important within your narrative to focus on what modifications and adjustments were made and how the mid-term results were used to improve your activities which ultimately enabled you to achieve your projected outcome. *Never use "will" statements here; only report what has been achieved.

Clearly based on the results, as noted, the college's emphasis on mathematics is working. Over the last ten years, the college has had an ongoing STEM program and during the 2016 brought on an Honors Program. These joint efforts and the efforts of the Developmental math department strengthening its exiting processes (all math students have to pass a comprehensive math exam with a grade of 70% or better) is producing stronger math students at Lawson State. The Alabama Community College System has implemented a new change in the developmental curriculum by reducing the number of developmental math courses. The MTH-092 has been removed from the curriculum in all of the community college degree programs, only offering MTH-098 with a support laboratory and for MTH-100 to ensure student success and hopefully retentions. This program will pilot in the Fall semester of 2018. Indeed, recent enrollment data is demonstrating that numbers are growing in advanced level math classes at record numbers. Again, indicating that the college is doing an excellent job not only preparing mathematics students, but building math skills in developing behind students so they can matriculate and pursue their General Education or Career Technical degree.

In addition, during the 2016 school year, a new mathematics online resource page (on the Lawson State website) was developed. Students have access to hundreds of mathematics videos and can also access tutorials and get online feedback on problem solving.



F: ACTION PLAN FOR IMPROVEMENT—(For Unresolved Outcomes ONLY)

Skip this Section if your Outcome WAS achieved. Complete Sections "D" instead.

Loop Not Closed: Complete this box **ONLY** if your SLO outcome was **NOT** achieved. If your SLO outcome was NOT reached, discuss in general what your strategic plans for improvement are under next year's Action Plan. Keep in mind that it is important to readjust your activities, modify them, delete them, add new ones and make adjustments to your overall plan. Once completed, go to Box "G" and list your specific, adjusted activities for the next planning cycle that you plan to implement for improvement.

Skip, since the outcome was achieved.



G: NEW PROPOSED ADJUSTED ACTIVITIES—(For Unresolved Outcomes ONLY)

Skip this Section if your Outcome WAS achieved. Complete Sections "D" instead.

Loop Not Closed. Complete this box **ONLY** if your outcome goal was **NOT** achieved. List your modified activities below that will be used to address this SLO outcome for ultimate improvement. NOTE: These revised activities must appear on next year's SLO Report.

Skip, since the outcome was achieved.

If you have an Action Plan, address the following questions: **Skip, since the outcome was achieved.**

1. Who, in your unit, will be responsible for the implementation, tracking, data collection and reporting on this Action Plan?

2. When do you anticipate, as a unit, that this Action Plan will be finalized during the upcoming Planning Cycle? _____
Fall _____ Spring _____ Summer _____



Planning Hearing Notebook Reminder: Include data/evidence for the following sections in your Planning Hearing Notebook: Section A (Evidence of Activity Implementation); Sections C (Actual Results Obtained) & E (Use of Results)

NOTE: If this outcome has been listed (and the goal unreached) for three years, the Planning Hearing Committee will have to assist you in creating an Action Plan. The Hearing Committee has the authority to: (A) grant the extension for one more planning cycle; (B) decline the request for extension and delete the SLO; (C) grant the extension for one more year but revise and/or modify the SLO for the program.

Page 2 of 2 (SLO #2). Only complete this page if you had an unachieved SLO.

College Wide Student Learning Outcomes #3 Report (Page 1 of 2)

Revised and Adopted, July 2010

Program Name: College-wide Outcomes Planning Cycle Year: 2015-2018 Planning Supervisor: Dr. Sherri Davis and Dr. Karl Pruitt

Completion Directions: Use 9 point font (Calibri) when completing this form. Each Unit/Department/Division should have at least 3 to 4 SLO's. Use a separate form for EACH SLO. **Step 1:** At the beginning of the planning cycle, fill-in the SLO information in the white boxes directly under the gold bar and then complete Sections A-B. **Step 2:** At the end of the planning cycle, complete Sections "C", "D" and "E". However, if this particular SLO was NOT achieved, SKIP Section "E" and complete the second sheet in its entirety (Sections "F" and "G", instead) and answer all questions regarding your upcoming Action Plan.

Student Learning Outcome #3 Report

College-wide Outcome #3: (Should be measurable and associated with a percent or raw data number) Think Critically (Gather and interpret data using a variety of methods to address and solve both practical and theoretical problems.	Outcomes Link to Institutional Goals & Strategic Indicators (i.e., Goal 1, Indicators B & C)	Does SLO #1 have any budget implications (projected expenses over \$500)? Yes <input checked="" type="checkbox"/> No If "Yes", what is the estimated projection? Will need approximately \$1500 for each seminar.	Is the SLO Continued from Previous Planning Cycle? Yes <input checked="" type="checkbox"/> No If "Yes," how many years have you worked on this same outcome <u>1</u> 2 3
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A. Targeted Achievement Goals. College-wide SLO #3. All goals listed should be measurable, if at all possible.	B. Assessment Methods: For each activity and your SLO, list the type of Assessment Method to be used. Use a variety of methods, not just one type.	C. Actual Results Obtained from Activities: List, in order, the actual results obtained from the Targeted Activities. Report tangible results--raw data and percentages, where applicable.	D. Achievement of Intended SLO Outcome Was the SLO Achieved? If so, support your claim through raw data and percentages.
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70% of students will demonstrate critical thinking and problem-solving skills to be measured in the following courses: RDG114 (Critical Reading). 70% of students will demonstrate critical thinking and problem-solving skills to be measured in the following courses: ENG251 American Literature. 70% of students will demonstrate critical thinking and problem-solving skills to be measured in the following courses: ENG261 British Literature 70% of students will demonstrate critical thinking and problem-solving skills to be measured in the following courses:) BIO101 General Biology I.	Review comprehensive exam results from RDG114 & RDG114a (Critical Reading/Thinking) Review comprehensive exam results from ENG251, American Literature Review comprehensive exam results from ENG261, British Literature Review comprehensive exam results from, BIO101, General Biology	Direct Measure: In 2015-2016, 81% of RDG114 (Critical Reading/Thinking for College Students) students passed their comprehensive exams (752 out of 930). In 2016-2017, 592 out of 720 (82%) passed. Combined: 1344 out of 1650 (81%) passed the comprehensive critical reading direct assessment. Direct Measure: In 2015-2016, 84% of ENG251 (American Literature and Interpretation) students passed their comprehensive exams (248 out of 297). In 2016-2017, 134 out of 198 (68%) passed and, in 2017-2018, 151 out of 239 (63%) successfully completed their comprehensive exams. Combined: 533 out of 724 (74%) passed the comprehensive American Literature direct assessment. Direct Measure: In 2015-2016, 88% of ENG261 (British Literature and Interpretation) students passed their comprehensive exams (7 out of 8). In 2016-2017, 4 out of 6 (67%) passed. In 2017-2018, 3 out of 3 students (100%) passed their comprehensive exams. Combined: 14 out of 17 (82%) passed the comprehensive British Literature direct assessment. Direct Measure: In 2015-2016, 79% of BIO101 (General Biology I) students passed their comprehensive exams (214 out of 270). In 2016-2017, 227 out of 279 (81%) passed. Combined: 441 out of 549 (80%) passed the comprehensive General Biology I direct assessment.	After a review of the collected data results, students successfully passed all direct and indirect measures of assessment related to this outcome and well achieved beyond the 70% requirement. Direct measures used were embedded comprehensive test assessments.
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<p>70% of students will demonstrate critical thinking and problem-solving skills to be measured in the following courses: BIO103 Principles of Biology.</p> <p>Survey data results from ORI101—Question Posed: My Critical Thinking Skills have Improved. 70% of students enrolled in ORI101 should agree or strongly agree with this statement.</p> <p>General Education Survey Results: 70% of students will either agree or strongly agree with the following statements: (Q3) and (Q5): The General Education improved critical thinking; (Q49) The General Education challenged me to think.</p>	<p>Review comprehensive exam results from BIO103, Principles of Biology I</p> <p>ORI101 Survey data for Q37 related to Critical Thinking improvement</p>	<p>Direct Measure: In 2015-2016, 74% of BIO103 (Principles of Biology I) students passed their comprehensive exams (227 out of 308). In 2016-2017, 215 out of 305 (70%) passed. Combined: 442 out of 613 (72%) passed the comprehensive Principles of Biology I direct assessment.</p> <p>Indirect Measure: 2015-2016 Results: Q37—Students agreeing or strongly agreeing that their critical thinking skills have improved due to targeted activities in the ORI101 Freshman Academy course. Results: Fall full-term: 11/17 (69%) Fall T1: 108/154 (71%); Fall T2: 122/149 (84%); Spring full-term: Distance 12/13 (92%), Regular 13/15 (87%); Spring T1: Distance 15/18 (83%), Regular 91/125 (73%); Spring T2: Distance 16/18 (89%), Regular 24/32 (75%); Summer full term: Distance 10/13 (77%), Regular 13/14 (93%); Summer T1 Distance 2/3 (67%), TOTAL: 437/571 (77%)</p> <p>Indirect Measure: 2016-2017 Results: Q37—Students agreeing or strongly agreeing that their critical thinking skills have improved due to targeted activities in the ORI101 Freshman Academy course. Results: Q37 Agreed/strongly agreed: Fall T1: 214/295 (73%); Fall T2: 107/126 (86%); Spring T1: 92/117 (79%); Summer full term 22/27 (81%) TOTAL: 435/538 (81%)</p> <p>Indirect Measure: 2017-2018 Results: Q12—Students agreeing or strongly agreeing that their critical thinking skills have improved due to targeted activities in the ORI101 Freshman Academy course. Results: Q12 Agreed/strongly agreed: Fall T1: 188/249(76%); Fall T2: 112/130 (86%); Spring T1: 93/123 (76%), Spring T2: 53/63 (84%); Summer full term TOTAL: 53/63 (84%)</p> <p>Indirect Measure: General Education Survey Results: 2015-2016 Q3 Results for 2015-2016. 91% of respondents either agreed or strongly agreed with Q6. N=1493 Respondents</p> <p>Q5 Results for 2015-2016. 91% of respondents either agreed or strongly agreed with Q6. N=1496 Respondents</p> <p>Q49 Results for 2015-2016. 91% of respondents either agreed or strongly agreed with Q6. N=819 Respondents</p> <hr/> <p>Indirect Measure: General Education Survey Results: 2016, 2017, and 2018 Q3 Results for 2016-2017. 92% of respondents either agreed or strongly agreed with Q6. N = 1238 Respondents</p> <p>Q5 Results for 2016-2017. 91% of respondents either agreed or strongly agreed with Q6. N = 1231 Respondents</p> <p>Q49 Results for 2016-2017. 91% of respondents either agreed or strongly agreed with Q6. N= 941 Respondents</p> <hr/> <p>Q3 Results for 2017-2018. 92% of respondents either agreed or strongly agreed with Q6. N = 666 Respondents)</p> <p>Q5 Results for 2017-2018. 92% of respondents either agreed or strongly agreed with Q6. N = 666 Respondents)</p> <p>Q49 Results for 2017-2018. 89% of respondents either agreed or strongly agreed with Q6. N= 925 (Respondents)</p>	
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E: USE OF RESULTS--(For Achieved Outcomes Only).

○ Skip this Section if your Outcome was NOT achieved. Complete Sections F& G instead.

Closing the Loop: Complete this box if your SLO goal **WAS** achieved. Discuss, in detail, how the activities you implemented this year were used to improve and or achieve SLO #1. It is important within your narrative to focus on what modifications and adjustments were made and how the mid-term results were used to improve your activities which ultimately enabled you to achieve your projected outcome. *Never use "will" statements here; only report what has been achieved.

Success of this outcome has to do with the fact that Lawson State is the only two-year college that requires all of its students (both academic and career technical) to take a Critical Thinking Reading class. Emphasis on critical thinking is also folded into the college's freshman academy course and continues to be noted (by faculty) as a critical component to the teaching of community college students. Emphasis on helping and encouraging students to think critically not only is an outcome within the College-wide outcomes area, but it also how the college measures General Education effectiveness (broadly), and the effectiveness of the Freshman Academy course (which is a part of the QEP). Critical thinking is also taught in library orientation and throughout research assignments, particularly in the Humanities and Social Sciences. One new change that is coming in the fall of 2015 is that all Humanities, Developmental and Social Science disciplines will begin requiring (in each course) at least two research related assignments. This is currently being done throughout some classes, but the college is now going to make it a requirement to ensure it is being done throughout all classes. In doing so, more students will be exposed to the greater application of critical thinking through research gathering an analysis and application of research.

⊘ F: ACTION PLAN FOR IMPROVEMENT—(For Unresolved Outcomes ONLY)
Skip this Section if your Outcome WAS achieved. Complete Sections "D" instead.

Loop Not Closed: Complete this box **ONLY** if your SLO outcome was **NOT** achieved. If your SLO outcome was NOT reached, discuss in general what your strategic plans for improvement are under next year's Action Plan. Keep in mind that it is important to readjust your activities, modify them, delete them, add new ones and make adjustments to your overall plan. Once completed, go to Box "G" and list your specific, adjusted activities for the next planning cycle that you plan to implement for improvement.

Skip, since the outcome was achieved.

⊘ G: NEW PROPOSED ADJUSTED ACTIVITIES—(For Unresolved Outcomes ONLY)
Skip this Section if your Outcome WAS achieved. Complete Sections "D" instead.


Loop Not Closed. Complete this box **ONLY** if your outcome goal was **NOT** achieved. List your modified activities below that will be used to address this SLO outcome for ultimate improvement. NOTE: These revised activities must appear on next year's SLO Report.

Skip, since the outcome was achieved.

If you have an Action Plan, address the following questions: **Skip, since the outcome was achieved.**

1. Who, in your unit, will be responsible for the implementation, tracking, data collection and reporting on this Action Plan?

2. When do you anticipate, as a unit, that this Action Plan will be finalized during the upcoming Planning Cycle? _____ Fall
_____ Spring _____ Summer

 **Planning Hearing Notebook Reminder:** Include data/evidence for the following sections in your Planning Hearing Notebook: Section A (Evidence of Activity Implementation); Sections C (Actual Results Obtained) & E (Use of Results)

NOTE: If this outcome has been listed (and the goal unreached) for three years, the Planning Hearing Committee will have to assist you in creating an Action Plan. The Hearing Committee has the authority to: (A) grant the extension for one more planning cycle; (B) decline the request for extension and delete the SLO; (C) grant the extension for one more year but revise and/or modify the SLO for the program.

Page 2 of 2 (SLO #3). Only complete this page if you had an unachieved SLO.

College-wide Student Learning Outcome #4 Report (Page 1 of 2)

Revised and Adopted, July 2010

Program Name: College-wide Outcomes
Planning Cycle Year: 2015-2018
Planning Supervisor: Dr. Sherri Davis and Dr. Karl Pruitt

Completion Directions: *Use 9 point font (Calibri) when completing this form.* Each Unit/Department/Division should have at least 3 to 4 SLO's. Use a separate form for EACH SLO. **Step 1:** At the beginning of the planning cycle, fill-in the SLO information in the white boxes directly under the gold bar and then complete Sections A-B. **Step 2:** At the end of the planning cycle, complete Sections "C", "D" and "E". However, if this particular SLO was *NOT* achieved, *SKIP* Section "E" and complete the second sheet in its entirety (Sections "F" and "G", instead) and answer all questions regarding your upcoming Action Plan.

Student Learning Outcome #4 Report

<p>College-wide Outcome #4: (Should be measurable and associated with a percent or raw data number)</p> <p>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, regardless of format, while adhering strictly to the legal and ethical guidelines governing information access in today's society).</p>	<p>Outcomes Link to Institutional Goals & Strategic Indicators (i.e., Goal 1, Indicators B & C)</p>	<p>Does SLO #1 have any budget implications (projected expenses over \$500)?</p> <p>Yes <input checked="" type="checkbox"/> No</p> <p>If "Yes", what is the estimated projection? Will need approximately \$1500 for each seminar.</p>	<p>Is the SLO Continued from Previous Planning Cycle?</p> <p>Yes <input checked="" type="checkbox"/> No</p> <p>If "Yes," how many years have you worked on this same outcome</p> <p>1 2 <u>3+</u></p>
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<p>A. Targeted Achievement Goals. College-wide SLO #4. All goals listed should be measurable, if at all possible.</p>	<p>B. Assessment Methods: For each activity and your SLO, list the type of Assessment Method to be used. Use a variety of methods, not just one type.</p>	<p>C. Actual Results Obtained from Activities: List, in order, the actual results obtained from the Targeted Activities. Report tangible results--raw data and percentages, where applicable.</p>	<p>D. Achievement of Intended SLO Outcome Was the SLO Achieved? If so, support your claim through raw data and percentages.</p>
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<p>70% of CIS146 (Computer Information Systems) will pass their comprehensive technical skill competency exam.</p> <p>70% of DPT103 (Data Processing) career technical students will pass their skill proficiency assessment final exams.</p>	<p>Comprehensive technical skill competency final exam results in CIS146. SPAN: 2015-2018</p> <p>DPT103 (Data Processing) skill proficiency assessment exams</p>	<p>In 2015-2016, 71% of CIS146 (Computer Applications Literature and Interpretation) students passed their comprehensive exams (790 out of 1108). In 2016-2017, 673 out of 956 (70%) passed. In 2017-2018, 636 out of 983 (71%) passed. Combined: 2099 out of 2857 (71%) passed the comprehensive American Literature direct assessment.</p> <p>2015-2016: DPT103 (Data Processing for Technical Students) students passed at a rate of 90% (9 out of 10). For 2016-2017, 1 out of 1 (100%) and For 2017-2018 6 out of 8 (75%) of students passed. The number of students have decreased from the last report due to the fact more students are taken college transfer CIS-146 in the career technical areas.</p>	<p>After a review of the collected data results, students successfully passed all direct and indirect</p>
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<p>At least 2000 college transfer students will complete a STARS guide online.</p> <p>At least 2,500 students (which represents a majority) will register online.</p> <p>70% of students will access and utilized Blackboard (online) for course materials which include handouts, presentations, announcements, quizzes, tests and more.</p> <p>The majority of students withdrawing will utilize the online eWithdrawals web option. Success is measured if the number exceeds 1,200 withdraws online.</p> <p>Students will demonstrate active inquiry and participation using the website portals for Blackboard, Student Suite, Email, Registration, Admissions, Records, Withdrawal, eCollege, Library Services, and other technological entities that are embedded within the website. Success is measured by 5,000 visits.</p> <p>AVL (Alabama Virtual Library) usage data will record 2,000 student users at a minimum.</p>	<p>results. SPAN: 2015-2018</p> <p>STARS institutional usage data report (submitted by the state of Alabama).</p> <p>MIS Online Registration data SPAN: 2016-2018</p> <p>Blackboard usage reports. SPAN: 2016-2018</p> <p>eWithdrawals annual reports. SPAN: 2015-2018</p> <p>Website Usage Report. SPAN: 2016-2018</p> <p>AVL subscription usage data. SPAN: 2015-2014</p>	<p>STARS Usage Reports: July 2015-June 2016: Lawson State students accessed the online STARS database 3,525.</p> <p>STARS Usage Reports: July 2016-June 2017: Lawson State students accessed the online STARS database 3,435</p> <p>STARS Usage Reports: July 2017-2018: Lawson State students accessed the online STARS database 3,081</p> <p>Online Registrations Processed: FA- 2016-SU-2017: 2,913 out of 4512 for (64.6%) students registered online. Headcount: 4,512</p> <p>Online Registrations Processed: FA- 2017-SU-2018 3,194 out of 4,303 for (74.3%) students registered online. Headcount: 4,303.</p> <p>Online Registrations Processed: FA-2018 1153 out of 3,156 for (36.5%) students registered online. Headcount: 3,156.</p> <p>Blackboard usage results indicated that in Fall 2016-17, 1,401 courses were taught using Blackboard out of 1,591 (total courses). This represents an 88% usage rate.</p> <p>In 2017-2018, 1700 courses were supported via Blackboard out of 1955 (87%), and as such, required students to secure materials electronically to include handouts, take quizzes, view lectures, and grades via Blackboard (an online course delivery system). In Summer 2018 there were 304 out of 357 for (85%) usage.</p> <p>eWithdrawals processed by students online.</p> <p>Between Falls 2015-Summer 2018: 2,910 electronic eWithdrawals (unduplicated) were processed by students.</p> <p>New website data indicates students accessed the following online integrated portals: Blackboard, 284,981 duplicated access entries; Student Suite duplicated access entries was 137,621; Student Email duplicated access entries was 65,392; Registration 59,662; Admissions Procedures; 43,727; Student Records, 26,749; eWithdrawal 20,105; Catalog and Student Handbook, 19,946; eCollege 18,942; Library Services 17,783; eBookstore 16,740; STARS 13,026; Transcript Request, 11,809; New Student Orientation, 10, 202; Technical Support Help Desk, 9,380; Contact My Advisor, 7,927; Official Withdraws, 6,703; Complaint Process, 5,824; Student Email Assistance, 5,591; Registration Tutorials, 5,482; Freshman Academy Orientation to the College, 5,295;</p> <table border="1" data-bbox="662 1472 1490 1591"> <thead> <tr> <th colspan="2">EBSCO</th> <th>Oct 2015 – Dec 2015</th> <th>Jan 2016</th> </tr> </thead> <tbody> <tr> <td>Sessions</td> <td></td> <td>8,664</td> <td></td> </tr> <tr> <td>Searches</td> <td></td> <td>7,668</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="662 1711 1490 1831"> <thead> <tr> <th colspan="2">Gale</th> <th>Oct 2015 – Dec 2015</th> <th>Jan 2016</th> </tr> </thead> <tbody> <tr> <td>Sessions</td> <td></td> <td>6,046</td> <td></td> </tr> <tr> <td>Searches</td> <td></td> <td>22,393</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="662 1950 1490 2070"> <thead> <tr> <th colspan="2">ProQuest</th> <th>Oct 2015 – Dec 2015</th> <th>Jan 2016</th> </tr> </thead> <tbody> <tr> <td>Sessions</td> <td></td> <td>22</td> <td></td> </tr> <tr> <td>Searches</td> <td></td> <td>52</td> <td></td> </tr> </tbody> </table>	EBSCO		Oct 2015 – Dec 2015	Jan 2016	Sessions		8,664		Searches		7,668		Gale		Oct 2015 – Dec 2015	Jan 2016	Sessions		6,046		Searches		22,393		ProQuest		Oct 2015 – Dec 2015	Jan 2016	Sessions		22		Searches		52		<p>measures of assessment related to this outcome and well achieved beyond the 70% requirement.</p>
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70% of ORI101 students will demonstrate mastery (via embedded exams) in the following technical, complex areas: sending and receiving student emails; access Blackboard (the college's Learning Management course delivery system); locating online forms for processing; understanding one's degree plan and creating a cross-walked degree plan; accessing Student Suite and understanding the components of Student Suite. How to register online, withdrawal online, Admissions and student service process.

Embedded test results from the ORI101 Freshman Academy course. SPAN: 2015-2018

Freshman Orientation Results (Embedded Test, Direct Assessment):

2015- 2018: Blackboard: 1454004 Views, Student Portal: 1287432 Views, Student Suite: 907835 Views, Schedule Classes: 377743 Views, Student Email: 336134, Admisxion Procedure for All Students: 316550 Views, Catalog and Student Handbook: 158367 Views, Admissions & Records: 155479 Views, Financial Aid: 150344 Views, Library Services: 138046 Views, Register Now: 134849 Views, Admissions Information: 122371 Views, Student Services: 110296, eWithdrawal & Add/Drop: 101374, Technical Support Helpdesk: 83979 Views, Stars: 77209 Views, Cougar Alert: 68295 Views, Space Center: 64673 Views, eTutoring (Online Tutoring): 60692 Views, Academic Calendar: 40340 Views, Registration Help Center: 40083 Views, Student Activities: 40027 Views, Title IX---Everything You Need to Know: 37905 Views, Complaint Process (File a Complaint): 36279 Views, Student Email Assistance: 35322 Views, Schedule of Classes: 34267 Views, Student Discipline: 32338 Views, Application Steps: 32336 Views, Forms (Online): 29959 Views, Student Records Policy (FERPA): 29132 Views, Withdrawal: 28474 Views, Contact Us: 27859 Views, Official Withdrawal: 27759 Views, Schedule: 27220 Views, Complaint/Concern/incident: 26626 Views, Freshman Academy (ORI101): 24675 Views, Unofficial Withdrawal (Dropping Out): 24524 Views, Registration Help: 23537 Views, Blackboard Logon Assistance: 22989 Views, Support Services : 22786 Views, Report It—Accommodations Issues: 22379 Views, The Accommodations Process: 22332 Views, Understanding My Degree Plan: 21225 Views, Graduate's Corner (Step to Apply to Graduate): 18973 Views, Student Code of Conduct: 16348 Views, Academic Programs & Policies: 15921 Views, Complaint Process: 14979 Views, Student Suite Problems: 14927 Views, Registration Guidebook: 13783 Views, Registration Help Request: 13624 Views, Blackboard Problems: 11343 Views, Blackboard Training Videos (Faculty): 10334 Views, File an Appeal: 10210 Views, File a Grade Appeal: 9909 Views, Student Grievance Procedures: 9763 Views, ePrograms: 9665 Views, Student Support Services: 9599 Views, Proctor U: Registration Steps: 9427 Views, Required Downloads for eCollege Students: 8858 Views, Complaint/Concern/Incident: 8786 Views, Check My Graduation App. Status: 8792 Views, How do I apply Online for eCollege?:8648 Views, Contact Us _eCollege: 8326 Views, Turn On My Ability to Register Online: 7890 Views, Blackboard Course Assistance: 6551 Views, Get the LSCC Free App: 6201 Views, Direct Deposit Information (for Students): 3744 Views, Student Resources: 3659 Views. For Fall 2016 through Summer 2017, we had a total headcount of 4512. Of these, 2913 (64.6%) registered online. For Fall 2017 through Summer 2018, we had a total headcount of 4303. Of these, 3914 (74.3%) registered online. For Fall 2018, we have a total headcount 3156. Of these, 1153 (36.5%) registered online.

Freshman Academy Question Summary:(Blackboard Quiz) ORI-101

Term: Fall 2015: 939 students taking ORI-101: Blackboard Quiz: 772 took the test and 663 passed for (85.9%). Spring 2016: 445 students took ORI-101 and 357 took the quiz and 308 passed for (86.3%). Summer 2016: 95 students took ORI-101 and 70 took the quiz and 64 passed with a (91.4%). Fall 2016: 877 students took ORI-101 and 755 students took the quiz and 656 passed for (86.9%). Spring 2017: 395 students enrolled in ORI-101 and 301 students took the quiz and 251 passed for (83.4%). Summer 2017: 105 students enrolled in ORI-101 48 students took the quiz and 45 passed for (93. %). Fall 2017: 974 students enrolled in ORI-101 and 720 took the quiz and 629 passed for (87.4%). Spring 2018: 442 enrolled in ORI-101 and 262 students took the quiz and 218 passed for (83.2%).

Freshman Academy Question Summary:(Email Quiz): ORI-101

Fall 2015: 816 students took the quiz and 774 passed for (94.9%). Spring 2016: 399 students took the quiz and 369 passed for (92.5%). Summer 2016: 91 took the quiz and 87 passed for (95.6%). Fall 2016: 796 students took the quiz and 756 passed for (95.0%). Spring 2017: 360 students took the quiz and 330 passed for (91.7%). Summer 2017: 98 students took the quiz and 97 passes for (99.0%). Fall 2017: 898 took the quiz and 862 passed (96.0%). Spring 2018: 393 took the quiz and 361 passed for (91.9%). Summer 2018: 77 students took the quiz and 73 passed for (94.8%).

Freshman Academy Question Summary:(Locating Information Quiz): ORI-101

Fall 2015: 177 students took the quiz and 177 passed for (100%). Spring 2016: 75 took the quiz and 75 passed for (100%). Fall 2016: 29 student took the quiz and 29

passed for (100%). Spring 2017: 7 students took the quiz and 7 passed for (100%). Fall 2017: 38 students took the quiz and 38 passed for (100%).

Freshman Academy Question Summary:(Catalog & Degree Plans Quiz): ORI-101

Fall 2015: 719 students took the quiz and 703 passed for (97.8%). Spring 2016: 332 students took the quiz and 326 passed for (98.2%). Summer 2016: 73 took the quiz and 73 passed for (100%). Fall 2016: 704 students took the quiz and 690 passed for (98.0%). Spring 2017: 289 students took the quiz and 281 passed for (97.2%). Summer 2017: 89 students took the quiz and 89 passed for (100%). Fall 2017: 763 students took the quiz and 751 passed for (98.4%). Spring 2018: 351 students took the quiz and 346 passed for (98.6%). Summer 2018: 75 students took the quiz and 71 passed for (94.7%).

Freshman Academy Question Summary:(Student Suite Quiz): ORI-101

Fall 2015: 760 students took the quiz and 719 passed for (94.6%). Spring 2016: 356 students took the quiz and 339 passed for (95.2%). Summer 2016: 79 students took the quiz and 77 passed for (97.5%). Fall 2016: 726 students took the quiz and 701 passed for (96.6%). Spring 2017: 313 students took the quiz and 297 passed for (94.9%). Summer 2017: 89 students took the quiz and 83 passed for (93.3%). Fall 2017: 829 students took the quiz and 709 passed for (95.3%). Spring 2017: 368 students took the quiz and 353 passed for (95.9%). Summer 2018: 75 students took the quiz and 71 passed for (94.7%).

Freshman Academy Question Summary:(File Complaints Quiz): ORI-101

Fall 2015: 659 students took the quiz and 585 passed for (88.6%). Spring 2016: 294 students took the quiz and 259 passed for (88.1%). Summer 2016: 53 students took the quiz and 51 passed for (96.2%). Fall 2016: 741 students took the quiz and 686 passed for (92.6%). Spring 2017: 327 students took the quiz and 302 passed for (92.4%). Summer 2017: 90 students took the quiz and 84 passed for (93.3%). Fall 2017: 827 students took the quiz and 738 passed for (89.2%). Spring 2018: 376 students took the quiz and 345 passed for (91.8%). Summer 2018: 74 students took the quiz and 70 passed for (94.6%).

General Education Survey Results: 75% of students will either agree or strongly agree with the following statements: (Q13) The General Education course required the direct use of technology (Q14) The General Education course taught me to enhance the use of technology within the course; (Q19) The General Education course required me to use library resources; (Q20) The General Education course required me to maintain my library skills.

General Education survey data. SPAN: 2015-2018

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.

General Education Survey Results: 2012, 2013 and 2014

Q13 Results for 2015. 89% 1325 out of 1492 of respondents either agreed or strongly agreed with Q13. N=1492 (Respondents)

Q14 Results for 2015. 86% 1272 out of 1486 of respondents either agreed or strongly agreed with Q14. N=91486 (Respondents)

Q19 Results for 2015. 84% 1247 out of 1477 of respondents either agreed or strongly agreed with Q19. N=1477 (Respondents)

Q20 Results for 2015. 83, 1226 out of 1471 of respondents either agreed or strongly agreed with Q20. N=1471 (Respondents)

Q13 Results for 2016. 89% 1098 out of 1231 of respondents either agreed or strongly agreed with Q13. N=1231 (Respondents)

Q14 Results for 2016. 85% 1047 out of 1230 of respondents either agreed or strongly agreed with Q14. N=1230 (Respondents)

Q19 Results for 2016. 85% 1035 out of 1223 of respondents either agreed or strongly agreed with Q19. N=1223 (Respondents)

Q20 Results for 2016. 82% 991 out of 1214 of respondents either agreed or strongly agreed with Q20. N=1214 (Respondents)

		<p>Q13 Results for 2017. 90% 597 out of 666 of respondents either agreed or strongly agreed with Q13. N=666 (Respondents)</p> <p>Q14 Results for 2017. 87% 576 out of 664 of respondents either agreed or strongly agreed with Q14. N=664 (Respondents)</p> <p>Q19 Results for 2017. 85% 567 out of 665 of respondents either agreed or strongly agreed with Q19. N=665 (Respondents)</p> <p>Q20 Results for 2017. 83%545 out of 654 of respondents either agreed or strongly agreed with Q20. N=654 (Respondents)</p> <p>Q13 Results for SP- 2018. 81% 52 out of 64 of respondents either agreed or strongly agreed with Q13. N=64 (Respondents)</p> <p>Q14 Results for SP- 2018. 83% 53 out of 64 of respondents either agreed or strongly agreed with Q14. N=64 (Respondents)</p> <p>Q19 Results for SP- 2018. 84% 54 out of 64 of respondents either agreed or strongly agreed with Q19. N=64 (Respondents)</p> <p>Q20 Results for SP-2018. 81%52 out of 64 of respondents either agreed or strongly agreed with Q20. N=64 (Respondents)</p>	
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E: USE OF RESULTS--(For Achieved Outcomes Only).



Skip this Section if your Outcome was NOT achieved. Complete Sections F& G instead.

Closing the Loop: Complete this box if your SLO goal **WAS** achieved. Discuss, in detail, how the activities you implemented this year were used to improve and or achieve SLO #1. It is important within your narrative to focus on what modifications and adjustments were made and how the mid-term results were used to improve your activities which ultimately enabled you to achieve your projected outcome. *Never use “will” statements here; only report what has been achieved.

Some of the major changes from 2015 through 2018 that have impacted this outcome have been the constant updates to the college website. Online student engagement was the main emphasis in putting the site together. At its core, Lawson State is about equipping, engaging and empowering students to assess information for complex projects, identify potential textual, visual and electronic resources, and obtain the needed information to interpret, evaluate, synthesize, organize and use that information, regardless of format. Hence the website was constructed to not only provide students with information, but it is designed to mirror the focus of this objective and equip and enable students to investigate and garner information in an electronic format to solve real issues, problems and/or inquire. To that end, the website has step-by-step guides and video tutorials on a variety of topics to include email access, Blackboard use, how to locate one’s advisor, how to interpret a degree plan, how to understand STARS and more. “Contact us” buttons are posted throughout the website to engage students in the art of inquiry and investigation and links to databases (for research and further inquiry) are also a part of the website. The idea is to enable students to be self-sufficient learners and independent researchers and thinkers.

Further, as part of the QEP, **FAME** (Faculty Academy Master Educators) were trained over the course of a four year period in the latest technologies and innovative approaches in the classroom. Training was conducted through the Center for Teaching Excellence and Learning. Emphasis was placed on technology and facilitation techniques. Thus, students (both College Transfer and Career Technical students) are thrust into the technology world the moment they “hit” the campus of Lawson State and FAME instructors (given that they teach in all disciplines of the institution) extend this exposure in their regular classes.

In addition, the Freshman Academy curriculum has included a technology skill SLO within the Freshman Academy to emphasize this skill college-wide as well as technology projects embedded within the curriculum. Students (both College Transfer and Career Technical) are exposed to technology the first day of class, and it is emphasize throughout their tenure at Lawson State. All quizzes, group work and course information is delivered online via Blackboard. The Freshman Academy course have been designed to be taken completely online. Students can complete the entire course online, including transfer students. Lessons are delivered through screencasting technology and 100% of assignments, presentations, tests and materials are delivered via Blackboard (the college’s online learning management system).

In addition, the Center for Teaching Excellence and Learning conducted training seminars throughout the year (in-person and online) for faculty and staff. Emphasis has been placed on technology throughout the year. And, as such, use of Blackboard has skyrocketed and is over 80% use now.

Expansion of computers in the library, Smartboards, Step-up STEM Lab, Developmental Writing Lab and the addition of LCD projectors have lead to this new thrust of technology infusion.



F: ACTION PLAN FOR IMPROVEMENT—(For Unresolved Outcomes ONLY)

Skip this Section if your Outcome WAS achieved. Complete Sections "D" instead.

Loop Not Closed: Complete this box **ONLY** if your SLO outcome was **NOT** achieved. If your SLO outcome was NOT reached, discuss in general what your strategic plans for improvement are under next year's Action Plan. Keep in mind that it is important to readjust your activities, modify them, delete them, add new ones and make adjustments to your overall plan. Once completed, go to Box "G" and list your specific, adjusted activities for the next planning cycle that you plan to implement for improvement.

Skip, since the outcome was achieved.



G: NEW PROPOSED ADJUSTED ACTIVITIES—(For Unresolved Outcomes ONLY)

Skip this Section if your Outcome WAS achieved. Complete Sections "D" instead.

Loop Not Closed. Complete this box **ONLY** if your outcome goal was **NOT** achieved. List your modified activities below that will be used to address this SLO outcome for ultimate improvement. NOTE: These revised activities must appear on next year's SLO Report.

Skip, since the outcome was achieved.

If you have an Action Plan, address the following questions: Skip, since the outcome was achieved.

1. Who, in your unit, will be responsible for the implementation, tracking, data collection and reporting on this Action Plan?

2. When do you anticipate, as a unit, that this Action Plan will be finalized during the upcoming Planning Cycle? _____ Fall
_____ Spring _____ Summer



Planning Hearing Notebook Reminder: Include data/evidence for the following sections in your Planning Hearing Notebook: Section A (Evidence of Activity Implementation); Sections C (Actual Results Obtained) & E (Use of Results)

NOTE: If this outcome has been listed (and the goal unreached) for three years, the Planning Hearing Committee will have to assist you in creating an Action Plan. The Hearing Committee has the authority to: (A) grant the extension for one more planning cycle; (B) decline the request for extension and delete the SLO; (C) grant the extension for one more year but revise and/or modify the SLO for the program.