Pensacola Junior College
Global Learning Outcomes Assessment
Report for 2009.1

PJC General Education Philosophy Statement

General education at PJC reflects the institution's deep conviction that successful, satisfying lives require a wide range of skills and knowledge. PJC is dedicated to providing educational opportunities that develop the academic, career, personal, and aesthetic capabilities of individuals so they may achieve self-fulfillment and participate fully and positively in a democratic society. General education, in essence, augments and rounds out the specialized training students receive in their majors and cultivates a knowledgeable, informed, literate human being.

Student Global Learning Outcomes (GLOs)

I. CRITICAL THINKING: Students will evaluate the validity of their own and others' ideas through questioning, analyzing, and synthesizing results into the creative process.

II. COMMUNICATION: Students will develop effective reading, writing, speaking and listening skills to communicate verbally and nonverbally on literal and figurative levels.

III. SCIENTIFIC AND MATHEMATICAL LITERACY: Students will apply an understanding of mathematical, natural, and behavioral scientific principles and methods to solve abstract and practical problems.

IV. INFORMATION MANAGEMENT: Students will use effective strategies to collect, verify, document, and manage information from a variety of sources.

V. CULTURAL LITERACY: Students will develop an appreciation of human culture and its diversity and the role of the creative arts in society.

VI. SOCIAL SKILLS: Students will develop and use skills and attitudes that integrate individuals into society.

VII. PERSONAL MANAGEMENT: Students will develop habits of conduct that result in fulfilling personal and occupational accomplishments.

Brief History

On January 19, 2005, Dr. Lená Morgan, Director of Curriculum, and Dr. David Sam, Vice President of Academic Affairs, formed the Global Learning Outomes Committee. The committee's purpose was to create learning outcomes that are applicable and assessable throughout the general education core curriculum at Pensacola Junior College. Jo Spencer in mathematics and Julia Ruengert in English were elected as co-chairs of the faculty-driven committee.

Since February 2005, over 50 PJC employees, including nearly 25% of faculty members, have participated in developing and refining the global learning outcomes. The outcomes, general education philosophy statement, and other pertinent information are available online at http://itech.pjc.edu/glo.

In 2007, the assessment committee began the task of gathering assessment data from across the general education curriculum. Faculty complete planning and reporting forms, describing their activities and reporting the results. Faculty members assign percentages of students in their courses who exhibit mastery, competence, developing, and beginning levels on the specific assignment assessed. These forms were initially submitted to the department head and to the secretary in the office of curriculum and assessment. The process became part of the e-roster system in 2009.1.

In Fall 2009.1, both planning and reporting documents were recorded via e-roster. In this first round of electronic recording, more planning than reporting documents were completed. The expectation is an increase in the number of complete assessments in Spring 2009.2, as faculty members grow more comfortable with the process.

For a more in-depth historical account, please see the 2007 GLO annual report.

The Global Learning Outcomes Planning and Reporting Process

1. Department Heads remind faculty at beginning-of-semester meetings to complete planning documents on e-roster.

2. Faculty post planning documents via e-roster by the end of the fourth week of class.

3. Faculty members post reporting documents when finished with the appropriate assessment. Reporting documents must be posted by the due date for final grades each term.

4. Instructors within general education departments will meet at least once each semester to discuss the outcomes and suggest recommended course changes. A designated faculty member will take attendance and notes which will be emailed to the Curriculum & Assessment office (EElledge@pjc.edu).

5. The meeting notes will be sent by Curriculum and Instruction to the appropriate Department Head and the Assessment Committee for feedback and action.

6. The Assessment Committee will produce an annual document for campus-wide distribution. This document will include quantitative data as well as qualitative feedback from department reports.

7. Department Heads will use Assessment Committee recommendations in developing department plans.

GLO Reports Received Via E-Roster by Department, 2009.1
Note: Technical difficulties with the electronic filing process impacted the number of reports successfully filed. These difficulties are being addressed and resolved as they become apparent.

Department	**Number of General Education Courses**	**Number of Planning Documents Successfully Filed**	**Number of Reporting Documents Successfully Filed**	**GLO Outcomes Assessed**
Biological Sciences	13	19	13	I, III
Physical Sciences	23	9	8	I
Visual Arts	4	9	4	I
Music & Theatre	4	9	2	II, V
English/Communications	16	53	21	I, II, IV, VI
Education	1	9	9	I, II, VI, VII
Business	1	6	4	I, II
Computer Science	22	8	5	I, VII
Mathematics	14	11	7	I, III
Behavioral Sciences	9	10	1	I, II, IV, VI
History/Languages/Philosophy	23	25	19	I, II
Reader Services/LRC	1	1	0	I
Warrington LRC	1	1	0	IV
Milton LRC	0	1	0	--
Totals		170	93	All seven outcomes were assessed

Summaries of Course and College Level Changes and Recommendations Effected by the Assessment Process

Following is a brief sampling of changes faculty members listed on their reporting forms that they plan to implement in their courses as a result of the global learning outcomes assessment process.

Course-level changes

- *Teach polymer formation as a separate topic as opposed to being integrated into a biochemistry unit.*
- *Take out one of the experiments to give more time to explain the lab report.*
- *Provide more background into how to report data and draw conclusions based on the data.*
- *Discuss the concepts of the free body diagram, Newton's Laws and equilibrium in greater detail.*
- *Cover Gauss' Law and electric field in conductors in greater detail.*
- *Add a pre-survey for comparison.*
- *Work more closely with students identified as being at the Beginning and Developing levels to ensure that they are able to move to higher levels.*
- *Provide additional applications of Newton's Second Law of motion.*
- *Discuss topics of electric potential and surface charges on conductors in greater detail.*
- *Incorporate more guided listening quizzes, graded, with written descriptions compared in class to add practice for the developing skills.*
- *Focus more on using direct textual support.*
- *Spend more time going over website entries; students found that format very difficult.*
- *Work more on critical thinking skills-logical thought process*
- *Provide resources for the beginning students to help them develop their writing skills.*
- *Have a longer discussion on delivery. Add public feedback after performances.*
- *Make topics more interpersonally connected.*
- *Remind students that they are familiar with identifying the main idea of a passage (via standardized tests).*
- *Continue stressing the importance of style and product to the class.*
- *Spend more time at the beginning of the semester working on thesis statements and organization of an essay.*
- *Require more objective practice during the course. Reevaluate the topic choices and incorporate more group work.*
- *Emphasize resources available to aid in writing properly. The mechanics of writing were lacking more so than the presence of key ideas or concepts.*
- *Continue the website lessons focusing on the preplanning documents and following through with the website. Give additional guidance to the development of the website.*
- *Be more clear about the expectations I have for interacting and reacting to the teacher and other students in our classroom. Be a good example of my expectations. Remind students of expectations.*
- *Focus student attention on the correlation between effort and meeting goals.*
- *For a project with several steps, give the students a timeline planning form to complete at the beginning of the project.*
- *Describe the process of graphing functions in more detail.*

- *Be more specific in terms of description of technical components required in the presentation. Add to project Notes for slide and local and web hyperlinks.*
- *Give more stress to the importance of creating an attractive and complete resume.*
- *Give a pop-quiz earlier in the chapter on the basic identities*
- *Assign two short papers before their term paper so students can get feedback on their errors.*
- *Continue to offer essay style exams as a tool to engage student mastery of the knowledge covered in the course*
- *Provide more examples of desired outcome and dedicate some time to working with students in the basic operations of the program.*
- *Use my Roman section for next semester's assessment and tie it to political parallels in the United States.*
- *Add an assigned paper that will further serve as demonstrative of individual learning.*
- *Continue developing interactive tools to draw students, specifically those who are withdrawn, into discussions that cause them to evaluate their own concepts.*
- *Incorporate a 'creativity' category in order to help those students push that little extra effort.*

Following is a brief sampling of suggestions faculty members listed on their reporting forms regarding college-level needs.

College-level needs

- *Offer a short seminar in scientific methods including experimental design, data collection and reporting of results.*
- *Create a department-wide rubric for argumentative essays in English composition courses.*
- *Encourage the department or college to emphasize critical thinking and writing to literature.*
- *Orient students towards the rigor of higher education and the fact that some courses are performance-based, which requires the student to perform, not just take in information.*
- *Encourage more collaboration and sharing of ideas for assignments.*
- *Encourage writing in all courses.*
- *Reinstitute the required Traditional Grammar class for very low-level Comp I students.*
- *Increase the amount of writing required in courses, even those that are not Gordon rule courses.*
- *Honor or reward or identify in some way students who exhibit mastery of appropriate social skills, language, and emotions while showing respect for all persons and their opinions.*
- *Allow computer lab personnel to act as sounding boards to student's initial work to simulate an office environment. Require students to submit progress reports and encourage individual discussions with student*
- *Determine what is necessary to get students to submit required work.*
- *Add more classrooms with computers for all students. Access to a computer during class has helped student comprehension and critical thinking development immensely.*
- *Install computer screen projectors in all classrooms immediately.*
- *Offer student workshops on PowerPoint and other programs.*
- *Initiate a college-wide stress on writing.*
- *Work together across disciplines to prepare students for the rigors of academic research and presentation.*
- *Host writing/research workshops in the library.*

Global Learning Outcomes by General Education Course, 2009

DEPT / COURSE	I CRITICAL THINKING ABC	II COMMUNICATION ABCDE	III SCIENTIFIC & MATHEMATICAL LITERACY ABCDE	IV INFORMATION MANAGEMENT ABCD	V CULTURAL LITERACY ABC	VI SOCIAL SKILLS ABCD	VII PERSONAL MANAGEMENT ABC
BEHAVIORAL SCIENCES							
ANT2000 W	A,C				A,B	A,D	
ANT2410	A,C				A,B	A,D	
CCJ1020	A,E					B,D	
DEP2004 W	B,C	A,C,E	A,D			A,B,C,D	
HLP1081				A,D	A,B	A,C	
HSC2100 *Added 9/22/08	A,B					A,B	A,C
PSY2012 W	A,C		A,C,E				A,B,C
SYG2000 W, A	A,C				A,B	A,D	
SYG2010	A,B,C		D		A,B		
BIOLOGICAL SCIENCES							
BOT1010	B	D	E				
BOT1010 LAB			A				
BSC1005	A,B	B,C,D	A,B,C	A,B,D			
BSC1005 LAB			A				
BSC2010	A,B,C	A,C,D	A,B,D				
BSC2010 LAB	A,B,C	A,B,D		A,B,D			
HUN1201	A,B,C		A,B,C	B,C			
HUN1201 LAB	B		B,C				
OCB2013	B		AB		B		
OCB2013 LAB	B		B,D	B			
PCB2030	A,B,C		A,B,E		B,C		
ZOO1010	B	C	A,E				
ZOO1010 LAB	B,C	E	A,D				
BUSINESS							
ECO2013 W	A,B	A,B,C	A,B,C				
COMPUTER SCIENCE							
CGS1570 J, W			A,B,D	A,B,D	*B*	*C*	*A,B*
CGS1700	C			A,B,D	*B*	*C*	*A,B*
CGS 2069W							
CGS2510 W	C		A,B,D	A,B,D	B	C	A,B
CGS2555 W	C			A,B,D	B	C	A,B
CGS2820	C	E		A,B,D	B	C	A,B
CGS2821	C	E		A,B,D	B	C	A,B
CGS2822	C	E		A,B,D	B	C	A,B
CGS2874	C	E		A,B,D	B	C	A,B
CGS2931	C	E				C	
CGS2932	C	E				C	
CGS2933	C	E				C	
COP1000	C	E	B,D	D		C	B
COP1510	C	E	B,D	D		C	B
COP2332	C	E	B,D	D		C	
COP2511	C	E	B,D	D		C	
COP2800	C	E	B,D	D		C	
COP2947	C	E				C	
COP2948	C	E				C	
COP2949	C	E				C	
CTS1400			A,B,D	A,B,D	B	C	A,B
CTS2101			A,B,D	A,B,D	B	C	A,B
EDUCATION/EPI							
EME2040 J	A,B	C,E		A,C,D		A,C	A,B,C
ENGLISH /COMMUNICATION							
ENC1101 H, W	A, B	A,B,D		A,C			
ENC1102 H, W	A,C	A,C,D		A,C			
AML2010	A,B,C	B,C,D			A,B,C		
AML2020 W	A,B,C	B,C,D			A,B,C		
AML2600	A,B,C	B,C,D			A,B,C		
ENL2012	A,B,C	B,C,D			A,B,C		
ENL2022	A,B,C	B,C,D			A,B,C		
LIT2090 W	A,B,C	B,C,D			A,B,C		
LIT2110	A,B,C	B,C,D			A,B,C		
LIT2120	A,B,C	B,C,D			A,B,C		
MMC2000	A,B	A,B			B,C		
ORI2000	B,C	A,B,C,D				A,C,D	
SPC1006C, W	A,B	A,B,C				A,C,D	
SPC1016	A,B	A,B,C				A,C,D	
SPC1600 J, W	A,B	A,B,C				A,C,D	
SPC2300 W	A,B	A,B,C				A,B,C,D	

DEPT / COURSE	I CRITICAL THINKING ABC	II COMMUNICATION ABCDE	III SCIENTIFIC & MATHEMATICAL LITERACY ABCDE	IV INFORMATION MANAGEMENT ABCD	V CULTURAL LITERACY ABC	VI SOCIAL SKILLS ABCD	VII PERSONAL MANAGEMENT ABC
HISTORY/LANGUAGES/PHILOSOPHY							
AMH2010W	A,B,C	A,C			A,B,C		
AMH2010	A,B,C	A,C,D			A,B,C		
AMH2020 W	A,B	A,D			A,B,C		
AMH2091 H	A,B,C	A,C,D			A,B,C		
GRE1101		A,C,D			A,B,C	A,B,C	
EUH1000 H	A,B,C	A,C			A,B,C		
EUH2010	A,B,C	A,C			A,B,C		
GRE1101		A,C,D			A,B,C,	A,B,C	
HUM1510 C		A,C,D			A,B,C	A,B,D	
HUM2210	A,B,C	A,B,C			A,B,C		
HUM2230	A,B,C	A,B,C			A,B,C		
HUM2454	A,B,C	A,C			A,B,C		
HUM2740		A,C,D			A,B,C	A,B,D	
INR2002	A,B,C	A,B,D,E					
LAT1121		A,C			A,B,C	A,B,C	
PHI2010	A,B,C				A,B,C	A,C,D	
PHI2070	A,B,C	A,C			A,B,C		
PHI2100	A,B,C	A,C,D				A,B,D	
PHI2600	A,B,C				A,B,C	A,C,D	
PHI2701	A,B,C				A,B,C	A,B,D	
PHM2122	A,B,C				A,B,C	A,B,D	
POS2041	A,B,C	A,C,D			A,B,C		
SPN1121		A,C,D			A,B,C	A,B,C	
LRC – READER SERVICES							
CGS1050	A,C			A,B,C		C,D	
CGS1052 H,W	A,C			A,B,C		C,D	
LIS1004 W	A,B,C			A,B,C			A,B,C
MATHEMATICS							
MAC1105 W	A,B,C		A,B,C	A,B			
MGF1106 W	A,B, C		A,B,C,	A,B			
MAC1114	A,B,C		A,B,C	A,B			
MAC1140 W	A,B,C		A,B,C	A,B			
MAC1147	A,B,C		A,B,C	A,B			
MAC2233 W, J	A,B,C		A,B,C	A,B			
MAC2234	A,B,C		A,B,C	A,B			
MAC2311	A,B,C		A,B,C	A,B			
MAC2312	A,B,C		A,B,C	A,B			
MAC2313	A,B,C		A,B,C	A,B			
MAP2302	A,B,C		A,B,C	A,B			
MGF1106 W, A	A,B,C		A,B,C	A,B			
MGF1107 W, A	A,B,C		A,B,C	A,B			
STA2023 W, A, J	A,B,C		A,B,C	A,B			
MUSIC & THEATER							
MUH2011 W		A,C			A,B,C	A,C	
MUH2110		A,C,D			A,B,C	A,**C**	
MUS1360	A	A,C		A,C,D			
THE2000 W		A,B,C			A,B,C	A,B,C	
PHYSICAL SCIENCES							
AST1002 W	A,B		B,C,E	A,B,D			
AST1002 LAB	A,B		B,C,E	A,B,D			
CHM1025	A,B		B,C,E	A,B,D			
CHM1025 LAB	A,B		B,C,E	A,B,D			
CHM1045 W	A,B		B,C,E	A,B,D			
CHM1045 LAB	A,B		B,C,E	A,B,D			
CHM1046 W	A,B		B,C,E	A,B,D			
CHM1046 LAB	A,B		B,C,E	A,B,D			
GEA2000	B,C			*A,B*	*C*		
GLY1010	A,B		B,C,E	A,B,D			
GLY1010 LAB	A,B		B,C,E	A,B,D			
MET1010 W	A,B		B,C,E	A,B,D			
OCE1001	A,B		B,C,E	A,B,D			
OCE1001 LAB	A,B		B,C,E	A,B,D			
PHY1053	A,B		B,C,E	A,B,D			
PHY1053 LAB	A,B		B,C,E	A,B,D			
PHY1054	A,B		B,C,E	A,B,D			
PHY1054 LAB	A,B		B,C,E	A,B,D			
PHY2048	A,B		B,C,E	A,B,D			

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PHY2048 LAB	A,B		B,C,E	A,B,D			
PHY2049	A,B		B,C,E	A,B,D			
PHY2049 LAB	A,B		B,C,E	A,B,D			
PSC1351	A,B		B,C,E	A,B,D			
VISUAL ARTS							
ARH1002	A,B,C			A,C	A,B,C		
ARH1050	A,B,C			A,C	A,B,C		
ARH1051	A,B,C			A,C	A,B,C		
ARH2000 W	A,B,C			A,C	A,B,C		

Graduating Students' Perception Survey of Global Learning Outcomes: Fall 2008

The Assessment Committee developed a survey in the spring of 2008 designed to solicit graduating students' perceptions of their mastery of the Global Learning Outcomes. This indirect measure of assessing students' learning relies upon an analysis of reported perception of their mastery of learning outcomes. The twenty-three item graduation survey of Global Learning Outcomes asks students to indicate on a scale of 1 – 4 (l is low and 4 is high), how well they are able to perform in six of the areas identified as student learning outcomes for Pensacola Junior College.

These perceptions gathered as students fill out applications for graduation is an efficient and cost-effective way to gather student perceived development of skills. These perceptions give us another line of evidence as we gather results upon which conclusion can be drawn and plans predicated.

The items were grouped into six clusters: Critical Thinking, Communication, Scientific and Math Literacy, Information Management, Cultural Literacy and Social Skills. We can identify student responses individually and by programs, thus knowing the average ranking by students, program, and by question. We can also look at the clusters collectively and according to programs.

The major and the number of respondents follow:

Major	Number Responding
ART AA	1
BIO-AA	1
BUS-AA	18
CHD-AA	1
CMPSC-AA	2
COMP-AA	2
ENGL-AA	1
ENGNR-AA	6
GEN-AA	109
HIST-AA	3
HPRSM-AA	1
LAW-AA	7
LEGAL-AA	3
NURSE-AA	4
PHIL-AA	1
SPYCH-AA	6
SOCSC-AA	3
TEACH-AA	15

Following are the survey results for the fall 2008 (2009.1) graduating class:

One hundred ninety-two students applied for graduation for AA degrees in one of the twelve program areas. There were 69 males and 122 females. One hundred eighty-four of the students filled out the optional GLO Survey. Only eight students, two business students and six general AA, chose not to complete the survey.

Of the 184 students completing the survey and answering all questions, only 38 ranked all items the same. When all items are ranked the same, one questions the consideration given to the responses.

Looking at all responses in the six clusters of questions, the area with the lowest ranking was science and math with a 3.2 ranking which is still high. The area with the highest ranking was social skills with a 3.8 ranking. Within the three majors with 15 or more responders i.e. Business AA – 18 responders, General AA – 109 responders, and Teacher AA – 15 responders, the lowest and highest ranked categories are:

Major	Highest Ranked Cluster	Lowest Ranked Cluster
Business AA	Cultural Literacy Social Skills	Communication Science/Math Literacy
General AA	Social Skills	Science/Math Literacy
Teacher AA	Cultural Literacy Social Skills	Science/Math Literacy

The frequency of responses to the 23 questions revealed that questions which asked responders to judge how well they were able to (9) solve problems using the scientific method and (10) use the language of math and science had the lowest ranking of 3.2. These were in the Math/Science cluster. Two questions asking for the ranking on ability to (20) acknowledge personal responsibility for all actions, and (21) act with integrity and respectability in classroom situations received the highest ranking of 3.8. Both of these questions were part of the social skills cluster.

This graduating class has experienced four semesters of measuring Global Learning Outcomes and their perceived ability to perform the outcomes that we have been teaching in general AA courses is of interest to all. Unfortunately, only three areas had more than six graduating majors. For specific information for your program contact Beth Herndon.

Content of the Graduating Students' Perception Survey

We recognize and celebrate different talents knowing that we need all kinds of people to produce an effective population. Recognizing your different talents, rate yourself on the following questions using a scale of 1 (low) to 4 (high).

On a scale of 1-4 (1 = low, 4 = high) how effective do you feel in completing the following activities?

	How well are you able to…	**Average**
1.	evaluate the accuracy and relevance of information, ideas or concepts?	3.5
2.	analyze data (ideas) for drawing logical conclusions?	3.5
3.	integrate information or ideas into a new premise (product – solution)?	3.4
4.	verbally present your ideas so they are clearly understood?	3.4
5.	actively listen and understand information for responding appropriately?	3.6
6.	understand literal and figurative meaning in communication?	3.5
7.	select a writing style for communicating appropriately?	3.5
8.	effectively communicate with others?	3.6
9.	solve problems using the scientific method?	3.2
10.	use the language of mathematics and science?	3.2
11.	effectively use technology?	3.6
12.	understand the global impact of environmental issues?	3.4
13.	effectively access, collect and manage information?	3.5
14.	document, evaluate and verify resources?	3.5
15.	identify the most appropriate technology to use for your purpose?	3.5
16.	understand and appreciate the diversity in the community and the arts?	3.5
17.	recognize cultural diversity and its effect on populations?	3.6
18.	act in a way that demonstrates an appreciation of diversity?	3.6
19.	exhibit appropriate social and emotional behavior in different situations?	3.6
20.	acknowledge personal responsibility for all actions?	3.8
21.	act with integrity and respectability in classroom situations?	3.8
22.	work with others as a member of a team?	3.7
23.	take a leadership role in a team when it would benefit the group?	3.6

Total Responding 184

Assessment Report Submitted by
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