

Georgia Highlands College
Student Learning Outcomes Assessment Summary
2014-2015

| Area A | | | | | |
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| Goal A1: Students will express ideas logically and clearly in standard written English as appropriate for audience and purpose. | | | | | |
| Team Name | Student Learning Outcome | Method of Assessment | Performance Measure(s) | Assessment Results | Use of Results |
| English II | Students will be able to write a clearly organized and well-developed essay in standard written English. | Students in ENGL 1102 will be assigned a literary analysis essay in the second half of the semester. English instructors will assess the first paragraph of each submitted essay on a series of three criteria judging the use of appropriate diction, the presence of a thesis statement, and the unification of support sentences in the paragraph | When evaluating their students opening paragraphs on the set of three criteria, 70% of the students will score 70% or higher. | Failed to Meet Outcome 48% of the students scored 70% or above. | English Team II assessment team agreed to focus on these three criteria of the evaluation for the next several assessment periods. To improve results in this area, we will first share our gathered data with our colleagues. Next, we will ask English faculty to assess a complete essay in English 1102, rather than just the opening paragraph. We will design criteria that complement this outcome. Finally, we will use the gathered information to contribute to our ongoing discussions of how to be better teachers of organization and development in our Composition classes. |

Area A

Goal A2: Students will analyze and critically interpret the content, style point-of-view, and perspectives of factual or creative works using suitable terminology.

| Team Name | Student Learning Outcome | Method of Assessment | Performance Measure(s) | Assessment Results | Use of Results |
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| English II | Students will be able to recognize and correct grammatical and mechanical errors. | Students in ENGL 1102 will be assigned a literary analysis essay in the second half of the semester. English instructors will assess the first paragraph of each submitted essay on a series of five criteria covering sentence fragments, fused sentences, comma splices, comma errors, and subject/verb agreement errors. | When evaluating their students opening paragraphs on the set of five criteria, 70% of the students will score 70% or higher. | Exceeded Outcome 82% of the students scored 70% or above. | Although we did meet our outcome, the results started a conversation about how we are teaching grammar before the students reach English 1102. As a faculty, we decided to meet and assess a sample group of English 1101 essays to investigate grading practices among instructors. This norming session will help us gauge how we prioritize grammar in our Composition classes, both 1101 and 1102. |

Area A

Goal A3: Students will interpret and apply mathematical information, concepts, and principles embedded in verbal, numerical, graphic, or symbolic representations

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| Math II | Students will be able to appropriately express algebraic expressions in a variety of ways in given contexts. | Questions will be given on one of their MATH 1001 exams in the spring semester that are appropriate to the class in which they are enrolled. Students are measured on a 0-2 scale, 0 is no attempt, 1 is attempted | 75% of students will score 2 points on the common questions. | Failed to Meet Outcome 53.8% of students scored at least 2 on the question. | Since we did not make our target. The team decided to try the same questions again, but using different formats. Instead of putting the question on an exam only, we will now let instructors have the options of in-class assignment, quiz or part of an exam. |
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| | | but not correct and 2 is attempted and correct. (Reassessment from 2013-2014) | | | |
| Math II | Students will be able to solve common equations. | Questions will be given on one of their MATH 1001 exams in the spring semester that are appropriate to the class in which they are enrolled. Students are measured on a 0-2 scale, 0 is no attempt, 1 is attempted but not correct and 2 is attempted and correct. (Reassessment of 2012 and 2013) | 75% of students will score 2 points on the common questions. | Failed to Meet Outcome 60.2% of students scored at least a 2 on the question. | Since we did not make our target. The team decided to try the same questions again, but using different formats. Instead of putting the question on an exam only, we will now let instructors have the options of in-class assignment, quiz or part of an exam. |
| Math II | Students will be able to solve equations. | Questions will be given on one of their MATH 1111 exams in the spring semester that are appropriate to the class in which they are enrolled. Students are measured on a 0-2 scale, 0 is no attempt, 1 is attempted but not correct and 2 is attempted and correct. (Reassessment of 2012 and 2013) | 75% of students will score 2 points on the common questions. | Failed to Meet Outcome 50.1% of students scored at least a 2 on the question. | Since we did not make our target. The team decided to try the same questions again, but using different formats. Instead of putting the question on an exam only, we will now let instructors have the options of in-class assignment, quiz or part of an exam. |
| Math II | Students will be able to appropriately express algebraic expressions in a | Questions will be given on one of their MATH 1111 exams in the spring semester that are appropriate to the class in which they are enrolled. | 75% of students will score 2 points on the common questions. | Failed to Meet Outcome 39.4% of students scored at least a 2 on the question. | Since we did not make our target. The team decided to try the same questions again, but using different formats. Instead of putting the question on an exam only, we will now let instructors |

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| | variety of ways in given contexts. | Students are measured on a 0-2 scale, 0 is no attempt, 1 is attempted but not correct and 2 is attempted and correct. (Reassessment from 2012 -2013) | | | have the options of in-class assignment, quiz or part of an exam. |
| Math III | The student will be able to solve equations. | Students in MATH 1113 will solve trigonometric equation as a common question on the exam after teaching solving trigonometric equations. The questions on this assessment instrument will be graded by a faculty member and assigned a 0, 1, or 2. A “0” will be assigned if a question is not attempted by student(s). A “1” will be assigned if a question is attempted, but the work, where necessary, or answer is incorrect. A “2” will be assigned if a question is attempted and work, where necessary, and answer are correct. | Of the students who take the exam after teaching solving trigonometric equations in MATH 1113, 70% of the students will earn a 1 or 2 on the common exam question. | Met Outcome 82% of the students enrolled in MATH 1113 earned a 1 or 2 on the question related to this outcome. | Solving equations is a skill needed throughout Mathematics; based on these results, students have an understanding of how to solve and are able to solve equations. Faculty will be encouraged to continue using current instructional methods. For eLearning, facilitators will research alternate methods for inclusion of assessment questions within the course. |
| Math III | The student will be able to appropriately express numbers and algebraic expressions in a | Students in MATH 1113 will use trigonometric identities to simplify a trigonometric expression as a common question on the exam after teaching how to prove | Of the students who take the exam after teaching how to simplify trigonometric expressions in MATH 1113, 70% of the students will earn a 1 or | Met Outcome 80% of the students enrolled in MATH 1113 earned a 1 or 2 on the question related to this outcome. | Simplifying expressions is a skill needed throughout Mathematics; based on these results, students have an understanding of how to simplify and are able to simplify expressions. Faculty will be encouraged to continue using |

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| | variety of ways in given contexts. | trigonometric identities. The questions on this assessment instrument will be graded by a faculty member and assigned a 0, 1, or 2. A “0” will be assigned if a question is not attempted by student(s). A “1” will be assigned if a question is attempted, but the work, where necessary, or answer is incorrect. A “2” will be assigned if a question is attempted and work, where necessary, and answer are correct. | 2 on the common exam question. | | current instructional methods. For eLearning, facilitators will research alternate methods for inclusion of assessment questions within the course. |
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Area B

Goal B1: Through oral or written communication, students will demonstrate the ability to synthesize information and articulate knowledge on issues relating to culture, society, creative expression, or the human experience.

| Team Name | Student Learning Outcome | Method of Assessment | Performance Measure(s) | Assessment Results | Use of Results |
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| Communication | Students will be able to demonstrate their ability to deliver a short, effective speech on a topic. | Students in COMM 1100 will present a persuasive oral presentation, in which they will select a topic, develop the topic, and then deliver a short, effective speech on that topic using effective verbal and nonverbal behaviors. Their | 70% of students will receive a total score of 3 or higher on the full evaluation form. | Met Outcome 71.3% of students received a total score of 3 or higher on the full evaluation form. | Design of evaluation rubric should be improved for our next assessment. Perhaps one or two specific elements should be measured against their own rubric instead of multiple broad elements measured by a single 4-point scale. The goal was met with 71.3 percent scoring 3 or better, but we must address flaws |

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| | | instructor will assess their performance using a numeric evaluation form, and assign them a score on a scale of 1 - 5 (1 representing poor performance and 5 representing exemplary performance). | | | in the rubric if we are to run this assessment in the future. |
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Area C

Goal C1: Students will articulate how various forms of thought and expression reflect individual, social, or cultural values and perspectives.

| Team Name | Student Learning Outcome | Method of Assessment | Performance Measure(s) | Assessment Results | Use of Results |
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| English III | Students will be able to identify prominent literary movements associated with the time period covered in the course(s). | In English 2122 (British Literature II), students will be able to identify Modernism as a prominent literary genre of the 20th century in a multiple-choice quiz question. | 70% of students will be able to identify Modernism as a prominent genre of the 20th century. | Exceeded Outcome 88% of all students could correctly identify the Modernism as a prominent genre of the 20th century. | The results of this assessment met our Performance Measure. We will consider using this tool to assess other literature courses whose content areas include Modernism. Those courses include: ENGL 2112, 2132, and 2133. |
| English III | Students will demonstrate knowledge of literary terminology. | In English 2132 (American Literature II), students will demonstrate knowledge of the literary term Modernism by correctly identifying a Modernist poet in a multiple choice quiz question. | 70% of students will be able to identify a Modernist poet. | Approached Outcome 68% of students were able to identify a Modernist poet. | Because the results of the assessment varied dramatically between campuses, and because we didn't reach the overall goal of 70% success, English III team plans to redo this assessment. For 2015-16, the assessment tool will be rewritten for consistency and uniformity in wording. We anticipate this will improve |

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| | | | | | results across the different campuses and allow us to meet our goal of 70% success. |
| Humanities | Students will demonstrate an understanding of traditional methods and techniques in a work of art. | Students in ARTS 1010 will complete drawings that utilize the Renaissance technique of two-point perspective. The drawings will be graded by rubric. | 80% of students in ARTS 1010 will complete two-point perspective drawings with 80% accuracy, as graded by rubric. | Approached Outcome 71.4% of students in ARTS 1010 were able to complete two-point perspective drawings with 80% accuracy, as graded by rubric. | With only 71% of students achieving the stated goal, the outcome was not met. The project will be assessed again, with the same goal. This assessment period, more time will be set aside to go over two-point perspective and to include some instructional aid in the related D2L course. |
| Humanities | Students will understand historical issues pertinent to their coursework in the humanities. | Students in MUSC 1100 will complete a 15 question matching section on the third test that examines the influence of the Enlightenment period on music during the Classic period. | 75% of students in MUSC will score 75% or higher on the appropriate material on the test. | Met Outcome 83.1 % of students in MUSC were able to score 75% or higher on the appropriate material on the test. | Due to winter weather, this test was given following the spring break. So the instructor used the “knowledge train” review with students during class prior to the test. As the results were successful, the instructor will continue to implement a review for the test in the future. |
| Humanities | Students will gain an understanding of the relationship between language and culture. | Students will read a cultural essay in Spanish 1001 and answer four short-answer questions in the target language. | 80% of students will score 75% or above on the short-answer questions. | Approached Outcome 72% of students were able to score 75% or above on the short-answer questions. | With only 72% of students achieving the stated goal, the outcome was not met. This outcome will be tested again the coming year with more class time spent on preparation for the short-answer test. |

Area D

Goal D1: Students will demonstrate knowledge of the concepts of one scientific discipline, along with the application of those concepts through experimentation and observation.

| Team Name | Student Learning Outcome | Method of Assessment | Performance Measure(s) | Assessment Results | Use of Results |
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| Natural Science I | Students will demonstrate the ability to apply discipline content to problem solving. | BIOL 1010K students will demonstrate the ability to apply discipline content to problem solving by correctly answering multiple choice questions embedded in the final exam. | 70% of students will demonstrate problem-solving ability by correctly answering a multiple choice question embedded in the final exam. | Met Outcome 75% of students correctly answered the question. | These methods will be appropriated in the assessment of BIOL 2154 (an Area D course that has not be previously assessed). We will also include the new Online BIOL 1010K in future assessments. |
| Natural Science II | Students will demonstrate competency of one discipline in the sciences in terms of its terminology. | Students in CHEM 1151K will be able to define the mole and use the concept of the mole in performing stoichiometric calculations. | 70% of CHEM 1151K students will be able to define the mole correctly. | Met Outcome 76% of students were able to correctly define a mole. | Target has been met for this SLO. In future assessments, we will assess a different critical chemistry term. |
| Natural Science II | Students will demonstrate competency of one discipline in the sciences in terms of its commonly used units of measurement. | Students in CHEM 1151K will demonstrate proficiency in correctly reporting significant figures on exam questions and in a laboratory exercise. | 70% of CHEM 1151K students will be able to correctly report the number of significant figures appropriate for various laboratory apparatus. | Exceeded Outcome 81% of students were able to correctly report the number of significant figures. | Target has been met for this SLO. In future assessments, we will assess the ability to calculate density in a laboratory setting. |
| Natural Science II | Students will demonstrate the ability to operate basic instrumentation, gather data, analyze data, and generate conclusions in a | Students in CHEM 1151K will be able to distinguish an acid and a base as evidenced by responses to questions embedded in exams and laboratory exercises. | 70% of CHEM 1151K students will be able to identify acids and bases using laboratory techniques. | Met Outcome 71% of students were able to identify acids and bases using laboratory techniques. | Target has been met for this SLO. In future assessments, we will assess the students' ability to use pH calculations to predict pH of various acids and bases of known molarity. |

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| | laboratory or observational setting. | | | | |
| Natural Science II | Students will demonstrate competency of one discipline in the sciences in terms of its terminology. | Students in CHEM 1211K will be able to use various conversion factors to convert between a number of chemically relevant quantities of substance as evidenced by answers on lecture exams and laboratory exercises. | 65% of CHEM 1211K students will be able to use molecular weight to calculate the conversion of grams of substance to moles of substance. | Met Outcome 75% of students were able to use molecular weight to calculate the conversion of grams of substance to moles of substance. | The target was met for this student learning outcome. In the future, we will incorporate this same calculation into a more complex type of problem, such as determining an empirical formula or limiting reagent. |
| Natural Science II | Students will demonstrate competency of one discipline in the sciences in terms of its commonly used units of measurement. | Students in CHEM 1211K will be able to use basic mathematical principles to perform simple calculations with significant figures and SI prefixes that are central to success in chemistry as evidenced by responses on lecture exams and laboratory exercises. | 65% of CHEM 1211K students will be able to recognize the numerical meaning of a standard SI prefix. | Met Outcome 69% of students were able to recognize the numerical meaning of a standard SI prefix. | The target was met for this student learning outcome. In future assessments, we will attempt to assess the students' abilities in recognizing the numerical value of SI prefixes attached to units in which they are likely unfamiliar with. |
| Natural Science II | Students will demonstrate the ability to operate basic instrumentation, gather data, analyze data, and generate conclusions in a laboratory or observational setting. | Students in CHEM 1211K will be able to perform an experiment and will be able to determine the mole ratio of a chemical reaction as evidenced by responses to questions embedded in tests and laboratory exercises. | 65% of CHEM 1211K students will be able to identify the mole ratio of a reaction performed in a laboratory setting. | Exceeded Outcome 100% of students were able to identify the mole ratio of a reaction performed in a laboratory setting. | The target for this student outcome was met. Future assessments of mole ratios will switch to assessing students' ability to derive these values theoretically rather than experimentally. |

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| Natural Science II | Students will demonstrate competency of one discipline in the sciences in terms of its terminology. | Students in GEOL 1121K will be able to identify stream drainage patterns from a map or diagram as evidenced by responses to questions embedded in tests and laboratory exercises. | 75% of students will be able to identify stream drainage patterns from a map or diagram. | Exceeded Outcome 86% of students were able to identify stream drainage patterns from a map or diagram. | Future assessments will make use of topographic maps and/or aerial photographs to reinforce identification of stream gradient patterns. |
| Natural Science II | Students will demonstrate competency of one discipline in the sciences in terms of its commonly used units of measurement. | Students in GEOL 1121K will be able to convert ratio scales to verbal scales as evidenced by responses to questions embedded in tests and laboratory exercises. | 75% of students will be able to convert ratio scales to verbal scales. | Exceeded Outcome 86% of students were able to convert ratio scales to verbal scales. | Scale conversion assessment will be used on lab practical exam in the future in an effort to increase student success. |
| Natural Science II | Students will demonstrate the ability to operate basic instrumentation, gather data, analyze data, and generate conclusions in a laboratory or observational setting. | Students will be able to determine elevation and distance on a topographic map as evidenced by responses to questions embedded in tests and laboratory exercises. | 75% of students will be able to determine elevation and distance on a topographic map. | Exceeded Outcome 92% of students were able to determine elevation and distance on a topographic map. | Due to the success of this assessment, we will use a similar process to determine gradient in a surface-process lab in the future. |
| Natural Science II | Students will demonstrate competency of one discipline in the sciences in terms of its terminology. | Students in PHSC 1011K will correctly distinguish between speed, velocity, and acceleration as evidenced by responses to questions embedded in tests and laboratory exercises. | 75% of students enrolled will correctly answer 75% of a collection of questions regarding speed, velocity, and acceleration. | Met Outcome 81% were able to correctly answer 75% of a collection of questions regarding speed, velocity, and acceleration. | The target has been met for this SLO. In future assessments, we will attempt to assess the students' ability to use these concepts to perform calculations involving speed, velocity, and acceleration. |

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| Natural Science II | Students will demonstrate competency of one discipline in the sciences in terms of its commonly used units of measurement. | Students in PHSC 1011K will be able to solve problems involving speed, velocity, and acceleration as evidenced by responses to questions embedded in tests and laboratory exercises. | 75% of students enrolled will correctly solve 75% of a collection of problems relating speed, velocity, and acceleration. | Met Outcome 76% of students were able to correctly solve 75% of a collection of problems relating speed, velocity, and acceleration. | The target has been met for this SLO. In future assessments, we will assess the students' ability to use calculations involving speed, velocity, and acceleration to solve problems. |
| Natural Science II | Students will demonstrate the ability to operate basic instrumentation, gather data, analyze data, and generate conclusions in a laboratory or observational setting. | Students in PHSC 1011K will be able to collect and manipulate the data necessary to relate speed, velocity, and acceleration in a laboratory setting as evidenced by responses to questions embedded in tests and laboratory exercises. | 75% of students enrolled will correctly answer 75% of a collection of questions regarding a laboratory exercise involving speed, velocity, and acceleration. | Exceeded Outcome 86% of students were able to correctly solve 75% of a collection of problems relating speed, velocity, and acceleration. | Target has been met for this SLO. In the future, we will assess similar topic using different method. |
| Natural Science II | Students will demonstrate competency of one discipline in the sciences in terms of its terminology. | Students in PYSC 1111K will correctly distinguish between speed, velocity, and acceleration as evidenced by responses to questions embedded in tests and laboratory exercises | 75% of students enrolled will correctly answer 75% of a collection of questions regarding speed, velocity, and acceleration. | Met Outcome 83.3% of students were able to correctly solve 75% of a collection of problems relating speed, velocity, and acceleration. | The successful outcome is the result (at least in part) of students' first hand experiences riding a small hovercraft. Will expand this experience in order to relate it to Newton's Laws of Motion |
| Natural Science II | Students will demonstrate competency of one discipline in the sciences in terms of its commonly used units of measurement. | Students in PYSC 1111K will be able to solve problems involving speed, velocity, and acceleration as evidenced by responses to questions embedded in tests and laboratory exercises. | 75% of students enrolled will correctly solve 75% of a collection of problems relating speed, velocity, and acceleration. | Met Outcome 75% of students were able to correctly solve 75% of a collection of problems relating speed, velocity, and acceleration. | D2L quiz library (questions randomly selected from large set with numerical values of variables assigned randomly so each attempt is essentially unique) seems to be contributing to student success. We will |

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| | | | | | expand this library to cover other concepts in the course. |
| Natural Science II | Students will demonstrate the ability to operate basic instrumentation, gather data, analyze data, and generate conclusions in a laboratory or observational setting. | Students in PYSC 1111K will be able to collect and manipulate the data necessary to relate speed, velocity, and acceleration in a laboratory setting as evidenced by responses to questions embedded in tests and laboratory exercises. | 75% of students enrolled will correctly answer 75% of a collection of questions regarding a laboratory exercise involving speed, velocity, and acceleration. | Exceeded Outcome 91.7% of students were able to correctly solve 75% of a collection of problems relating speed, velocity, and acceleration. | Will explore using video capture to expand speed, velocity, and acceleration measurements in lab exercises. |
| Natural Science II | Students will demonstrate competency of one discipline in the sciences in terms of its terminology. | Students in PYSC 2211K will correctly distinguish between speed, velocity, and acceleration as evidenced by responses to questions embedded in tests and laboratory exercises | 75% of students enrolled will correctly answer 75% of a collection of questions regarding speed, velocity, and acceleration. | Exceeded Outcome 87.5% of students were able to correctly solve 75% of a collection of problems relating speed, velocity, and acceleration. | The successful outcome is the result (at least in part) of students' first hand experiences riding a small hovercraft. Will expand this experience in order to relate it to Newton's Laws of Motion. |
| Natural Science II | Students will demonstrate competency of one discipline in the sciences in terms of its commonly used units of measurement. | Students in PYSC 2211K will be able to solve problems involving speed, velocity, and acceleration as evidenced by responses to questions embedded in tests and laboratory exercises. | 75% of students enrolled will correctly solve 75% of a collection of problems relating speed, velocity, and acceleration. | Met Outcome 75% of students were able to correctly solve 75% of a collection of problems relating speed, velocity, and acceleration. | D2L quiz library (questions randomly selected from large set with numerical values of variables assigned randomly so each attempt is essentially unique) seems to be contributing to student success. Will expand this library to other areas in the course. |
| Natural Science II | Students will demonstrate the ability to operate basic | Students will be able to collect and manipulate the data necessary to relate speed, velocity, | 75% of students enrolled will correctly answer 75% of a collection of questions | Exceeded Outcome 87.5% of students were able to correctly solve 75% of a collection of | Will explore using video capture to expand speed, velocity, and acceleration measurements in lab |

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| | instrumentation, gather data, analyze data, and generate conclusions in a laboratory or observational setting. | and acceleration in a laboratory setting as evidenced by responses to questions embedded in tests and laboratory exercises. | regarding a laboratory exercise involving speed, velocity, and acceleration. | problems relating speed, velocity, and acceleration. | exercises in an effort to get even better results. |
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Area D

Goal D2: Students will use appropriate models and quantitative methods to analyze data, explore relationships among variables, and find missing information.

| Team Name | Student Learning Outcome | Method of Assessment | Performance Measure(s) | Assessment Results | Use of Results |
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| Math III | The student will be able to solve equations. | Students in MATH 1113 will solve trigonometric equation as a common question on the exam after teaching solving trigonometric equations. The questions on this assessment instrument will be graded by a faculty member and assigned a 0, 1, or 2. A “0” will be assigned if a question is not attempted by student(s). A “1” will be assigned if a question is attempted, but the work, where necessary, or answer is incorrect. A “2” will be assigned if a question is attempted and | Of the students who take the exam after teaching solving trigonometric equations in MATH 1113, 70% of the students will earn a 1 or 2 on the common exam question. | Met Outcome 82% of the students enrolled in MATH 1113 earned a 1 or 2 on the question related to this outcome. | Solving equations is a skill needed throughout Mathematics; based on these results, students have an understanding of how to solve and are able to solve equations. Faculty will be encouraged to continue using current instructional methods. For eLearning, facilitators will research alternate methods for inclusion of assessment questions within the course. |

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| | | work, where necessary, and answer are correct. | | | |
| Math III | The student will be able to appropriately express numbers and algebraic expressions in a variety of ways in given contexts. | Students in MAT 1113 will use trigonometric identities to simplify a trigonometric expression as a common question on the exam after teaching how to prove trigonometric identities. The questions on this assessment instrument will be graded by a faculty member and assigned a 0, 1, or 2. A “0” will be assigned if a question is not attempted by student(s). A “1” will be assigned if a question is attempted, but the work, where necessary, or answer is incorrect. A “2” will be assigned if a question is attempted and work, where necessary, and answer are correct. | Of the students who take the exam after teaching how to simplify trigonometric expressions in MATH 1113, 70% of the students will earn a 1 or 2 on the common exam question. | Met Outcome 80% of the students enrolled in MATH 1113 earned a 1 or 2 on the question related to this outcome. | Simplifying expressions is a skill needed throughout Mathematics; based on these results, students have an understanding of how to simplify and are able to simplify expressions. Faculty will be encouraged to continue using current instructional methods. For eLearning, facilitators will research alternate methods for inclusion of assessment questions within the course. |
| Math III | The student will be able to solve equations. | Students in MATH 2200 will calculate the z-score for a given data value as a common question on an exam given after teaching normal distributions. The questions on this assessment instrument will be graded by a | Of the students who take the exam after teaching normal distributions in MATH 2200, 70% of the students will earn a 1 or 2 on the common exam question. | Exceeded Outcome Overall, 96% earned a 1 or 2 on the common exam question. | Solving equations is a skill needed throughout Mathematics; based on these results, students have an understanding of how to solve and are able to solve equations. Faculty will be encouraged to continue using current instructional methods. For eLearning, facilitators will research alternate methods for |

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| | | <p>faculty member and assigned a 0, 1, or 2. A “0” will be assigned if a question is not attempted by student(s). A “1” will be assigned if a question is attempted, but the work, where necessary, or answer is incorrect. A “2” will be assigned if a question is attempted and work, where necessary, and answer are correct.</p> | | | <p>inclusion of assessment questions within the course.</p> |
| Math III | <p>The student will be able to calculate and interpret measures of position.</p> | <p>Students in MATH 2200 will calculate the probability of a specified value for a normal distribution as a common question on an exam given after teaching normal distributions. The questions on this assessment instrument will be graded by a faculty member and assigned a 0, 1, or 2. A “0” will be assigned if a question is not attempted by student(s). A “1” will be assigned if a question is attempted, but the work, where necessary, or answer is incorrect. A “2” will be assigned if a question is attempted and</p> | <p>Of the students who take the exam after teaching normal distributions in MATH 2200, 70% of the students will earn a 1 or 2 on the common exam question.</p> | <p>Exceeded Outcome 88% of the students will earn a 1 or 2 on the common exam question.</p> | <p>Use of probabilities can be across multiple disciplines, including History, Health Sciences, and Sciences; based on these results, students have an understanding of probability. Faculty will be encouraged to continue current instructional methods. For eLearning, facilitators will research alternate methods for inclusion of assessment questions within the course.</p> |

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| | | work, where necessary, and answers are correct | | | |
| Math IV | Students will be able to graph and interpret functions. | In MATH 2040 & 2261, during the course of an exam, students will be asked to graph a function and use the graph to interpret rates of change. | 70% of the students will be able to draw the correct graph. (They will get a "3" on question #3 of the test.) | Failed to Meet Outcome Overall, 33% of students scored a 3 on question #3. | In the future, instructors will review rates of change on the Final Exam Review and put the assessment at the beginning of the Final Exam. This should assure that the students have been adequately prepared for the material and they are assessed over it when their minds are fresh and students are less likely to skip them or just give partial effort. |
| Math IV | Students will be able to calculate and interpret the meaning of rates of change. | In MATH 2040 & 2261, during the course of an exam, students will be given a 2-part problem concerning rate of change. The question will be graded by a faculty member and assigned a 0, 1, 2, or 3. A "0" will be assigned if a question is not attempted, a "1" be assigned if the question is attempted but the work is completely incorrect, a "2" will be assigned if the question was attempted and the work is partially correct, and a "3" will be assigned if | 70% of all the students will get a "3" on question 1 and 2 (Rates of change) | Failed to Meet Outcome Overall, 55% of students scored a 3 on questions 1 & 2. | Instructors will review rates of change on the Final Exam Review and put the assessment at the beginning of the Final Exam. We are rewording the questions to improve the clarity. The assessment questions need to be at the beginning of the Final Exam so the students will be more likely to tackle them. Our Team also felt that clarification of the questions would be helpful. We will add the words tangent and secant, so the students can have a better idea of how to answer the questions. |

| | | the question is attempted and completely correct. | | | |
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| Area E | | | | | |
| Goal E1: Students will analyze, from multiple perspectives, the ways that historical, economic, political, social, or cultural relationships develop. | | | | | |
| Team Name | Student Learning Outcome | Method of Assessment | Performance Measure(s) | Assessment Results | Use of Results |
| Social Science I | Students will demonstrate an understanding of global issues. | Students in HIST 1122 will write an essay (exam or supplemental assignment) in response to a propaganda poster and a political cartoon from World War I depicting the colonial relationship between France and Africa. It will be taken in the Spring of 2015 and scored via a rubric designed for this assignment. Students will write a 5 paragraph essay contextualizing the poster and political cartoon within the confines of European Imperialism and African Colonialism. | 70% of students will be able to demonstrate an understanding of the global dynamics of colonialism and imperialism by scoring 2 or above on the rubric. | Exceeded Outcome 92% of all students scored 2 or above on the global dynamics of colonialism and imperialism portion of the essay. | The Assessment team for History had students analyze political cartoons that visualized race and empire. By engaging students in a "close reading" of a visual source, students have the opportunity to practice interpreting a primary source, thinking about the historical context of race and empire, and applying this knowledge to building a historical interpretation. The data from this assessment will allow us to apply these ways of historical thinking to other courses inside of history. Using visual images to get students to analyze the past is a useful skill to developing patterns of historical thinking in many other history courses and to get them to analyze many other historical topics such as gender, class, nationalism, etc. |
| Social Science I | Students will demonstrate | In HIST 1122, each student's 5 paragraph | 70% of students will be able to integrate images | Exceeded Outcome | The Assessment team for History had students analyze political |

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| | <p>knowledge of current and historical political systems.</p> | <p>essay (from assessment referenced above) will need to integrate the images and text from the poster and the political cartoon into their essay and demonstrate context, analysis, and critical thinking about the inter-workings of European Imperialist depictions of African people. This too will be scored via a rubric designed to measure these results.</p> | <p>and text from the poster and cartoon into their understanding of the political nature of French Imperialism in Africa by scoring 2 or above on the rubric.</p> | <p>92% of all students scored 2 or above on the French Imperialism portion of the essay.</p> | <p>cartoons that visualized race and empire. By engaging students in a "close reading" of a visual source, students have the opportunity to practice interpreting a primary source, thinking about the historical context of race and empire, and applying this knowledge to building a historical interpretation. The data from this assessment will allow us to apply these ways of historical thinking to other courses inside of history. Using visual images to get students to analyze the past is a useful skill to developing patterns of historical thinking in many other history courses and to get them to analyze many other historical topics such as gender, class, nationalism, etc.</p> |
| <p>Social Science II</p> | <p>Students will be able to demonstrate their understanding of the United States Constitution in relation to specific amendments related to the profession of Criminal Justice.</p> | <p>Students in POLS 1101 will demonstrate the required understanding by correctly answering a multiple-choice question on a quiz given at the end of the semester.</p> | <p>Upon completion of the quiz, 75% of students will correctly answer the question.</p> | <p>Approached Outcome 70.7% of the students were able to correctly answer the question.</p> | <p>The performance goal was not met for SLO #7 but was at least met and was exceeded on 4 campuses for SLO #8. The assessment clearly indicates a weakness on the Constitutional Amendments that relate to rights of criminal defendants. It also indicates a lack of clarity regarding the role of government in implementing policy, although students do understand how policy is made. It is recommended that all POLS 1101</p> |

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| | | | | | faculty focus on these two areas to improve performance in a repeated assessment in Fall Semester 2015 POLS 1101 courses on all campuses. |
| Social Science II | Students will demonstrate an understanding of the American government's decision-making process and implementation of specific domestic policies. | POLS 1101 Students will demonstrate the required understanding of process and implementation by correctly answering 3 multiple-choice questions on a quiz given at the end of the semester. | Upon completion of the quiz, 75% of students will correctly answer at least 2 of the 3 questions. | Exceeded Outcome 86% of the students were able to correctly answer 2 of the 3 questions. | The performance goal was not met for SLO #7 but was at least met and was exceeded on 4 campuses for SLO #8. The assessment clearly indicates a weakness on the Constitutional Amendments that relate to rights of criminal defendants. It also indicates a lack of clarity regarding the role of government in implementing policy, although students do understand how policy is made. It is recommended that all POLS 1101 faculty focus on these two areas to improve performance in a repeated assessment in Fall Semester 2015 POLS 1101 courses on all campuses. |
| Social Science III | Students will demonstrate an understanding of diversity among cultures. | SOCI 1101 students will demonstrate an understanding of cultural diversity by correctly answering multiple-choice questions in a quiz that will be given after the unit has been covered in class. (Reassessment from 2013-14) | For all SOCI 1101 classes from each campus, the total combined percentage of correct answers on all three questions pertaining to the SLO will be at least 70%. | Met Outcome For all SOCI 1101 classes from each campus, the total combined percentage of correct answers on all three questions pertaining to the SLO was 79.7%. | Although the performance targets were met on every campus that reported results, results were not reported by one part-time faculty member on the Marietta campus. Full participation will be strongly encouraged next year, with the help of our dean, and this full participation will provide a complete assessment. Data is lacking from the Marietta campus as a result of this part-time |

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| | | | | | faculty member's failure to participate in assessment. Without data from Marietta classes, the sociology assessment is incomplete. The results should be apparent by the end of the 2015-2016 academic year. |
| Social Science III | Students will demonstrate knowledge of six major perspectives in psychology: behavioral, biological, cognitive, positive/humanistic, social, and psychodynamic. | PSYC 1101 students will answer multiple choice pre and post-test questions about the six major perspectives in psychology. (Reassessment from 2013-14) | For all PSYC 1101 classes, the percentage correct on the post-test will be at least 70%, with a 15 percentage point increase from the pre-test. | Approached Outcome For all PSYC 1101 classes, the percentage correct on the post-test was 60%, with a 16.75% increase from the pre-test. | Although the performance target for percentage improvement was met, the percentage correct on the post-test was not. Next year, students will complete a common paper/pencil cumulative final exam covering the six major perspectives in short answer questions. This change will provide all faculty with the same assessment and a standardized grading rubric. By using short answer questions, students will be able to better demonstrate knowledge of the six perspectives. Having more complete part-time faculty participation will also make the assessment more meaningful. The results should be apparent by the end of the 2015-2016 academic year. |
| Area F | | | | | |
| Team Name | Student Learning Outcome | Method of Assessment | Performance Measure(s) | Assessment Results | Use of Results |
| Business | Students will demonstrate a | Students in ACCT 2101 (Principles of | Students will demonstrate the ability | Meeting Outcome | Students were properly prepared to calculate depreciation using |

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| | mastery of the fundamental concepts of financial accounting | Accounting I) will obtain an understanding of and be able to compute depreciation using three different methods: straight-line, production and double declining balance by performing calculations on a problem on an exam. | to calculate depreciation using the three different methods by achieving an average of 75% on an exam problem relating to the topic. | 77% scored 75% or above on the exam | the 3 different depreciation methods. During 2105-2016 we will take this a step further and ask the students to calculate the gain or loss on the sale of an asset and also prepare the journal entry. |
| Business | Develop a mastery of the fundamental and intermediate concepts of spreadsheet preparation, organization, and application. | Students in BUSA 2205 (Fundamentals of Business Applications)) will be able to prepare an error free spreadsheet (90%, given two attempts) which applies spreadsheet functions, formatting, and logical statement concepts. | 80% of the students will prepare an error free spreadsheet (based on two attempts) which applies functions, formatting, and logical statement concepts. | Meeting Outcome 88% of the students prepared an error free spreadsheet. | Based on demonstration of mastery, we will target more complex concepts and applications in future course offering. |
| Business | Students will demonstrate understanding of the basic principles of business and economics. | Students in ECON 2106 (Principles of Microeconomics) will be able to identify, define, and apply key economic terminology and concepts by demonstrating a gain on multiple choice questions on the post test. Students will also be tested on a specific portion of the test which assesses the understanding of specific terms and concepts. | Students will demonstrate the ability to calculate depreciation using the three different methods by achieving an average of 75% on an exam problem relating to the topic. | Met Outcome 77% of the students scored 75% or above on the exam problem. | Method of assessment needs to be changed. Students are taking a pre & post-test. They put in a sincere effort on the pretest. They don't take the post-test seriously. We will embed questions in tests. |

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| Natural Science III | Students will demonstrate the ability to apply discipline content to problem solving. | BIOL 2121K students will demonstrate the ability to apply discipline content to problem solving by correctly answering multiple choice questions embedded in the final exam. | 70% of the students will be able to apply their ability to apply problem solving to a clinical situation by correctly answering a multiple choice question on problems with hearing embedded in the final exam. | Exceeded Outcome 81.3% of the students were able to correctly answer the question. | Students are successfully meeting the learning outcome for problem solving, however, there are discrepancies among some campuses. The Marietta campus fell slightly below the target of 70% but this campus has limited sections available and the lower enrollments may have skewed the data collected during the academic year. Since all other campuses achieved performance targets, it may be necessary to increase the performance target to 80-85% or increase the difficulty of the assessment question used to measure this student-learning outcome. |
| Natural Science III | Students will demonstrate competency in one discipline in the science in terms of its terminology. | BIOL 2121K students will demonstrate competency of one discipline in the sciences in terms of its terminology by correctly answering multiple choice questions embedded in the final exam. | 70% of the students will demonstrate an understanding of terminology content by correctly answering a multiple choice question on anatomical regions embedded in the final exam. | Exceeded Outcome 84.4% of the students were able to correctly answer the question. | Students are successfully meeting the learning outcome for understanding of terminology, however, there are discrepancies among some campuses. The Paulding campus fell far above the target of 70% but this campus has limited sections available and the lower enrollments may have skewed the data collected during the academic year. Since all campuses achieved performance targets, it may be necessary to increase the performance target to 80-85% or increase the difficulty of the assessment question used to measure this student-learning outcome. |

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| Natural Science III | Students will demonstrate the ability to apply discipline content to problem solving. | BIOL 2122K students will demonstrate the ability to apply discipline content to problem solving by correctly answering multiple choice questions embedded in the final exam. | 70% of the students will demonstrate an ability to apply problem solving to a clinical situation to a clinical situation by correctly answering a multiple choice question on problems with gall bladder function embedded in the final exam. | Met Outcome 70.2% of the students were able to correctly answer the question. | Students are successfully meeting the learning outcome for problem solving, however, there are discrepancies among some campuses. The Marietta and Douglasville campus fell below the target of 70% but these campuses have limited sections available and the lower enrollments may have skewed the data collected during the academic year. While the performance target was met, the reported data was minimally higher than the performance target. It is recommended that reinforcement of content in regards to problem solving is necessary to improve student success. |
| Natural Science III | Students will demonstrate competency in one discipline in the science in terms of its terminology. | BIOL 2122K students will demonstrate competency of one discipline in the sciences in terms of its terminology by correctly answering multiple-choice questions embedded in the final exam. | 70% of the students will demonstrate an understanding of terminology content by correctly answering a multiple choice question on embryonic structures embedded in the final exam. | Approached Outcome 66.8% of the students were able to correctly answer the question. | Informational content regarding embryonic development is the last content area covered in the course and due to inclement weather some instructors had less time to review this content. Revising the assessment question so that it addresses content covered earlier in the course will ensure that all students have ample time to be introduced to the informational content that will be assessed. It is recommended that all instructors reinforce informational content regarding embryonic structures. |

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| | | | | | In addition, it is recommended that the assessment question be revised for clarification. Since most campuses did not meet performance targets, this student learning outcome will be reassessed during the 2015-2016 academic year to determine if results have improved after content reinforcement and assessment question revisions have been implemented. |
| Social Science II | Students will be able to demonstrate their understanding of the United States Constitution in relation to specific amendments related to the profession of Criminal Justice. | Students in CRJU 100 will demonstrate the required understanding by correctly answering a multiple-choice question on a quiz given at the end of the semester. | Upon completion of the quiz, 75% of students will correctly answer the question. | Approached Outcome Upon completion of the quiz, 70.7% of students were able to correctly answer the question. | While the performance target was met on both the Rome and Cartersville Campus, the assessment will be repeated for 4 years to establish consistency in the use of the instrument. CRJU faculty also intend to conduct pre-test/post-test assessments in Spring 2016. |
| Social Science II | Students will understand the components and relationships of the criminal justice system and the cross-influences of American society. | Students in CRJU 1100 will demonstrate their understanding of the U. S. Constitution by scoring 80% or higher on a multiple choice test (5 questions) concerning specific amendments applicable to the profession of criminal justice. | 80% of CRJU students will score 80% or higher on CRJU quiz concerning U. S. Constitutional Amendments. | Exceeded Outcome 90.5% of CRJU students scored 80% or higher on CRJU quiz concerning U. S. Constitutional Amendments. | While the performance target was met on both the Rome and Cartersville Campus, the assessment will be repeated for 4 years to establish consistency in the use of the instrument. CRJU faculty also intend to conduct pre-test/post-test assessments in Spring 2016. |
| Social Science IV | Students will demonstrate their understanding of the various theories | Students in PSYC 2128 will take a pre-test and post-test that will measure their | The performance targets for 2015 are to establish baseline pre-test scores. Post-test will be given, | Failed to Meet Outcome 12 students took the pretest. The average | Repeat Spring 16 in order to implement change after baseline. |

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| | of personality and how these theories impact the helping process. | understanding of theories of personality when they begin the semester and after completing the class. | but no specific anticipated growth target is stated. Growth will be given in 2016. | score was 50%. 8.33% (or 1 students) scored at or above the 70% “competency” score. | |
| Social Science IV | Students will demonstrate their understanding of the different stages of grief and the dying process. | Students in PSYC 2145 will be given a post-test over appropriate material. | 80% of the students will achieve a score of 90% or more on the post test. | Exceeded Outcome 100% of students received 20% on the pre-test: 90% of students received 100% on the post exam. | I am not sure the pre-test and post-test accurately measured an understanding of the stages of grief. Will retest in Spring 2016. |
| Teacher Education | Students will demonstrate an understanding of current issues in education. | Students in EDUC 2110 will participate in a multiple-choice post-test specific to the SLO at the end of the semester. The post-test may be included as part of the final exam. | 80% of education students will score 80% or higher on the post-test. | Exceeded Outcome 100% of students scored at least 80% or higher on the post test. | All of the students scored at least 80% or higher on the post-test, meaning that they are demonstrating an understanding of the current issues in education. Students are developing an overall knowledge and understanding of these issues and how they affect schools and classrooms. The results are used to affirm the content and methods used in the course and to monitor student understanding. |
| Teacher Education | Students will develop the knowledge of the impact of diversity on schools in Georgia and the United States. | Students in EDUC 2120 will participate in a multiple-choice post-test specific to the SLO at the end of the semester. The post-test may be included as part of the final exam. | 80% of students will score 80% or higher on the quiz. | Exceeded Outcome 99% of students scored 80% or above on the quiz. | Since the outcomes were met, then almost all (99%) of the students tested were developing a knowledge of diversity and the diversity issues that will impact their job as teachers. Students are developing an understanding of these issues and their impact on schools and classrooms. |

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| Teacher Education | Students will demonstrate an understanding of the theories of learning. | Students in EDUC 2130 will participate in a multiple-choice post-test specific to the SLO at the end of the semester. The post-test may be included as part of the final exam. | 80% of students will score 80% or higher on the quiz. | Exceeded Outcome 98% of students scored at least 80% or higher. | The results are used to determine if the EDUC students are developing an understanding of the theories of learning that will be applicable in their future classroom. In this course, students are being exposed to the theories for the first time and should begin to develop an knowledge of the different learning approaches and a comprehension of how those approaches affect learning. By meeting the performance measure, students have demonstrated that they know the theories and are developing an understanding of those learning approaches. |
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Core Overlay Requirements - Goal I (US Perspectives)

Goal CO1: Students will demonstrate an understanding of U.S. society, culture, government, economics, or institutions through contemporary and historical perspectives.

| Team Name | Student Learning Outcome | Method of Assessment | Performance Measure(s) | Assessment Results | Use of Results |
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| English III | Students will be able to identify prominent literary movements associated with the time period covered in the course(s). | In English 2122 (British Literature II), students will be able to identify Modernism as a prominent literary genre of the 20th century in a multiple-choice quiz question. | 70% of students will be able to identify Modernism as a prominent genre of the 20th century. | Exceeded Outcome 88% of all students could correctly identify the Modernism as a prominent genre of the 20th century. | The results of this assessment met our Performance Measure. We will consider using this tool to assess other literature courses whose content areas include Modernism. Those courses include: ENGL 2112, 2132, and 2133. |

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| English III | Students will demonstrate knowledge of literary terminology. | In English 2132 (American Literature II), students will demonstrate knowledge of the literary term Modernism by correctly identifying a Modernist poet in a multiple choice quiz question. | 70% of students will be able to identify a Modernist poet. | Approached Outcome 68% of students were able to identify a Modernist poet. | Because the results of the assessment varied dramatically between campuses, and because we didn't reach the overall goal of 70% success, English III team plans to redo this assessment. For 2015-16, the assessment tool will be rewritten for consistency and uniformity in wording. We anticipate this will improve results across the different campuses and allow us to meet our goal of 70% success. |
| Social Science II | Students will be able to demonstrate their understanding of the United States Constitution in relation to specific amendments related to the profession of Criminal Justice. | Students in POLS 1101 will demonstrate the required understanding by correctly answering a multiple-choice question on a quiz given at the end of the semester. | Upon completion of the quiz, 75% of students will correctly answer the question. | Approached Outcome 70.7% of the students were able to correctly answer the question. | The performance goal was not met for SLO #7 but was at least met and was exceeded on 4 campuses for SLO #8. The assessment clearly indicates a weakness on the Constitutional Amendments that relate to rights of criminal defendants. It also indicates a lack of clarity regarding the role of government in implementing policy, although students do understand how policy is made. It is recommended that all POLS 1101 faculty focus on these two areas to improve performance in a repeated assessment in Fall Semester 2015 POLS 1101 courses on all campuses. |
| Social Science II | Students will demonstrate an understanding of | POLS 1101 Students will demonstrate the required understanding of process | Upon completion of the quiz, 75% of students will correctly answer at | Exceeded Outcome | The performance goal was not met for SLO #7 but was at least met and was exceeded on 4 |

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| | the American government's decision-making process and implementation of specific domestic policies. | and implementation by correctly answering 3 multiple-choice questions on a quiz given at the end of the semester. | least 2 of the 3 questions. | 86% of the students were able to correctly answer 2 of the 3 questions. | campuses for SLO #8. The assessment clearly indicates a weakness on the Constitutional Amendments that relate to rights of criminal defendants. It also indicates a lack of clarity regarding the role of government in implementing policy, although students do understand how policy is made. It is recommended that all POLS 1101 faculty focus on these two areas to improve performance in a repeated assessment in Fall Semester 2015 POLS 1101 courses on all campuses. |
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Core Overlay Requirements - Goal II (Global Perspectives)

Goal CO2: Students will demonstrate understanding of political, social, cultural, economic, or institutional aspects of nations outside the U.S.

| Team Name | Student Learning Outcome | Method of Assessment | Performance Measure(s) | Assessment Results | Use of Results |
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| Social Science I | Students will demonstrate an understanding of global issues. | Students in HIST 1122 will write an essay (exam or supplemental assignment) in response to a propaganda poster and a political cartoon from World War I depicting the colonial relationship between France and Africa. It will be taken in the Spring of 2015 and | 70% of students will be able to demonstrate an understanding of the global dynamics of colonialism and imperialism by scoring 2 or above on the rubric. | Exceeded Outcome 92% of all students scored 2 or above on the global dynamics of colonialism and imperialism portion of the essay. | The Assessment team for History had students analyze political cartoons that visualized race and empire. By engaging students in a "close reading" of a visual source, students have the opportunity to practice interpreting a primary source, thinking about the historical context of race and empire, and applying this knowledge to building a historical |

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| | | scored via a rubric designed for this assignment. Students will write a 5 paragraph essay contextualizing the poster and political cartoon within the confines of European Imperialism and African Colonialism. | | | interpretation. The data from this assessment will allow us to apply these ways of historical thinking to other courses inside of history. Using visual images to get students to analyze the past is a useful skill to developing patterns of historical thinking in many other history courses and to get them to analyze many other historical topics such as gender, class, nationalism, etc. |
| Social Science I | Students will demonstrate knowledge of current and historical political systems. | In HIST 1122, each student's 5 paragraph essay (from assessment referenced above) will need to integrate the images and text from the poster and the political cartoon into their essay and demonstrate context, analysis, and critical thinking about the inter-workings of European Imperialist depictions of African people. This too will be scored via a rubric designed to measure these results. | 70% of students will be able to integrate images and text from the poster and cartoon into their understanding of the political nature of French Imperialism in Africa by scoring 2 or above on the rubric. | Exceeded Outcome 92% of all students scored 2 or above on the French Imperialism portion of the essay. | The Assessment team for History had students analyze political cartoons that visualized race and empire. By engaging students in a "close reading" of a visual source, students have the opportunity to practice interpreting a primary source, thinking about the historical context of race and empire, and applying this knowledge to building a historical interpretation. The data from this assessment will allow us to apply these ways of historical thinking to other courses inside of history. Using visual images to get students to analyze the past is a useful skill to developing patterns of historical thinking in many other history courses and to get them to analyze many other historical topics such as gender, class, nationalism, etc. |

Core Overlay Requirements - Goal III (Critical Thinking)

Goal E1: Students will identify, analyze, evaluate, and synthesize information to support ideas or arguments or solve problems.

| Team Name | Student Learning Outcome | Method of Assessment | Performance Measure(s) | Assessment Results | Use of Results |
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| Communication | Students will be able to demonstrate their ability to deliver a short, effective speech on a topic. | Students in COMM 1100 will present a persuasive oral presentation, in which they will select a topic, develop the topic, and then deliver a short, effective speech on that topic using effective verbal and nonverbal behaviors. Their instructor will assess their performance using a numeric evaluation form, and assign them a score on a scale of 1 - 5 (1 representing poor performance and 5 representing exemplary performance). | 70% of students will receive a total score of 3 or higher on the full evaluation form. | <p>Met Outcome</p> <p>71.3% of students received a total score of 3 or higher on the full evaluation form.</p> | Design of evaluation rubric should be improved for our next assessment. Perhaps one or two specific elements should be measured against their own rubric instead of multiple broad elements measured by a single 4-point scale. The goal was met with 71.3 percent scoring 3 or better, but we must address flaws in the rubric if we are to run this assessment in the future. |
| English II | Students will be able to write a clearly organized and well-developed essay in standard written English. | Students in ENGL 1102 will be assigned a literary analysis essay in the second half of the semester. English instructors will assess the first paragraph of each submitted essay on a series of three criteria | When evaluating their students opening paragraphs on the set of three criteria, 70% of the students will score 70% or higher. | <p>Failed to Meet Outcome</p> <p>48% of the students scored 70% or above.</p> | English Team II assessment team agreed to focus on these three criteria of the evaluation for the next several assessment periods. To improve results in this area, we will first share our gathered data with our colleagues. Next, we will ask English faculty to assess a complete essay in |

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| | | judging the use of appropriate diction, the presence of a thesis statement, and the unification of support sentences in the paragraph | | | English 1102, rather than just the opening paragraph. We will design criteria that complement this outcome. Finally, we will use the gathered information to contribute to our ongoing discussions of how to be better teachers of organization and development in our Composition classes. |
| English II | Students will be able to recognize and correct grammatical and mechanical errors. | Students in ENGL 1102 will be assigned a literary analysis essay in the second half of the semester. English instructors will assess the first paragraph of each submitted essay on a series of five criteria covering sentence fragments, fused sentences, comma splices, comma errors, and subject/verb agreement errors. | When evaluating their students opening paragraphs on the set of five criteria, 70% of the students will score 70% or higher. | Exceeded Outcome 82% of the students scored 70% or above. | Although we did meet our outcome, the results started a conversation about how we are teaching grammar before the students reach English 1102. As a faculty, we decided to meet and assess a sample group of English 1101 essays to investigate grading practices among instructors. This norming session will help us gauge how we prioritize grammar in our Composition classes, both 1101 and 1102. |
| English III | Students will be able to identify prominent literary movements associated with the time period covered in the course(s). | In English 2122 (British Literature II), students will be able to identify Modernism as a prominent literary genre of the 20th century in a multiple-choice quiz question. | 70% of students will be able to identify Modernism as a prominent genre of the 20th century. | Exceeded Outcome 88% of all students could correctly identify the Modernism as a prominent genre of the 20th century. | The results of this assessment met our Performance Measure. We will consider using this tool to assess other literature courses whose content areas include Modernism. Those courses include: ENGL 2112, 2132, and 2133. |

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| English III | Students will demonstrate knowledge of literary terminology. | In English 2132 (American Literature II), students will demonstrate knowledge of the literary term Modernism by correctly identifying a Modernist poet in a multiple choice quiz question. | 70% of students will be able to identify a Modernist poet. | Approached Outcome 68% of students were able to identify a Modernist poet. | Because the results of the assessment varied dramatically between campuses, and because we didn't reach the overall goal of 70% success, English III team plans to redo this assessment. For 2015-16, the assessment tool will be rewritten for consistency and uniformity in wording. We anticipate this will improve results across the different campuses and allow us to meet our goal of 70% success. |
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Institutional Requirements Outside the Core

| Team Name | Student Learning Outcome | Method of Assessment | Performance Measure(s) | Assessment Results | Use of Results |
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| College Success | Students will demonstrate knowledge of GHC's initiatives, resources, policies, and services. | FCST 1010 students will be given a Pre- and Post-Survey of 13 questions from 5 areas of college success, including those of college policies and services. (Reassessment from 2013-14) | Students will report an overall increase of at least 20% on items 1, 2, 4, 5, 6, and 7 on their FCST 1010 Course Post-Survey. | Failed to Meet Outcome 11.6% of students were able to increase their score 20% or above on the survey. | A new assessment will be created for FCST 1010. The assessment will consist of a writing response prompted by a case study. The assessment will be graded by a rubric created specifically for the new assessment. The writing response will be completed by (5) randomly selected students at the beginning of the semester and the end of the semester. Results of the pre and post assessment will be compared for an increase in understanding. The new assessment will also allow data to be broken down by campus, which the old method didn't allow. |

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| College Success | Students will engage in behaviors that demonstrate increased self-efficacy in the educational, professional, and personal arenas. | FCST 1010 students will be given a Pre- and Post-Survey of 13 questions from 5 areas of college success, including those of self-efficacy in the educational, professional, and personal arenas. (Reassessment from 2013-14) | Students will report an overall increase of at least 20% on items 10, 11, 12, and 13 on their FCST 1010 Course Post-Survey. | Failed to Meet Outcome 14.5% of students were able to increase their score 20% or above on the survey. | A new assessment will be created for FCST 1010. The assessment will consist of a writing response prompted by a case study. The assessment will be graded by a rubric created specifically for the new assessment. The writing response will be completed by (5) randomly selected students at the beginning of the semester and the end of the semester. Results of the pre and post assessment will be compared for an increase in understanding. The new assessment will also allow data to be broken down by campus, which the old method didn't allow. |
| College Success | Students will display appropriate, professional communication in both the physical and virtual environments. | FCST 1010 students will be given a Pre- and Post-Survey of 13 questions from 5 areas of college success, including those relating to appropriate, professional communication in both the physical and virtual environments. (Reassessment from 2013-14) | Students will report an overall increase of at least 20% on items 3 & 9 on their FCST 1010 Course Post-Survey. | Failed to Meet Outcome 17.7% of students were able to increase their score 20% or above on the survey. | A new assessment will be created for FCST 1010. The assessment will consist of a writing response prompted by a case study. The assessment will be graded by a rubric created specifically for the new assessment. The writing response will be completed by (5) randomly selected students at the beginning of the semester and the end of the semester. Results of the pre and post assessment will be compared for an increase in understanding. The new assessment will also allow data to be broken down by campus, which the old method didn't allow. |

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| Wellness | Students will demonstrate an understanding of exercise programming and its applications in a training program. | Students in PHED 1010 classes will demonstrate an understanding of the material by answering multiple choice questions, based on the SLO, on a separate questionnaire prior to the final examination. (Reassessment from 2013-2014) | 75% of the students will correctly answer the questions corresponding to the SLO. | Failed to Meet Outcome 39.9% of students correctly answered the questions. | The question assessing the has been altered in an attempt to make them more understandable for students. The assessment team felt that the questions were written in language that was too technical for students' understanding. These concepts will be reassessed during the 2015-16 academic year. |
| Wellness | Students will demonstrate an understanding of the principles related to exercise-induced stress during a training program. | Students in PHED 1010 classes will demonstrate an understanding of the material by answering multiple choice questions, based on the SLO, on a separate questionnaire prior to the final examination. (Reassessment from 2013-14) | 75% of the students will correctly answer the questions corresponding with the SLO. | Exceeded Outcome 97% of students correctly answered the questions. | Questions for SLO#2 were well understood by students. As such the team felt that the concepts SLO#2 measured should be implemented in other courses, specifically Principles of Human Nutrition. In addition, these concepts overlap many of the other concepts within this specific course and will be emphasized there as well. This concept will be reassessed during the 2016-2017 academic year. |
| Wellness | Students will demonstrate an understanding of the three areas of energy expenditure. (Reassessment from 2013-14) | Students in PHED 1010 classes will demonstrate an understanding of the material by answering multiple choice questions, based on the SLO, on a separate questionnaire prior to the final examination. (Reassessments from 2013-2014) | 75% of the students will correctly answer the questions corresponding with the SLO. | Approached Outcome 73.4% of students on correctly answered the questions. | The question assessing SLO#3 has been altered in an attempt to make them more understandable for students. The assessment team felt that the questions were written in language that was too technical for students' understanding. These concepts will be reassessed during the 2015-16 academic year. |

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| Wellness | Students will be able to differentiate between healthy and unhealthy approaches for losing weight. | Students in PHED 1010 classes will demonstrate an understanding of the material by answering multiple choice questions, based on the SLO, on a separate questionnaire, prior to the final examination. | 75% of the students will correctly answer the questions corresponding with each SLO. | <p>Exceeded Outcome</p> <p>93.8% of students answered the questions correctly.</p> | <p>Questions for SLO#3 were well understood by students. As such the team felt that the concepts SLO#3 measured should be implemented in other lecture-based and activity-based courses. In addition, these concepts overlap many of the other concepts within this specific course and will be emphasized there as well. This concept will be reassessed during the 2016-2017 academic year.</p> |
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