

Georgia Highlands College
Student Learning Outcomes Assessment Summary
2015-2016

Area A					
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 within a one-hour time frame.	Each English 1102 instructor will evaluate literary analysis essays turned in after midterm in each section of English 1102 to determine how well the papers meet the following criteria: Criteria A: Essay demonstrates appropriate tone for the assignment; Criteria B: Essay offers effective supporting details; Criteria C: Essay follows an organized paragraph structure. Instructors will score the first graded draft of	70% of the students in English 1102 will achieve an average score equal to or greater than 1 for this assignment.	Exceeded Outcome Of 694 total students assessed, 83% met the standard. This exceeds our goal of 70% meeting the goal by 13%.	Historical data assessing similar elements of students' writing has not achieved numbers this high. We believe the performance target of 70% may have been set too low, and we plan to adjust that during the 2016-2017 cycle. In addition, some of the terms associated with the criteria are open to interpretation. The 2016-2017 assessment team plans to eliminate some of the vagaries of the performance measures, which should give us a more accurate picture of student writing abilities.

		the essays as follows: Lacking: 0 Competent: 1 Accomplished: 2			
<p>Area A</p> <p>Goal A2: Students will analyze and critically interpret the content, style point-of-view, and perspectives of factual or creative works using suitable terminology.</p>					
Team Name	Student Learning Outcome	Method of Assessment	Performance Measure(s)	Assessment Results	Use of Results
English II	Because argumentative writing is the basis of all rhetoric, students will be able to recognize and properly construct argumentative thesis statements.	Each English 1102 instructor will evaluate literary analysis essays turned in after midterm in each section of English 1102 to determine how well the papers meet the following criteria: Essay contains an argumentative thesis statement. Instructors will score the first graded draft of the essays as follows: Lacking: 0 Competent: 1 Accomplished: 2	We expect 70% of our assessed students will earn an average equal to or greater than 1, "competent."	Exceeded Outcome Of 694 total students assessed, 88% met the standard. This exceeds our goal of 70% meeting the goal by 18%.	The results indicate students recognize argumentative thesis statements and know how to construct them. However, teaching experiences indicate instructors may over-emphasize thesis statements at the expense of the rest of the essay development. We plan to address these issues during the 2016-2017 cycle for both English 1101 and English 1102 classes by participating in department-wide essay norming to build common grading criteria and instructional practices in developing strong writing.

Area A

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

Team Name	Student Learning Outcome	Method of Assessment	Performance Measure(s)	Assessment Results	Use of Results
Math II	Students will be able to solve equations.	Students in MATH 1001 will be given a question involving aspects of solving a financial word problem dealing with percentages and taxes. The question will be graded by a faculty member and assigned a 0, 1, 2, or 3. The score of "0" will be assigned if a question is not attempted, a "1" will be assigned if the question is attempted, a score of "2" will be assigned if the question is attempted and partially correct, and a score of "3" will be assigned if the question is attempted and completely correct. The question will be given on a test, quiz or other assignment.	75% of student will score at least 2 on the question.	Approached Outcome 69.2% of students scored at least 2 on the question.	The team needs to re-evaluate what questions to ask and standardize how the questions are given to the students. Currently the questions are administered at the discretion of the instructor.

Math II	Students will be able to model problem contexts mathematically to arrive at solutions.	Students in MATH 1001 will be given a problem involving aspects of solving a financial word problem dealing with earned interest rates compounded at different time intervals. The question will be graded by a faculty member and assigned a 0, 1, 2, or 3. The score of "0" will be assigned if a question is not attempted, a "1" will be assigned if the question is attempted, a score of "2" will be assigned if the question is attempted and partially correct, and a score of "3" will be assigned if the question is attempted and completely correct. The question will be given on a test, quiz or other assignment.	75% of students will score at least a 2 on the question.	Failed to Meet Outcome 55.19% of students scored at least a 2 on the question.	The team needs to re-evaluate what questions to ask and standardize how the questions are given to the students. Currently the questions are administered at the discretion of the instructor.
Math II	Students will be able to solve equations.	Students in MATH 1111 will be given a problem involving aspects of solving exponential algebraic equations. The question will be graded by a faculty member and	75% of students will score at least a 2 on the question.	Failed to Meet Outcome 57.1% of students scored at least a 2 on the question.	The team needs to re-evaluate what questions to ask and standardize how the questions are given to the students. Currently the questions are administered at the discretion of the instructor.

		assigned a 0, 1, 2, or 3. The score of "0" will be assigned if a question is not attempted, a "1" will be assigned if the question is attempted, a score of "2" will be assigned if the question is attempted and partially correct, and a score of "3" will be assigned if the question is attempted and completely correct. The question will be given on a test, quiz or other assignment.			
Math II	Students will be able to use logical, mathematical reasoning.	Students in MATH 1111 will be given a problem involving aspects of solving quadratic algebraic equations and using and expressing the solution mathematically. The question will be graded by a faculty member and assigned a 0, 1, 2, or 3. The score of "0" will be assigned if a question is not attempted, a "1" will be assigned if the question is attempted, a score of "2" will be assigned if the question is attempted and partially	75% of students will score at least a 2 on the question.	Failed to Meet Outcome 42.7% of students scored at least a 2 on the question.	The team needs to re-evaluate what questions to ask and standardize how the questions are given to the students. Currently the questions are administered at the discretion of the instructor. Teams will also break data down by campus to better evaluate the data in the future.

		correct, and a score of “3” will be assigned if the question is attempted and completely correct. The question will be given on a test, quiz or other assignment.			
Math II	Students will be able to solve equations.	Students in MATH 1111 will be given a problem involving aspects of solving logarithmic algebraic equations and determining if the solution is valid. The question will be graded by a faculty member and assigned a 0, 1, 2, or 3. The score of “0” will be assigned if a question is not attempted, a ”1” will be assigned if the question is attempted, a score of “2” will be assigned if the question is attempted and partially correct, and a score of “3” will be assigned if the question is attempted and completely correct. The question will be given on a test, quiz or other assignment.	75% of students will score at least a 2 on the question.	Failed to Meet Outcome 40.3% of students scored at least a 2 on the question.	The team needs to re-evaluate what questions to ask and standardize how the questions are given to the students. Currently the questions are administered at the discretion of the instructor.

Math III	Students will be able to model scenarios or data mathematically to solve quantitative problems.	In MATH 1113, students will sketch a right triangle figure to describe a given scenario. The assessment instrument will be a common question on an exam given after teaching Applications of Trigonometric Functions. The question 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 enrolled in MATH 1113 who take the exam after teaching Applications of Trigonometric Functions, 70% of the students will earn at least a 1 on the common exam question related to this outcome.	<p>Exceeded Outcome</p> <p>Overall, 94% of the students enrolled in MATH 1113 who took the exam after instruction on Application of Trigonometric Functions earned at least a 1 on the question related to this outcome.</p>	To help the students to exceed the outcome, the common assessment questions were moved from the final exam to the exam directly after instruction on applications of trigonometric functions. The ability to model a scenario using a diagram is an essential problem solving skill used not only in Mathematics, but in everyday life. Based on these results, students have an understanding of how to model scenarios to solve quantitative problems. Further changes or improvements are not needed at this time. Using a diagram to aid in problem solving can be applied in subsequent Mathematics courses. MATH 1113, Precalculus, is not taught on the Heritage Hall campus. The current testing software used in MATH 1113, Precalculus, would not permit inclusion of the common assessment questions; however, the software is changing for 2016-2017 so the eLearning will be included in the assessment process.
Math III	Students will be able to use technology appropriately.	In MATH 1113, students will write a trigonometric equation to solve using a calculator. The assessment instrument will be a common	Of the students enrolled in MATH 1113 who take the exam after teaching Applications of Trigonometric Functions, 70% of the students will	<p>Exceeded Outcome</p> <p>Overall, 89% of the students enrolled in MATH 1113 who took the exam after instruction on Application of Trigonometric</p>	To help the students to exceed the outcome, the common assessment questions were moved from the final exam to the exam directly after instruction on applications of trigonometric functions. Using technology to

		<p>question on an exam given after teaching Applications of Trigonometric Functions. 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.</p>	<p>earn at least a 1 on the common exam question related to this outcome.</p>	<p>Functions earned at least a 1 on the question related to this outcome.</p>	<p>supplement manual calculations is a vital skill when working with trigonometric functions. Based on these results, students have a basic understanding of how to use technology to solve a trigonometric equation. Further changes or improvements are not needed at this time. Using technology to solve any type of functions can be applied in subsequent Mathematics courses. MATH 1113, Precalculus, is not taught on the Heritage Hall campus. The current testing software used in MATH 1113, Precalculus, would not permit inclusion of the common assessment questions; however, the software is changing for 2016-2017 so the eLearning will be included in the assessment process.</p>
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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
Communication	Students will be able to demonstrate their ability to research and develop a topic for oral presentations.	Students in the COMM 1100, Human Communication class will be evaluated on their ability to choose valid sources for an informative presentation. Instructors will utilize a rubric designed and based on the CARS standard of source validity with rankings of 1-4.	70% of the student completing the assignment will score 3 or above.	<p>Met Outcome</p> <p>362/505 or 72% of our COMM 1100 students assessed scored a 3 or above on this 1-4 scaled assessment of source validity in an informative speech.</p>	<p>For 2015-2016 assessment year we reached our goal for students and their ability to select and report valid sources. This appears to be an area that instructors are covering in their classes appropriately. Marietta numbers may indicate miscommunication about coding. We will investigate this. The communication faculty will look at nonverbal elements and elements of persuasion in the 2016-2017 assessment year. This assessment may be repeated in the future if there is a perceived need to revisit source validity.</p>

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
English III	Students will demonstrate effective use of appropriate literary terminology.	In ENGL 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.	Exceeded Outcome 82% of all students could correctly identify the Modernist poet. This was a reassessment from 14-15.	The reassessment of this question was successful because of clarifications to the assessment tool and an effort by instructors to more thoroughly and inventively define and discuss the attributes of Beat poets/poetry in assigned readings, assignments, and classroom discussion. The successful results show us that clear definitions of literary terminology, along with careful explications of literary history and historical context increase students' ability to comprehend and retain information that may, to them, seem somewhat esoteric in nature. Instructors will continue to implement these teaching strategies in all of our literature courses.
English III	Students will be able to identify in the work of prominent authors literary	In a multiple choice quiz question, students will correctly identify authors' use of "stream	70% of students will be able to correctly identify "stream of consciousness" from a list of passages.	Exceeded Outcome	Although the literary technique of "stream-of-consciousness" in writing is a readily recognizable style (the lack of punctuation and traditional syntax makes

	styles and social issues associated with the time period covered in the course.	of consciousness" style.		75.8% of all students could correctly identify "stream of consciousness." n=116	this writing stick out from standard edited English), the results, though successful in meeting the set goal, reveal that a significant number of students struggle to correctly identify this style. This shows us that instructors need to make a more concerted effort to indicate to students not only the technical aspects of this agrammatical style, but also to explain more thoroughly the reasons behind so many Modernist writers' choice to use this style over conventionally written prose. If students have a greater understanding of the historical underpinnings of a particular literary era, they may be able to more easily identify the trademark stylistic choices of that era. Instructors will make a greater effort to establish the literary and historical contexts for students so they will have a greater ability to identify the writing styles associated with the corresponding literary eras/movements.
Humanities	Students will be able to place literature and other artistic works into a historical context.	Students in MUSC 1100 will complete a 15 question matching section on the third test that examines the influence of the Enlightenment period	75% of students in MUSC 1100 will score 75% or above on the appropriate material on the test.	Met Outcome 83 out of 98 students (85%) scored 75% or above on the 15 question section of the test.	For the past few semesters, this outcome assessment was preceded by a knowledge-train review, which has regularly resulted in satisfactory scores. The Humanities Assessment team has decided that this goal

		on music during the Classic period.			has been met on a regular basis and would like to refocus on a new outcome. Over the past couple of years there has been an increase in the numbers of course sections of Music Appreciation being taught, so now would be a good time to work on collecting more complete data. To that end, the music department is working to develop an outcome that would use in all MUSC 1100 for the 2016-2017 assessment cycle.
Humanities	Students will gain an understanding of the relationship between language and culture.	As a homework assignment, students in SPAN 1001 will read a cultural essay related to Mexico City and respond to a battery of four true/false questions. The questions and responses will be in the target language, testing cultural understanding and language skills. The assignment will be graded on a standard 100-point scale.	80% of students will correctly answer 75% or better of a battery of four questions about a reading selection, in Spanish, related to Mexico City.	Met Outcome The performance measure was met as 87% of the students correctly answered 75% or better on the battery of four-questions about the reading selection.	As this performance measure goal has been met for the past couple of semesters, the team has decided to move on to a new assessment. The Spanish faculty is adopting a new textbook for the 2016/2017 school year, and considers this an excellent time to create a new measure. It will also provide the opportunity to incorporate all of the students in SPAN 1001 courses, and to make sure that all of the faculty (including adjuncts) are utilizing the same assessment tool.
Social Science I	Students will demonstrate critical and analytical thinking by being able to	PHIL 2010 students will demonstrate understanding of important concepts, distinction, and arguments in ethics,	70% of students (averaged from all campuses, all sections) will score 60% on the set of embedded questions .	Met Outcome Of the 87 students assessed, 63 (72%) scored at or above the	Although the target was met, the steam suggests 3 improvements moving forward: 1) Increase sample sets to include other campus sections for a better college-wide

	<p>recognize differing perspectives and points of view on philosophical questions.</p>	<p>epistemology, and metaphysics by correctly answering 5 multiple-choice questions embedded in the final exam.</p>		<p>target of 3/5 (60%) of the questions correct.</p>	<p>assessment by coordinating with adjunct instructors. 2) Target met with first assessment. Revise assessment target from 70% to all 100% for a comparable mix of assessment questions (easy to difficult). 3) Investigate the large deviation between sections by the same instruction (where this is not explanation by different content or presentation). One possible explanation is the smaller sections (F1, F2) lowered overall average by a larger proportion of lower performing student scores. So a possible line of investigation is to retest using the same questions to test this explanation if the pattern is confirm or disconfirmed for on campus sections.</p>
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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
Natural Science I	Students will demonstrate competency of one discipline in the sciences in terms of its commonly used units of measurement.	BIOL 1010K students will demonstrate competency of one discipline in the sciences in terms of commonly used units of measurement by correctly answering a multiple-choice question embedded in the final exam.	70% of students will correctly answer the question related to commonly used units of measurement.	<p>Met Outcome</p> <p>72.5% of students correctly answered the question related to commonly used units of measurement.</p>	<p>These methods on terminology will be integrated into the 2015-2016 assessment on informational content in BIOL 1010 (terminology will be an inherent component of success with regards to the Informational Content SLO). Furthermore, the assessment process will be modified to include assessment questions on both mid-term and final exams in order to cover a wider breadth of content regarding each SLO.</p>
Natural Science I	Students will demonstrate competency of one discipline in the sciences in terms of its terminology.	BIOL 1010K students will demonstrate competency of one discipline in the sciences in terms of its terminology by correctly answering a multiple-choice question embedded in the final exam.	70% of the students will correctly answer the question related to terminology.	<p>Exceeded Outcome</p> <p>82.5% of the students will correctly answer the question related to terminology</p>	<p>Student Learning Outcome met; no additional action necessary. These methods will be appropriated in the assessment of BIOL 2154 (an Area D course that has not been previously assessed). In addition to developing assessments for other courses, assessment questions will be incorporated into mid-term and</p>

					final exams in order to determine student learning outcomes at more than one point in the semester.
Natural Science II	Students will demonstrate the ability to apply discipline content to problem solving.	Students in CHEM 1151K will be able to calculate theoretical yield when a specific mass of reactant is used.	65% of the students will be able to calculate theoretical yield when a specific mass of reactant is used.	Exceeded Outcome 81% of students were able to calculate theoretical yield when a specific mass of reactant is used.	In future assessments we will assess a different aspect of stoichiometry to gain a clearer understanding of the depth of a student's knowledge, and integrate that aspect with a similar aspect also assessed in the laboratory component.
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 1151K will be able to complete a lab to measure the mass of product formed and calculate the percent yield.	65% of the students will be able to complete a lab to measure the mass of product formed and calculate the percent yield.	Met Outcome 71% of students were able to complete a lab to measure the mass of product formed and calculate the percent yield.	The target has been met. In future assessments we will assess the students' ability to determine the limiting reactant in a laboratory setting, and confirm this determination using lecture material.
Natural Science II	Students will demonstrate the ability to apply discipline content to problem solving.	Students in CHEM 1152K will be able to determine the products of organic reactions involving carboxylic acid and alcohol functional groups.	65% of students will be able to determine the products of organic reactions involving carboxylic acid and alcohol functional groups.	Exceeded Outcome 75% of students were able to determine the products of organic reactions involving carboxylic acid and alcohol functional groups.	In future assessments, we will assess the students' ability to identify functional groups in complex molecules by using questions appearing on lecture exams as a basis for determining the outcome of the assessment.
Natural Science II	Students will demonstrate the ability to operate basic	Students in CHEM 1152K will be able to determine the identity of an unknown organic	65% of students will be able to determine the identity of an unknown	Exceeded Outcome 83% of students were able to determine the identity of an	In future assessments we will assess a broader understanding of organic chemistry by testing the students' ability to

	instrumentation, gather data, analyze data, and generate conclusions in a laboratory or observational setting.	compound based on its reactivity.	organic compound based on its reactivity.	unknown organic compound based on its reactivity.	distinguish organic versus inorganic compounds using simple laboratory tests.
Natural Science II	Students will demonstrate the ability to apply discipline content to problem solving.	Students in CHEM 1211K will be able to calculate the heat produced when a specific mass of reactant is used.	65% of the students will be able to calculate the heat produced when a specific mass of reactant is used.	Met Outcome 71% of students were able to calculate the heat produced when a specific mass of reactant is used.	In future assessments we will assess the students' ability to determine the limiting reactant in a chemical reaction by adding additional questions to lecture exams.
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 complete a lab to measure the mass of product formed and calculate the percent yield.	65% of the students will be able to complete a lab to measure the mass of product formed and calculate the percent yield.	Met Outcome 73% of students were able to complete a lab to measure the mass of product formed and calculate the percent yield.	In future assessments, we will assess the students' ability to distinguish the type of chemical reaction based upon observations made while collecting qualitative data about various reaction types in a laboratory setting.
Natural Science II	Students will demonstrate the ability to apply discipline content to problem solving.	Students in CHEM 1212K will be able to determine the concentration of all species in equilibrium based on the equilibrium constant.	65% of students will be able to determine the concentration of all species in equilibrium based on the equilibrium constant.	Met Outcome 67% of students were able to determine the concentration of all species in equilibrium based on the equilibrium constant.	In future assessments we will assess the students' ability to calculate the rate constant of a chemical reaction by adding specific questions that require the students to perform these calculations on lecture examinations

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 1212K will be able to determine the molar mass of an unknown compound using freezing point depression.	65% of students will be able to determine the molar mass of an unknown compound using freezing point depression.	Exceeded Outcome 78% of students were able to determine the molar mass of an unknown compound using freezing point depression.	In future assessments, we will assess the ability of students to determine the ideal gas constant in a laboratory setting by having them perform an experiment that will allow them to collect data and use concepts developed in lecture to calculate the ideal gas constant.
Natural Science II	Students will demonstrate the ability to apply discipline content to problem solving.	Students in GEOL 1121K will be able to correctly apply the principles of relative dating to establish the order of geological events shown on a block diagram.	75% of students will be able to correctly establish the order of geological events.	Met Outcome 80% of students were able to correctly establish the order of geological events.	In future assessments, students will be assessed on their ability to classify, name, and interpret the origin of igneous, sedimentary and metamorphic rock samples, to include texture, composition, and depositional environment.
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 GEOL 1121K will be able to correctly calculate the absolute ages of materials given the ratio of parent-daughter isotopes and the appropriate decay constant.	75% of students will be able to correctly calculate the absolute ages of materials.	Met Outcome 76% of students were able to correctly calculate the absolute ages of materials.	In future assessments, students will be assessed on their ability to use relative dating principles and absolute dating techniques in conjunction with each other to determine the possible age range for associated rocks that can't be reliably dated directly.

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
Math III	Students will be able to model scenarios or data mathematically to solve quantitative problems.	In MATH 1113, students will sketch a right triangle figure to describe a given scenario. The assessment instrument will be a common question on an exam given after teaching Applications of Trigonometric Functions. The question 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	Of the students enrolled in MATH 1113 who take the exam after teaching Applications of Trigonometric Functions , 70% of the students will earn at least a 1 on the common exam question related to this outcome.	<p>Exceeded Outcome</p> <p>Overall, 94% of the students enrolled in MATH 1113 who took the exam after instruction on Application of Trigonometric Functions earned at least a 1 on the question related to this outcome.</p>	To help the students to exceed the outcome, the common assessment questions were moved from the final exam to the exam directly after instruction on applications of trigonometric functions. The ability to model a scenario using a diagram is an essential problem solving skill used not only in Mathematics, but in everyday life. Based on these results, students have an understanding of how to model scenarios to solve quantitative problems. Further changes or improvements are not needed at this time. Using a diagram to aid in problem solving can be applied in subsequent Mathematics courses. MATH 1113, Precalculus, is not taught on the Heritage Hall campus. The current testing software used in MATH 1113, Precalculus, would not permit

		assigned if a question is attempted and work, where necessary, and answer are correct.			inclusion of the common assessment questions; however, the software is changing for 2016-2017 so the eLearning will be included in the assessment process.
Math III	Students will be able to use technology appropriately.	In MATH 1113, students will write a trigonometric equation to solve using a calculator. The assessment instrument will be a common question on an exam given after teaching Applications of Trigonometric Functions. 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 enrolled in MATH 1113 who take the exam after teaching Applications of Trigonometric Functions, 70% of the students will earn at least a 1 on the common exam question related to this outcome.	Exceeded Outcome Overall, 89% of the students enrolled in MATH 1113 who took the exam after instruction on Application of Trigonometric Functions earned at least a 1 on the question related to this outcome.	To help the students to exceed the outcome, the common assessment questions were moved from the final exam to the exam directly after instruction on applications of trigonometric functions. Using technology to supplement manual calculations is a vital skill when working with trigonometric functions. Based on these results, students have a basic understanding of how to use technology to solve a trigonometric equation. Further changes or improvements are not needed at this time. Using technology to solve any type of functions can be applied in subsequent Mathematics courses. MATH 1113, Precalculus, is not taught on the Heritage Hall campus. The current testing software used in MATH 1113, Precalculus, would not permit inclusion of the common assessment questions; however, the software is changing for 2016-2017 so the eLearning will be

					included in the assessment process.
Math III	Students will be able to use technology appropriately.	In MATH 2200 (Elementary Statistics), students will use a calculator to determine the probability of a normally distributed random variable. The assessment instrument will be a common question on an exam given after teaching normal probability distributions. The questions on the 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 answers are correct.	Of the students enrolled in MATH 2200 who take the exam after teaching normal probability distributions, 70% of the students will earn at least a 1 on the question related to this outcome.	Exceeded Outcome Overall, 92% of the students enrolled in MATH 2200 who take the exam after instruction on normal probability distributions earned at least a 1 on the question related to this outcome. A score of at least 1 means the student attempted to answer the question and either partially or completely answered the question correctly.	To help the students to exceed the outcome, the common assessment questions were moved from the final exam to the exam directly after instruction on normal probability distributions. Using technology to supplement manual calculations is a vital skill when analyzing data within Elementary Statistics. The normal probability distribution is an important concept as well. Based on these results, students have a basic understanding of how to use technology to calculate the probability of a particular event whenever the distribution is normal. Further changes or improvements are not needed at this time. Additionally, this skill can be applied to use of technology with other types of probability distributions. MATH 2200, Elementary Statistics, is not taught on the Heritage Hall campus. The current testing software used in MATH 2200, Elementary Statistics, would not permit inclusion of the common assessment questions; however, the software is changing for 2016-2017 so the eLearning

					will be included in the assessment process.
Math III	Students will be able to interpret measures of central tendency, measures of variation, or measures of position.	In MATH 2200 (Elementary Statistics), students will use a calculator to determine the value of a normally distributed random variable for a specified percentage. The assessment instrument will be a common question on an exam given after teaching normal probability distributions. The questions on the 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 answers are correct.	Of the students enrolled in MATH 2200 who take the exam after teaching normal probability distributions, 70% of the students will earn at least a 1 on the question related to this outcome.	Exceeded Outcome Overall, 81% of the students enrolled in MATH 2200 who took the exam after instruction on normal probability distributions earned at least a 1 on the question related to this outcome. A score of at least 1 means the student attempted the question and was either partially or completely correct.	To help the students to exceed the outcome, the common assessment questions were moved from the final exam to the exam directly after instruction on normal probability distributions. The use and interpretation of normal probability distribution is an extremely important concept in Elementary Statistics. Based on these results, students have a basic understanding of how to interpret measures of position. Further changes or improvements are not needed at this time. Additionally, this skill can be transferred to other types of probability distributions. MATH 2200, Elementary Statistics, is not taught on the Heritage Hall campus. The current testing software used in MATH 2200, Elementary Statistics, would not permit inclusion of the common assessment questions; however, the software is changing for 2016-2017 so the eLearning will be included in the assessment process.

Math IV	Students will be able to graph and interpret functions.	Students in Calculus I will be given 3 problems involving aspects of determining and explaining the idea of the rate of change after the materials has been introduced. The question will be graded by a faculty member and assigned a 0, 1, 2, or 3. The score of "0" will be assigned if a question is not attempted, a "1" will be assigned if the question is attempted, a score of "2" will be assigned if the question is attempted and partially correct, and a score of "3" will be assigned if the question is attempted and completely correct.	75% of the students will score of 2 or 3 on question #3 of the test	<p>Met Outcome</p> <p>Out of 90 student responses, an overall 76.7% scored either a 2 or 3 on Question #3.</p>	<p>Question #3 asks the student for an explanation of the difference between the average rate of change and the instantaneous rate of change, using a graph to illustrate the difference. Connecting the concepts of the slope of a secant line over an interval (average rate of change) to the tangent line slope at a point in an interval (instantaneous rate of change) is a fundamental connection in the Calculus. To prepare the student to discuss this connection, two additional questions precede this one, each of which asks the respondent to calculate the two slopes for a particular function. Currently many instructors (but not all) issue the assessment as part of the final exam. To provide a common baseline across courses in future assessments, the committee will discuss providing a common date for all questions to be used as the assessment to standardize results.</p>
Math IV	Students will be able to calculate and interpret the meaning of rates of change.	Students in Calculus I will be given 3 problems involving aspects of determining and explaining the idea of the rate of change after the material has been introduced. The	75% of all students will achieve a score of at least 2 on each of questions 1 and 2. (Rates of change)	<p>Met Outcome</p> <p>Data is represented as (x,y), where x is the percentage of Students with a score of 2 or 3 on Question 1 and y is the percentage of Students with a</p>	<p>Questions #1 & #2 ask the student to calculate the average rate of change (#1) and the instantaneous rate of change (#2) for a given function defined over an interval. For the 90 students responding in the six sections of Math 2240/2261,</p>

		<p>question will be graded by a faculty member and assigned a 0, 1, 2, or 3. The score of “0” will be assigned if a question is not attempted, a “1” will be assigned if the question is attempted, a score of “2” will be assigned if the question is attempted and partially correct, and a score of “3” will be assigned if the question is attempted and completely correct.</p>		<p>score of 2 or 3 on Question 2. Overall, 93.3% of students responding had a score of 2 or 3 on Question 1 while 82.2% of students scored 2 or 3 on Question 2.</p>	<p>approximately 93% received a score of 2 points or 3 points on Question 1 and 82% received a score of 2 points or 3 points on Question 2. Question 1 results exceeded the performance measure, while Question 2 met the outcome for this assessment period. Taken together, Questions 2 and 3 are judged to have met the performance measure for this assessment. Currently many instructors (but not all) issue the assessment as part of the final exam. To provide a common baseline across courses in future assessments, the committee will discuss providing a common date for all questions to be used as the assessment to standardize results</p>
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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 knowledge of current and historical political systems.	Students in HIST 2111 will answer 5 true/false questions embedded in the final exam covering the American Revolution and Constitutional structure (1776 - 1824).	70% of students (average from all campuses) will score 70% on the questions.	<p>Exceeded Outcome</p> <p>97% of students were able to score 70% or above on the questions..</p>	<p>The anticipated success rate of 76% was easily surpassed as the students scored an average of 90% on the quiz. The standard was exceeded due, in part, to classroom discussion regarding the Constitution's system of checks and balances. Both the Constitution and the Bill of Rights were projected onto the classroom screen so that each student could read the parts pertinent to our discussion. Students have obviously heard of these historical documents, but most have never taken the time to read them. By engaging them in a group setting, students responded to instructor's questions with energy and imagination. The success of this inter-active method of teaching suggests that similar success might be achieved with a variety of SLOs.</p>

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.	POLS 1101 students will demonstrate the required understanding by correctly answering a multiple-choice question on the topic of the 4th Amendment on a quiz given at the end of the semester.	75% of students will correctly answer the question.	Met Outcome As an institution the performance measure was achieved and surpassed with an average of 82.50%. Only our Douglasville campus failed to achieve the performance measure with an average of 59.68%	The assessment clearly indicates a weakness in training and assisting part-time political science faculty on our Douglasville campus. It is recommended that all POLS 1101 faculty, full and part-time be informed and trained on the performance measure, the assessment tool and how to measure the results for all subsequent assessments.
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 three multiple-choice questions on a quiz given at the end of the semester.	75% of students will correctly answer at least 2 of the 3 questions.	Met Outcome As an institution the performance measure was achieved and surpassed with an average of 83.64%. Only our Douglasville campus failed to achieve the performance measure with an average of 69.36%.	The assessment clearly indicates a weakness in assessment training for our part-time faculty. Our face to face classroom campus averages were at their lowest (Douglasville, 69.36%) and highest (Paulding, 95.65%), on campuses where only part-time faculty teach. The instructors of POLS 1101, both full and part-time need additional assessment training, in terms of presentation of material, using the assessment tool, and measuring the results.
Social Science III	Students will demonstrate knowledge of six major perspectives in psychology: behavioral, biological, cognitive, positive/humanistic,	PSYC 1101 students will complete a post-test of 5 short answer questions about the six major perspectives in psychology, to be administered at the end of the semester.	The total combined percentage correct for all students will be at least 70%.	Exceeded Outcome n=163; The total combined percentage correct for all campuses was 81%.	Although the performance measure was exceeded by 11%, participation from all instructors, including part-time faculty, is needed for the assessment to be complete for this course. By explaining and using these perspectives throughout the semester, they

	social, and psychodynamic.				were strongly reinforced, which helped students perform better on this portion of the assessment. Our administrator will be asked to emphasize participation by all faculty members.
Social Science III	Students will demonstrate an understanding of the application of behavior analysis principles to everyday life both personal and professional.	PSYC 1101 students will complete a post-test of 5 short answer questions about the application of behavior analysis principles to everyday life, to be administered at the end of the semester.	The total combined percentage correct for all students will be at least 70%.	Met Outcome n=163; The total combined percentage correct for all campuses was 76%.	Although the performance measure was exceeded by 6%, participation of all instructors, including part-time faculty, is needed for the assessment to be complete for this course. Our administrator will be asked to emphasize participation by all faculty members.
Social Science III	Students will demonstrate an understanding of diversity among cultures.	SOCI 1101 students will answer 3 multiple-choice questions on cultural diversity, administered after the unit is covered in class.	The total combined percentage correct for all students will be at least 70%.	Met Outcome n=221; The total combined percentage correct for all campuses was 78%.	Although the performance measure was exceeded by 8%, participation from all instructors, including part-time faculty, is needed for the assessment to be complete for this course. Our administrator will be asked to emphasize participation by all faculty members.
Social Science III	Students will demonstrate an understanding of sociological theory and its applications to real life situations and global ideas.	SOCI 1101 students will answer 3 multiple-choice questions on applying social theory to real world situations and global ideas, administered after the unit is covered in class.	The total combined percentage correct for all students will be at least 70%.	Met Outcome n=221; The total combined percentage correct for all campuses was 73%.	Although the performance measure was exceeded by 3%, participation from all instructors, including part-time faculty, is needed to provide a complete assessment for this course. Our administrator will be asked to emphasize participation by all faculty members.

Area F					
Team Name	Student Learning Outcome	Method of Assessment	Performance Measure(s)	Assessment Results	Use of Results
Business	Students will demonstrate a mastery of the fundamental concepts of financial accounting	Students in ACCT 2101 (Principles of Accounting I) will obtain an understanding and be able to compute a gain or loss on the sale of an asset. Prepare the appropriate journal entry on a problem on an exam problem (exam 4) relating to the topic.	Students will demonstrate the ability to calculate the gain or loss on the sale of an asset and prepare the appropriate journal entry by achieving an average of 75% on an exam problem.	<p>Meeting Outcome</p> <p>80% scored 75% or above on the exam, n= 142</p>	After refocusing our efforts and teaching techniques by increasing the number of hands-on problems we met our goal of 75% by achieving an average of 80% across all campuses. We will continue to concentrate on this area each semester by implementing extra in-class problems. In addition, we will be assessing more outcomes each year per course starting in 16-17.
Business	Students will demonstrate the ability to understand the legal environment and its impact on business.	Student in BUSA 2106 will complete an assignment using LearnSmart/Connect regarding property on the metacognitive analysis tool in Connect/Learnsmart for the concepts of property system rationale, property definition, property interests, special property applications, resource acquisition, and limitations on property. This tool was	Students will achieve a class average of 70% for awareness and correctness on the metacognitive analysis tool.	<p>Approaching Outcome</p> <p>69% achieved a 70% or above, n=131</p>	The metacognitive tool was an incorrectly selected measure of outcome in that it was a pre-test. Also, it did not allow us to drill down for the secondary target information (feature was removed). For the upcoming cycle, the area will be assessed using a more appropriate measure and methodology. In addition, we will be assessing more outcomes each year per course starting in 16-17.

		administered as part of Chapter 7. The software assigns students a grade out of 100%.			
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 7 multiple choice questions. Topics for embedded questions micro: Price elasticity Profit max rule Characteristics comparison competition vs monopoly Fixed vs variable cost Market equilibrium Law of diminishing marginal utility Production possibilities frontier.	70% of the students will demonstrate a gain on the post-test.	Met Outcome 75% of students demonstrated a gain on the post-test, N=81	The results indicate that the standard of teaching achieved the desired results in terms of the measured variables. Due to inherent difficulties with the pre-test, post-test concept, we will change the method of measurement to embedded questions for measurement of future results to more accurately capture the true learning component of instruction more efficiently. In addition, we will be assessing more outcomes each year per course starting in 16-17.
Natural Science III	Students will demonstrate the ability to apply discipline content to problem solving.	BIOL 2121K students will demonstrate the ability to solve a problem relating to hearing disorders by correctly answering a multiple-choice question embedded in the final exam.	70% of the students will be able to correctly answer the hearing problems question.	Exceeded Outcome 82.7% of the students were able to correctly answer the question.	Students in BIOL 2121, exceeded the expected outcome of 70% in correctly answering a problem solving question on the final exam with a correct response rate of 83%. While this measure indicates a successful student learning outcome, this assessment is limited to a single question. In

					order to develop a more robust assessment of student learning outcomes, questions will be embedded on a mid-term and final exam to cover a larger breadth of content pertaining to each student learning outcome.
Natural Science III	Students will demonstrate competency of one discipline in the sciences in terms of its commonly used units of measurement.	BIOL 2121K students will apply their knowledge of the commonly used units of measurement by correctly answering a multiple choice question on pH embedded in the final exam.	70% of the students will correctly answer the pH question.	Exceeded Outcome 85.1% of the students were able to correctly answer the question.	Students in BIOL 2121, exceeded the expected outcome of 70% in correctly answering a question on commonly used units of measurement embedded in the final exam with a correct response rate of 85.1%. While this measure indicates a successful student learning outcome, this assessment is limited to a single question. In order to develop a more robust assessment of student learning outcomes, questions will be embedded on a mid-term and final exam to cover a larger breadth of content pertaining to each student learning outcome.
Natural Science III	Students will demonstrate competency of one discipline in the sciences in terms of its terminology.	BIOL 2122K students will demonstrate competency of embryonic structures by correctly answering a multiple-choice question embedded in the final exam.	70% of the students will correctly answering the embryonic structures question.	Exceeded Outcome 85% of the students were able to correctly answer the question.	Students in BIOL 2121, exceeded the expected outcome of 70% in correctly answering a question on terminology embedded in the final exam with a correct response rate of 85%. While this measure indicates a successful student learning outcome, this assessment is limited to a single question. In order to develop a more robust assessment of

					student learning outcomes, questions will be embedded on a mid-term and final exam to cover a larger breadth of content pertaining to each student learning outcome.
Natural Science III	Students will demonstrate competency of one discipline in the sciences in terms of its terminology.	BIOL 2122K students will apply their knowledge of the commonly used units of terminology by correctly answering a multiple choice question on embryonic structures embedded in the final exam.	70% of the students will correctly answer the blood pressure question.	Failed to Meet Outcome 57% of the students were able to correctly answer the question.	Students in BIOL 2122, did not meet the expected outcome of 70% in correctly answering a question on terminology embedded in the final exam with a correct response rate of 57%. While this measure indicates that efforts to increase student learning and retention are necessary, this assessment is limited to a single question. BIOL 2122 instructors will place added emphasis on embryonic structures and develop new assessment tools to better evaluate student learning outcomes. In order to develop a more robust assessment of student learning outcomes, questions will be embedded on a mid-term and final exam to cover a larger breadth of content pertaining to each student learning outcome.
Social Science IV	Students will demonstrate their understanding of the various theories of personality and	Students in PSYC 2128 will complete a 10 question multiple choice pre and post-test surveying topics over the course.	At least 50% of students will demonstrate growth of 20% or more from pre-test to post-test.	Met Outcome 75% (12 of 16) scored 70% or better on the post-test. 50% (8 of 16) showed improvement of 20% or better from pretest to	Both goals were met, but there was little room for error with a low student count and only ten items on the pre- and post-test. Thus, it may be a good idea to increase the number of items on the measure to accommodate

	how these theories impact the helping process.			post-test. (2 showed no improvement, 6 moved up 10%, 3 moved up 20%, 4 moved up 30%, 1 moved up 40%).	these potential issue. One student less, and the goal wouldn't have been simply due to enrollment and not learning. That said, It is also difficult to translate how much of the assessment measures learning in this course. Student come into the course with knowledge from PSYC 1101, other psychology courses, and other Human Services courses. For the moment, I will use this method, which seems to be working, to assess learning in other psychology courses but will also be vigilant to the issues posed here and be on the lookout for more embedded ways to assess course outcomes.
Social Science IV	Students will demonstrate their understanding of the different stages of grief and the dying process.	Students in SOCI 2130 will complete a five question multiple choice pre and post-test over the stages of grief.	80% of the students will achieve a score of 90% or more on the post test.	Failed to Meet Outcome 64% achieved a score of 90%; 36% achieved a score of 80%	The post test was not sufficient to demonstrate an understanding of the grief and dying process. For Academic year 16-17 the goal will remain the same however the instrument will change to the use of case studies to measure the students understanding of the grief and ding process. Also, additional objectives will be measured in this class.
Teacher Education	Students will demonstrate an understanding of current issues in education.	Students in EDUC 2110 will be given a quiz consisting of ten multiple choice questions (which may	80% of students will score 80% or higher on the quiz.	Exceeded Outcome 100% of students scored at least 80% or higher on the post test.	The results confirm the practices and strategies that are being used in the EDUC 2110 classes. Students are obtaining the necessary knowledge and

		be part of the final exam) at the end of Spring semester covering current issues in education.		Results are posted as eLearning because all of these students are either in a Collaborate or web-based class.	skills needed to advance to their Teacher Education program.
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 be given a quiz consisting of ten multiple-choice questions (these may be part of the final exam) at the end of Spring semester covering diversity issues in schools in Georgia and the United States.	80% of students will score 80% or higher on the quiz.	Exceeded Outcome 100% of students scored 80% or above on the quiz.	Results confirm that the students have developed an understanding of diversity and its impact in their future classrooms. In future semesters, the course scope and sequence will be used to maintain these results.
Teacher Education	Students will demonstrate an understanding of the theories of learning.	Students in EDUC 2130 will be given a quiz consisting of ten multiple-choice questions (these may be included as part of the final exam) at the end of Spring semester covering the theories of learning.	80% of students will score 80% or higher on the quiz.	Exceeded Outcome 100% of students scored at least 80% or higher.	The curriculum is designed to cover the material used in the assessment. Continual refinement of the curriculum keeps the students abreast of current theories of learning and how they will impact the students in their own classroom setting. The assessment questions measure the knowledge gained by students in the EDUC 2130 class.

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
English III	Students will demonstrate effective use of appropriate literary terminology.	In ENGL 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.	Exceeded Outcome 82% of all students could correctly identify the Modernist poet. This was a reassessment from 14-15.	The reassessment of this question was successful because of clarifications to the assessment tool and an effort by instructors to more thoroughly and inventively define and discuss the attributes of Beat poets/poetry in assigned readings, assignments, and classroom discussion. The successful results show us that clear definitions of literary terminology, along with careful explications of literary history and historical context increase students' ability to comprehend and retain information that may, to them, seem somewhat esoteric in nature. Instructors will continue to implement these teaching strategies in all of our literature courses.
English III	Students will be able to identify	In a multiple choice quiz question, students	70% of students will be able to correctly identify	Exceeded Outcome	Although the literary technique of "stream-of-consciousness" in

	in the work of prominent authors literary styles and social issues associated with the time period covered in the course.	will correctly identify authors' use of "stream of consciousness" style.	"stream of consciousness" from a list of passages.	75.8% of all students could correctly identify "stream of consciousness." n=116	writing is a readily recognizable style (the lack of punctuation and traditional syntax makes this writing stick out from standard edited English), the results, though successful in meeting the set goal, reveal that a significant number of students struggle to correctly identify this style. This shows us that instructors need to make a more concerted effort to indicate to students not only the technical aspects of this agrammatical style, but also to explain more thoroughly the reasons behind so many Modernist writers' choice to use this style over conventionally written prose. If students have a greater understanding of the historical underpinnings of a particular literary era, they may be able to more easily identify the trademark stylistic choices of that era. Instructors will make a greater effort to establish the literary and historical contexts for students so they will have a greater ability to identify the writing styles associated with the corresponding literary eras/movements.
Social Science I	Students will demonstrate knowledge of	Students in HIST 2111 will answer 5 true/false questions	70% of students (average from all campuses) will	Exceeded Outcome	The anticipated success rate of 76% was easily surpassed as the students scored an average

	current and historical political systems.	embedded in the final exam covering the American Revolution and Constitutional structure (1776 - 1824).	score 70% on the questions.	97% of students were able to score 70% or above on the questions..	of 90% on the quiz. The standard was exceeded due, in part, to classroom discussion regarding the Constitution's system of checks and balances. Both the Constitution and the Bill of Rights were projected onto the classroom screen so that each student could read the parts pertinent to our discussion. Students have obviously heard of these historical documents, but most have never taken the time to read them. By engaging them in a group setting, students responded to instructor's questions with energy and imagination. The success of this inter-active method of teaching suggests that similar success might be achieved with a variety of SLOs.
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.	POLS 1101 students will demonstrate the required understanding by correctly answering a multiple-choice question on the topic of the 4th Amendment on a quiz given at the end of the semester.	75% of students will correctly answer the question.	Met Outcome As an institution the performance measure was achieved and surpassed with an average of 82.50%. Only our Douglasville campus failed to achieve the performance measure with an average of 59.68%	The assessment clearly indicates a weakness in training and assisting part-time political science faculty on our Douglasville campus. It is recommended that all POLS 1101 faculty, full and part-time be informed and trained on the performance measure, the assessment tool and how to measure the results for all subsequent assessments.

<p>Social Science II</p>	<p>Students will demonstrate an understanding of the American government's decision-making process and implementation of specific domestic policies.</p>	<p>POLS 1101 students will demonstrate the required understanding of process and implementation by correctly answering three multiple-choice questions on a quiz given at the end of the semester.</p>	<p>75% of students will correctly answer at least 2 of the 3 questions.</p>	<p>Met Outcome</p> <p>As an institution the performance measure was achieved and surpassed with an average of 83.64%. Only our Douglasville campus failed to achieve the performance measure with an average of 69.36%.</p>	<p>The assessment clearly indicates a weakness in assessment training for our part-time faculty. Our face to face classroom campus averages were at their lowest (Douglasville, 69.36%) and highest (Paulding, 95.65%), on campuses where only part-time faculty teach. The instructors of POLS 1101, both full and part-time need additional assessment training, in terms of presentation of material, using the assessment tool, and measuring the results.</p>
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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
Social Science I	Students will demonstrate knowledge of current and historical political systems.	Students in HIST 2111 will answer 5 true/false questions embedded in the final exam covering the American Revolution and Constitutional structure (1776 - 1824).	70% of students (average from all campuses) will score 70% on the questions.	<p>Exceeded Outcome</p> <p>97% of students were able to score 70% or above on the questions..</p>	<p>The anticipated success rate of 76% was easily surpassed as the students scored an average of 90% on the quiz. The standard was exceeded due, in part, to classroom discussion regarding the Constitution's system of checks and balances. Both the Constitution and the Bill of Rights were projected onto the classroom screen so that each student could read the parts pertinent to our discussion. Students have obviously heard of these historical documents, but most have never taken the time to read them. By engaging them in a group setting, students responded to instructor's questions with energy and imagination. The success of this inter-active method of teaching suggests that similar success might be achieved with a variety of SLOs.</p>

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
Communication	Students will be able to demonstrate their ability to research and develop a topic for oral presentations.	Students in the COMM 1100, Human Communication class will be evaluated on their ability to choose valid sources for an informative presentation. Instructors will utilize a rubric designed and based on the CARS standard of source validity with rankings of 1-4.	70% of the student completing the assignment will score 3 or above.	<p>Meeting Outcome</p> <p>362/505 or 72% of our COMM 1100 students assessed scored a 3 or above on this 1-4 scaled assessment of source validity in an informative speech.</p>	For 2015-2016 assessment year we reached our goal for students and their ability to select and report valid sources. This appears to be an area that instructors are covering in their classes appropriately. Marietta numbers may indicate miscommunication about coding. We will investigate this. The communication faculty will look at nonverbal elements and elements of persuasion in the 2016-2017 assessment year. This assessment may be repeated in the future if there is a perceived need to revisit source validity.
English II	Students will be able to write a clearly organized and well-developed essay in standard written English within a	Each English 1102 instructor will evaluate literary analysis essays turned in after midterm in each section of English 1102 to determine how well the papers meet the	70% of the students in English 1102 will achieve an average score equal to or greater than 1 for this assignment.	<p>Exceeded Outcome</p> <p>Of 694 total students assessed, 83% met the standard. This exceeds our goal of 70% meeting the goal by 13%.</p>	Historical data assessing similar elements of students' writing has not achieved numbers this high. We believe the performance target of 70% may have been set too low, and we plan to adjust that during the 2016-2017 cycle. In addition,

	one-hour time frame.	following criteria: Criteria A: Essay demonstrates appropriate tone for the assignment; Criteria B: Essay offers effective supporting details; Criteria C: Essay follows an organized paragraph structure. Instructors will score the first graded draft of the essays as follows: Lacking: 0 Competent: 1 Accomplished: 2			some of the terms associated with the criteria are open to interpretation. The 2016-2017 assessment team plans to eliminate some of the vagaries of the performance measures, which should give us a more accurate picture of student writing abilities.
English II	Because argumentative writing is the basis of all rhetoric, students will be able to recognize and properly construct argumentative thesis statements.	Each English 1102 instructor will evaluate literary analysis essays turned in after midterm in each section of English 1102 to determine how well the papers meet the following criteria: Essay contains an argumentative thesis statement. Instructors will score the first graded draft of the essays as follows: Lacking: 0 Competent: 1 Accomplished: 2	70% of our assessed students will earn an average equal to or greater than 1, "competent."	Exceeded Outcome Of 694 total students assessed, 88% met the standard. This exceeds our goal of 70% meeting the goal by 18%.	The results indicate students recognize argumentative thesis statements and know how to construct them. However, teaching experiences indicate instructors may over-emphasize thesis statements at the expense of the rest of the essay development. We plan to address these issues during the 2016-2017 cycle for both English 1101 and English 1102 classes by participating in department-wide essay norming to build common grading criteria and instructional practices in developing strong writing.

Institutional Requirements Outside the Core

Team Name	Student Learning Outcome	Method of Assessment	Performance Measure(s)	Assessment Results	Use of Results
College Success	Students will engage in behaviors that demonstrate self-efficacy in the educational, professional, and personal arenas.	Students in FCST 1010 will complete a survey of ten multiple choice questions at the end of the semester related to the educational, professional, and personal arenas.	At least 80% of all students will score 80% or above on the survey.	<p>Approached Outcome</p> <p>74% of students were able to score 80% or above on the survey.</p>	<p>Although most all students enrolled in FCST 1010 did not demonstrate 80% self-efficacy in the educational, professional, and personal arenas, the students are approaching their target outcome. The survey questions administered to the students will be assessed by item to determine where students are falling below the 80% level of self-efficacy. FCST 1010 instructors will be advised of these areas, so that extra effort will be made to insure students demonstrate an understanding of the content before proceeding. Since eLearning students did meet the desired outcome of 80% self-efficacy, FCST 1010 instructors will be able to add new content to these areas while keeping with the previous content.</p>
College Success	Students will display appropriate, professional communication in both the physical and	Students in FCST 1010 will complete a survey of multiple choice questions at the end of the semester related to how to best display appropriate,	At least 80% of all students will score 80% or above on the survey.	<p>Met Outcome</p> <p>83% of students scored 80% or above on the survey.</p>	<p>Although students on most campuses displayed appropriate, professional communication in both the physical and virtual environments with 80% effectiveness, students on the</p>

	virtual environments.	professional communication in physical and virtual environments.			Floyd campus did not reach the 80% target outcome. Because the majority of campuses met their goal, FCST 1010 instructors will add stronger content to these areas of study while allowing for instructors on the Floyd campus to pay special attention to these areas during their instruction. Students on the Floyd campus also held the lowest participation rate when completing the survey, which may have been a key variable in the lower outcome. Instructors will be encouraged to request 100% participation in completing the survey in order to get a more accurate result.
Wellness	Students will demonstrate an understanding of three areas of energy expenditure.	PHED 1010 students will demonstrate an understanding of three areas of energy expenditure by correctly answering multiple choice question embedded in the final exam.	80% of students will correctly answer the energy expenditure question.	Met Outcome 85.4% of students taking a PHED 1010 face-to-face class answered the questions for SLO #1 correctly.	The concepts for SLO #1 will be utilized in additional PHED courses (nutrition and activities classes).
Wellness	Students will demonstrate an understanding of exercise programming and its applications.	PHED 1010 students will demonstrate an understanding of exercise programming and its applications by correctly answering a multiple choice	Students will average 80% on the multiple choice questions related to exercise programming and its applications.	Exceeded Outcome 93.8% of students on all campuses taking a face-to-face PHED 1010 class answers the question correctly.	The team will utilize this concept for this SLO in additional courses including the PHED 2202, and activities courses.

		question embedded in the final exam.			
Wellness	Students will demonstrate an understanding of exercise programming and its applications.	PHED 1010 students will demonstrate an understanding of exercise programming and its applications by correctly answering a multiple choice question embedded in the final exam.	Upon completion of PHED 1010, 80% of students will demonstrate an understanding of exercise programming and its applications by correctly answering a multiple choice question embedded in the final exam.	Approached Outcome 70% of students on all campuses enrolled in a face-to-face PHED 1010 course answered the question for SLO#3 correctly.	The wording for the question has been modified for the last 5 years as the team felt the wording was too technical for students to understand. The team has decided to change the language of the question again and reiterate the concept throughout the semester. This concept for the SLO is presented early in the semester. As such, the team felt that the concept needs to be reiterated throughout the semester.
Wellness	Students will demonstrate an understanding of exercise programming and its applications.	PHED 1010 students will demonstrate an understanding of exercise programming and its applications by correctly answering a multiple choice question embedded in the final exam.	80% of students will correctly answering the multiple choice question.	Exceeded Outcome 93% of students on all campuses enrolled in a face-to-face PHED 1010 course answered the question correctly.	The concept used for this SLO will be utilized in additional PHED courses such as the PHED 2202 course and activities courses.