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**GEORGIA HIGHLANDS COLLEGE
INSTITUTIONAL STUDENT
LEARNING OUTCOMES
ASSESSMENT**

**ANNUAL REPORT
2016-2017**

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Institutional Student Learning Outcomes Assessment Annual Report

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Student Learning Outcomes

Academic Success Center – Advising

1. New students will demonstrate an understanding of the academic requirements of their chosen program of study.
2. Currently enrolled students will participate in a face-to-face, online, or telephone advising session prior to registration.
3. Students will create a plan of study tailored to their academic talents and professional interests.
4. Students will demonstrate an understanding of the importance of proper planning for coursework to be undertaken, as well as the ability to follow-through on that plan.

Athletics

The student athlete will be able to:

1. Develop and follow educational goals/plans through graduation while maintaining eligibility for intercollegiate athletics.
2. Demonstrate the necessary skills, fundamentals and techniques for intercollegiate competition at the NJCAA level.
3. Demonstrate an increased understanding of NJCAA compliance issues.
4. Acquire an improved level of physical fitness.
5. Demonstrate an improved and useful knowledge of how to maintain a healthy lifestyle through fitness, nutrition and goal-setting.
6. Recognize and participate in opportunities for community service, civic engagement and leadership development.

Libraries

Student Learning Outcomes for Library Instruction on Academic Research

Each student will be able to:

1. Articulate a guiding question or thesis as part of the research process.
2. Identify applicable information source types, and where to find them, for a given
1. Assignment.
2. Develop a search strategy using effective keywords to locate sources.
3. Select and use appropriate sources for their research assignment.

New Student & Retention Programs

By participating in our programs, students will be able to:

1. Demonstrate an awareness of GHC campus, culture, and resources that promote student success.
2. Demonstrate the ability to navigate the day-to-day functions of the college by utilizing available resources.
3. Demonstrate a sense of community with fellow students, faculty, and staff, by engaging in shared experiences.
4. Demonstrate a greater degree of self-direction by planning for success, getting involved, and taking ownership of their collegiate careers.

Student Life

Students who participate in Student Life programs, activities, services, and events will:

1. Develop a healthy and holistic self-appraisal, a distinct and well-rounded identity, and display the ability to make purposeful decisions regarding balance among education, work, and leisure time.
2. Cultivate healthy, meaningful and mature relationships with others while displaying understanding for the importance of collaboration and interdependence.

3. Display personal growth in understanding and appreciation for human diversity and differences, and will respectfully engage in and embrace cultural exploration.
4. Acquire and utilize the critical thinking and life management skills necessary to demonstrate self-sufficiency, manage their personal affairs, and achieve goals that lead to a healthy, purposeful and satisfying lives.

Academic Success Center - Tutoring

After tutoring sessions, the student will be able to:

1. Demonstrate improved understanding of their course subject matter.
2. Apply independently the study habits learned in the session to course work.

Student Learning Outcomes Assessment Reports

Advising

Phase 1

Name of Institutional Unit: Advising

Contact Person: Jennifer Hicks
Director of Academic Success
jhicks@highlands.edu

Assessment Cycle: 2016-17 Academic Year

Delivery Method(s) and Locations(s):

College Goal: Provide comprehensive student services that encourage and enable all students to be successful learners.

Student Learning Outcomes:

1. New students will be introduced to academic requirements of their chosen program of study.
2. Currently enrolled students will interact with an advisor prior to registration.

Method of Outcome Assessment:

SLO 1: Students will be given a printed pathway checklist at new student orientation and advanced orientation.

SLO 2: Scorecard notes will be totaled for advisor interactions.

Performance Measure:

SLO 1: All (100%) students attending new student orientation will receive printed pathway checklists introduction them to their chosen program of study.

SLO 2: EBA notes in Scorecard indicating advising sessions will increase by 5%.

Phase 2

Summary of Data Collected (Performance Results):

SLO 1: Advisors created advising packets for each student attending orientation which included pathway checklists for the pathway they indicated when they applied. We had on hand additional pathway checklists for those students who elected to change their pathway during orientation.

SLO 2: 3,542 notes were entered in Scorecard indicating an EBA session. In AY 2015-16.

3,800 notes were entered in Scorecard indicating an EBA session in AY 2016-17.

This represents a 7.3% increase from AY 2015-16 to AY 2016-17.

Use of Results

SLO 1: The printed pathway checklists are handy for students and advisors to have on hand at orientations. Having folders with additional checklists was also useful since so many students elect to change their pathway when they arrive to orientation. One of the tentative goals of the current QEP is that every student will create a Plan for Academic and Student Success (PASS). These pathway checklists will be an integral part of the plan.

SLO 2: While the number of notes, and therefore the number of students advised, increased by 7.3%, the institution has determined that more students should be advised. In early fall 2016, the institution chose advising as its QEP topic and is currently working on plans to change the entire culture of advising. The relatively low number of students who meet with a professional or faculty advisor led in part to this initiative.

Athletics

PHASE 1

Name of Institutional Unit: Athletics

Contact Person: Phil Gaffney, Director of Athletics
pgaffney@highlands.edu

Assessment Cycle: 2016-17 Academic Year

Delivery Method(s) and Location(s):

Face to face in the Floyd gymnasium and Fitness Lab

College Goal:

Effect quality teaching and learning that are focused on academic achievement and personal and professional growth.

Student Learning Outcomes:

Student-athlete will acquire an improved level of physical fitness.

Method of Outcome Assessment:

Student-athletes will be pre-tested and post-tested on five components of fitness.

Performance Measure:

Students will achieve a 10% increase in each of the five components of fitness.

PHASE 2

Summary of Data Collected: Student athletes were pre and post tested in a battery of five tests: bench press(endurance), dead lift (strength), cardio endurance(one mile run), flexibility(sit and reach), and body composition. All the athletes achieved at least a 10% increase in all areas, with strength training showing the greatest growth at the average of 23%. Body composition saw the lowest average growth at 14%. The outcome was achieved.

Use of Results: The significant increase on the five battery of tests indicate the current training program for the student athletes is working efficiently. The one area of slowest growth, body fat %, should be explored to see if new and better training methods could achieve greater results.

PHASE 1

Name of Institutional Unit: Athletics

Contact Person: Phil Gaffney, Director of Athletics
pgaffney@highlands.edu

Assessment Cycle: 2016-17 Academic Year

Delivery Method(s) and Location(s):

Face to face instruction on Floyd Campus

College Goal: Effect quality teaching and learning that are focused on academic achievement and personal and professional growth.

Student Learning Outcomes:

Student-athlete will demonstrate an increased understanding of NJCAA compliance issues.

Method of Outcome Assessment:

Student-athlete will be pre-tested, and post-tested on NJCAA compliance issues.

Performance Measure:

Students will achieve a 100% passing rate on the post-test

PHASE 2

Summary of Data Collected: Students were tested on NJCAA compliance after an Athletic Department orientation. All of these students passed with at least a 70% grade. The outcome has been met.

Use of Results:

The instruction provided the student-athletes was instrumental in increasing their knowledge of NJCAA rules. This is important as it helps to ensure 100% compliance within the athletic department of NJCAA rules and regulations. The department will continue to conduct the orientation and monitor student-athlete compliance. Further orientations and testing may be beneficial to student-athletes on such topics as area of 4 year college transfer.

Libraries

PHASE 1

Name of Institutional Unit: Libraries

Contact Person: Susan Vines and Maggie Murphy
svines@highlands.edu; mmurphy@highlands.edu

Assessment Cycle: 2016-2017 Academic Year

Delivery Method(s) and Location(s): Face-to-face and online sessions

College Goal: Effect quality teaching and learning that are focused on academic achievement and personal and professional growth.

Student Learning Outcomes: Each student will:

1. Articulate a guiding question or thesis as part of the research process
2. Identify applicable information source types, and where to find them, for a given assignment
3. Develop a search strategy using effective keywords to locate sources
4. Select and use appropriate sources for their research assignment

Method of Outcome Assessment: Learning Outcomes Quiz (attached) delivered by disciplinary faculty at the conclusion of the research assignment

Performance Measure: Performance measures are both qualitative and quantitative responses to the Learning Outcomes Quiz.

PHASE 2

Summary of Data Collected: Quiz responses: 105 students from ENGL 1101&1102 sections. Question 1(SLO1): 88% of students answered satisfactorily in demonstrating a research question or thesis. Questions 2(SLO2& SLO4): 88% of students answered satisfactorily about information resources. Question 3(SLO3): 85% identified keywords satisfactorily. Question 4(SLO2): 76% correctly identified resource types. Question 5(SLO4): 91% provided an appropriate citation.

Use of Results: Results will inform what we emphasis in library instruction sessions, for example, the results indicate that we should spend more time on appropriate resource types.

New Student and Retention Programs

PHASE 1

Name of Institutional Unit: New Student and Retention Programs

Contact Person: Crystal L. Edenfield
cedenfie@highlands.edu

Assessment Cycle: 2016-2017

Delivery Method(s) and Location(s): face-to-face and online

College Goal:

- Effect quality teaching and learning focused on academic achievement and personal and professional growth.
- Provide comprehensive student services that encourage and enable all students to be successful learners.

Student Learning Outcomes:

By participating in our programs, students will demonstrate:

1. An awareness of GHC campus, culture, and resources that promote student success.
2. The ability to navigate the day-to-day functions of the college by utilizing available resources.
3. A sense of community with fellow students, faculty, and staff, by engaging in shared experiences.
4. A greater degree of self-direction by planning for success, getting involved, and taking ownership of their collegiate careers.

Method of Outcome Assessment: Narrative detailing the need for the department

Performance Measure: The establishment of baseline data

PHASE 2

Summary of Data Collected: In February 2016, GHC began exploring the possibility of creating a new unit, New Student and Retention Programs. The idea arose from the need for managing existing student success efforts, first year experience (FYE) programs, and retention initiatives. In addition to managing existing efforts, the college needed to create new completion-driven efforts. A new unit would provide organization and centralization for the holistic student experience.

The last year has involved collecting data through document review, observations, focus groups, and program evaluation.

Document review: Some of the documents reviewed include but are not limited to:

- Job description for director of FYE
- Current and past FYE web pages
- FCST 1010 course description and syllabus
- National FYE professional development organizations web pages
- Professional journal articles
- Other colleges with similar departments
- Retention plans
- Complete College Georgia documents
- Gateways to Completion documents
- Success coach job descriptions
- Success coach handbooks
- Academic planning and goal setting resources
- Literature regarding student development, student success, and college completion
- GHC catalog
- GHC strategic plan
- Sample freshmen seminar syllabi

Observations: Some of the observations made included but are not limited to:

- Attended meetings regarding student success and retention efforts
- Attended strategic planning sessions
- Attend national retention and FYE conferences
- Observed new student orientations
- Observed preview days
- Observed success coaching sessions
- Observed FCST 1010 classes
- Taught FCST 1010

Focus Groups: In the Fall of 2016 I led 3 focus groups in 3 different FCST 1010 courses to collect student perceptions of their recent new student orientation experience.

Program Evaluations: To date, two different program evaluations have been conducted: 1) Success Coach Program and 2) New Student Orientation.

Use of Results: To date, results have been used to create a general direction for the unit including establishing a mission, goals, and these student learning outcomes. In addition to getting the department up and running, the unit has three priority projects, including overseeing the Success Coach Program, redesigning Charger Orientation, and redesigning FCST 1010: The College Experience.

The results from data collection has led to the following changes in the Success Coach Program:

- New target population: General Studies students
- Addition of academic discipline specific mentors
- Training for success coaches including the creation of a training manual
- Establishing a student email outreach campaign
- Marketing the program in various mediums: postcards, emails, newsletters, D2L announcements

The results from data collection has led to the following changes in FCST 1010:

- Established an active working group to deconstruct and reconstruct the course
- Developed new SLOs for the class
- Introduced the idea of special topics courses
- A soft pilot launch will roll out Fall 2017

The results from data collected has led to the following changes in new student orientation:

- Creating a program intentionally focused on student success
- Change in the culture of the experience from a one-time-event to a three-part-process
- Developed a pre-orientation quiz
- Incorporated faculty, staff, and administrator's perspectives of what students need to be successful
- Incorporated student voices of what they want out of orientation
- Added a formal parent program
- Added a peer led student engagement activity focused on college resources and support
- Incorporated elements of fun
- Added 6 different ways to assess the event
- Elevated the role and expectations of the student Orientation Leader
- Created a group student leader training

These are just some of the efforts the newly established New Student and Retention Programs unit hopes to gain some baseline data from to provide a more thorough assessment in the future.

Tutorial Center

Phase 1

Name of Institutional Unit: Tutorial Center

Contact Person: Jennifer Hicks
Director of Academic Success
jhicks@highlands.edu

Assessment Cycle: 2016-17 Academic Year

Delivery Method(s) and Locations(s):

College Goal: Provide comprehensive student services that encourage and enable all students to be successful learners.

Student Learning Outcomes:

1. After tutoring sessions, the student will demonstrate improved understanding of their course subject matter.
2. After tutoring sessions, the student will be able to apply independently the study habits learned in the session to course work.

Method of Outcome Assessment:

Tutorial Center Survey to students who participated in tutoring

Performance Measure:

SLO 1: 75% of the students who participate in the survey will agree or strongly agree that they feel like they understand the subject matter better after a a tutoring session.

SLO 2: 75% of the students who participated in the survey will agree or strongly agree that they feel like they were able to apply the concepts and techniques learned in a tutoring session.

Phase 2

Summary of Data Collected (Performance Results):

A short survey was sent to students who signed in to the Tutorial using Tutortrac asking two questions. 77 responses were recorded.

SLO 1: After a tutoring session, I feel like I understand the subject matter better.

Strongly Agree: 32
Agree: 30
Undecided: 5
Disagree: 4
Strongly disagree: 6

80.5% agreed or strongly agreed.

SLO 2: I feel like I was able to apply the concepts and techniques I learned from the tutor to coursework completed outside of tutoring.

Strongly agree: 35
Agree: 26
Undecided: 6
Disagree: 5
Strongly disagree: 5

79.2% agreed or strongly agreed.

Use of Results

Based on these results, students seem to agree that tutoring has helped them to understand the subject matter better and they are able to apply concepts and techniques learned in tutoring. We will continue to monitor these SLOs to make sure we are providing excellent tutoring services.