

SOUTH GEORGIA COLLEGE

General Education

Assessment Report

2010-2011

9.14.11

Foreword and Acknowledgements

2010-2011 General Education Assessment Report is a report produced by the Office of Institutional Effectiveness for the purpose of utilizing data from multiple sources that provides an assessment of the degree to which South Georgia College (SGC) students have obtained the eight General Education Goals. It should be recognized that one data element will not serve as proof of attainment of each General Education Goal, rather this report will build the case that General Education Goals have been obtained because multiple data elements suggest so. Additionally, the assessment process is one of continuous improvement and some data might suggest additional improvement and attention is needed. Therefore, this report will also call attention to specific areas that warrant further investigation and possible improvements.

I extend my appreciation to all who assisted with the development of this information including, but not limited to: Vice President for Academic Affairs; Director of Admissions, Records, and Research; and members of the General Education Committee and the General Education Teams.

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Executive Summary

The following excerpts taken from this document provide the reader with a general overview of the evidence to support the case that SGC comprehensively assesses the eight General Education goals and their respective student learning outcomes (SLOs).

General Education Goal	CCSSE Results	Course Success Rates	Student Learning Outcomes
Students will demonstrate the ability to communicate at a college level in written and oral form.	<ul style="list-style-type: none"> • CCSSE (4c): SGC cohort higher than CCSSE cohort • CCSSE (4d): SGC cohort lower than CCSSE cohort • CCSSE (6c): SGC cohort higher than CCSSE cohort • CCSSE (12c): SGC cohort higher than CCSSE cohort • CCSSE (12d): SGC cohort lower than CCSSE cohort 	<ul style="list-style-type: none"> • ENGL 1101 rates decreased in Douglas and Americus and held stable in Valdosta. • ENGL 1102 rates increased in Douglas were not applicable for Valdosta or Americus. • COMM 1101 rates decreased in Douglas and Americus and were not applicable for Valdosta. 	<ul style="list-style-type: none"> • SLO: Students will demonstrate the ability to express ideas logically and clearly in Standard Written English. • Target: 70% of the students will score a 70 or above. • Assessment Results: <ul style="list-style-type: none"> ○ Fall 2010 <ul style="list-style-type: none"> 58% of students in an online ENGL 1101 class scored 70% or above. 58% of students in a face-to-face ENGL 1101 class scored 70% or above. ○ Spring 2011 <ul style="list-style-type: none"> 68% of students in an online ENGL 1101 class scored 70% or above. 36% of students in a face-to-face ENGL 1101 class scored 70% or above. • Target was not met during FA10/SP11 online or face-to-face.
Students will demonstrate a basic knowledge of literature, the arts, and other cultures.	<ul style="list-style-type: none"> • CCSSE (4s): SGC cohort higher than CCSSE cohort • CCSSE (4t): SGC cohort higher than CCSSE cohort • CCSSE (12k): SGC cohort higher than CCSSE cohort 	<ul style="list-style-type: none"> • ENGL 2112 rates decreased in Douglas and were not applicable for Americus and Valdosta. 	<ul style="list-style-type: none"> • SLO: Students will gain a deeper perspective on cultural issues relevant to the humanities. • Target: 60% of the students will achieve 70% of higher. • Assessment Results: <ul style="list-style-type: none"> ○ Spring 2011 <ul style="list-style-type: none"> 60% of students in an ENGL 2112 class achieved a score of 70% or above. • Target was met during SP11.

<p>Students will apply critical thinking processes in the development of informed opinions and values.</p>	<ul style="list-style-type: none"> • CCSSE (5b): SGC cohort higher than CCSSE cohort • CCSSE (12e): SGC cohort higher than CCSSE cohort 	<ul style="list-style-type: none"> • ENGL 1101 rates decreased in Douglas and Americus and held stable in Valdosta. • CISY 1105 rates held stable in Douglas and decreased in Valdosta or Americus. • MATH 1111 rates increased in Douglas and Americus and were not applicable for Valdosta. 	<ul style="list-style-type: none"> • SLO: Students will demonstrate the ability to analyze. • Target: <ul style="list-style-type: none"> ○ *70% of students will score at the “competent” level in an embedded writing assignment. ○ *70% of students will score at the “competent” level on the QEP Writing Prompt. • Assessment results: <ul style="list-style-type: none"> ○ Fall 2010 20% of CISY 1105 students scored at the “competent” level on QEP Writing Prompt. ○ Spring 2011 31% of students in MATH 1111 scored at the “competent” level on the embedded assignment. • Targets were not met during FA10/SP11. <hr/> • SLO: Students will demonstrate the ability to evaluate. • Assessment results: <ul style="list-style-type: none"> ○ Fall 2010 The CISY 1105 instructors assigned a PowerPoint presentation as the embedded assignment for assessing this QEP SLO; however, the assignment did not require enough writing to assess it using the CT rubric. 7% of CISY 1105 students scored at the “competent” level on the course capstone assignment. ○ Spring 2011 10% of CISY 1105 students scored at the “competent” level on the embedded assignment. 45% of CISY 1105 students scored at the “competent” level on the QEP Writing Prompt. • Targets were not met. <hr/> • SLO: Students will demonstrate the ability to reason deductively. • Assessment results: <ul style="list-style-type: none"> ○ Fall 2010 23% of MATH 1111 students scored at the
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			<p>“competent” level on an embedded assignment.</p> <ul style="list-style-type: none"> • Target <i>was not met</i>. <hr/> <ul style="list-style-type: none"> • SLO: Students will demonstrate the ability to reason inductively. • Assessment results: <ul style="list-style-type: none"> ○ Fall 2010 ○ A random sample of 33 students chosen from a population of 325 was scored. 15% of students scored at the “competent” level on an embedded assignment. A random sample of 30 students chosen from a population of 69 was scored. 27% of students scored at the “competent” level on the QEP Writing Prompt. • Targets <i>were not met</i>. <p>*Achievement targets are the same for all SLOs assessing for critical thinking goal.</p>
Students will demonstrate the ability to understand mathematical information and perform mathematical manipulations to analyze data from a variety of sources.	<ul style="list-style-type: none"> • CCSSE (5e): SGC cohort <i>higher</i> than CCSSE cohort • CCSSE (12f): SGC cohort <i>higher</i> than CCSSE cohort 	<ul style="list-style-type: none"> • MATH 1111 rates <i>increased</i> in Douglas and Americus and were not applicable for Valdosta. 	<ul style="list-style-type: none"> • SLO: Students will be able to analyze linear functions. • Target: 70% of the students who take the exam will be able to analyze linear functions. • Assessment results: <ul style="list-style-type: none"> ○ Fall 2011 73% of students were able to analyze linear functions. ○ Spring 2011 80% of students were able to analyze linear functions. • Targets <i>were met</i>.
Students will demonstrate sufficient knowledge of natural laws and processes to understand scientific issues in a modern society.	<ul style="list-style-type: none"> • CCSSE (5c): SGC cohort <i>higher</i> than CCSSE cohort • CCSSE (5e): SGC cohort <i>higher</i> than CCSSE cohort 	<ul style="list-style-type: none"> • BIOL 1107 rates <i>decreased</i> in Douglas and <i>increased</i> in Americus and Valdosta. • BIOL 1108 rates <i>decreased</i> in Douglas, <i>increased</i> in Valdosta, and were not applicable for Americus. • BIOL 2210K rates <i>increased</i> in Douglas 	<ul style="list-style-type: none"> • SLO: Students will demonstrate the ability to apply discipline content to problem solving. • Target: Students in PHYS 1111/1112 and PHYS 2211/2212 will perform at 75% or better on a locally developed rubric. • Assessment results: <ul style="list-style-type: none"> ○ Fall 2010-Spring 2011 Data was collected on 129 quizzes assigned in PHYS 1111/1112 and PHYS 2211/2212. The average score for the four classes on the rubric was 58. • Target <i>was not met</i>.

		<p>and were not applicable in Valdosta or Americus.</p> <ul style="list-style-type: none"> • BIOL 2211K rates <i>decreased</i> in Douglas and were not applicable for Valdosta or Americus. • PHYSI 1111K rates increased in Douglas and were not applicable in Valdosta or Americus. • PHYSI 2211K rates <i>decreased</i> in Douglas and were not applicable in Valdosta or Americus. 	<ul style="list-style-type: none"> • SLO: Students will demonstrate competency is using laboratory equipment/instruments and techniques. • Target: Students in the BIOL 1107 classes will be able to perform at 70% or better on a locally developed exam. • Assessment results: Students scored much lower than the target goal ($\bar{x} = 48.6\%$). • Target <i>was not met</i>.
<p>Students will demonstrate sufficient knowledge of the history, nature and interactions of individuals and groups to understand the individual's role in the community, state, nation and world.</p>	<ul style="list-style-type: none"> • CCSSE (4s): SGC cohort <i>higher</i> than CCSSE cohort • CCSSE (4t): SGC cohort <i>higher</i> than CCSSE cohort • CCSSE (12k): SGC cohort <i>higher</i> than CCSSE cohort 	<ul style="list-style-type: none"> • HIST 2112 rates <i>increased</i> in Douglas and Valdosta and decreased in Americus. • SOCI 1101 rates <i>decreased</i> in Douglas, increased in Valdosta, and were not applicable in Americus. 	<ul style="list-style-type: none"> • SLO: Students will identify cause and effect relationships in the study of history. • Target: 70% of the students will be able to achieve a score of 7 or better on the exam. • Assessment results: <ul style="list-style-type: none"> ○ Spring 2011 30% of HIST 2112 students scored a 7 or higher. • Target <i>was not met</i>. <hr/> <ul style="list-style-type: none"> • SLO: Students will demonstrate an ability to analyze primary source documents. • Target: 65% of the students will be able to achieve a score of 7 or better based on the rubric set forward by the College Board for assessing the 2001 Data Based Question. • Assessment results: <ul style="list-style-type: none"> ○ Spring 2011 55% of the students in HIST 2112 achieved a 7 or higher. • Target <i>was not met</i>.

<p>Students will demonstrate current knowledge of health issues and solutions to maintain a healthy mind and body.</p>	<ul style="list-style-type: none"> • CCSSE (12j): SGC cohort higher than CCSSE cohort 	<ul style="list-style-type: none"> • HLTH 1103 rates decreased in Douglas and Americus and increased in Valdosta. 	<ul style="list-style-type: none"> • SLO: Students will be able to identify components of wellness. • Target: Students who complete the HEALTH 1103 course exam will answer 70% of the questions correctly. • Assessment results: <ul style="list-style-type: none"> ○ Spring 2011 81% of the students who completed the exam answered the questions correctly. • Target was met.
<p>Students will demonstrate the ability to use appropriate technology to produce presentations and reports and/or conduct research and data analysis.</p>	<ul style="list-style-type: none"> • CCSSE (4j): SGC cohort were equal to CCSSE cohort • CCSSE (9g): SGC cohort lower than CCSSE cohort • CCSSE (12g): SGC cohort higher than CCSSE cohort 	<ul style="list-style-type: none"> • CISY 1105 rates held stable in Douglas and decreased in Valdosta and Americus. 	<ul style="list-style-type: none"> • SLO: Students will demonstrate knowledge of training in the use of various instructional and information technology. • Target: 80% of all CISY 1105 students who submit projects will score 85% or better on the Capstone PowerPoint 2007 project. • Assessment results: <ul style="list-style-type: none"> ○ Spring 2011 CISY 1105 (Online) 48% of those who submitted a project received a grade of 80 or above. CISY 1105 (Hybrid) 81% of those who submitted a project received a grade of 80 or above. CISY 1105 Douglas campus (face-to-face) 83% of those who submitted projects received a grade of 80 or above. CISY 1105 Valdosta campus (face-to-face) 63% of those who submitted projects received a grade of 80 or above. • Target was not met for the online and Valdosta face-to-face classes and was met for the hybrid and Douglas face-to-face classes.

I. Introduction

This report contains evidence that South Georgia College is compliant with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.3.1 (specifically 3.3.1.1) and 3.5.1.

3.1. The institution identifies expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes

3.5.1. The institution identifies college-level competencies and the extent to which student have attained them.

Using internally and externally generated data, this report will demonstrate that SGC's General Education Goals directly relate to the Core Curriculum and General Education coursework and serve as a successful foundation for students.

The importance of the Core Curriculum is addressed in the 2010-12 SGC Catalog which states:

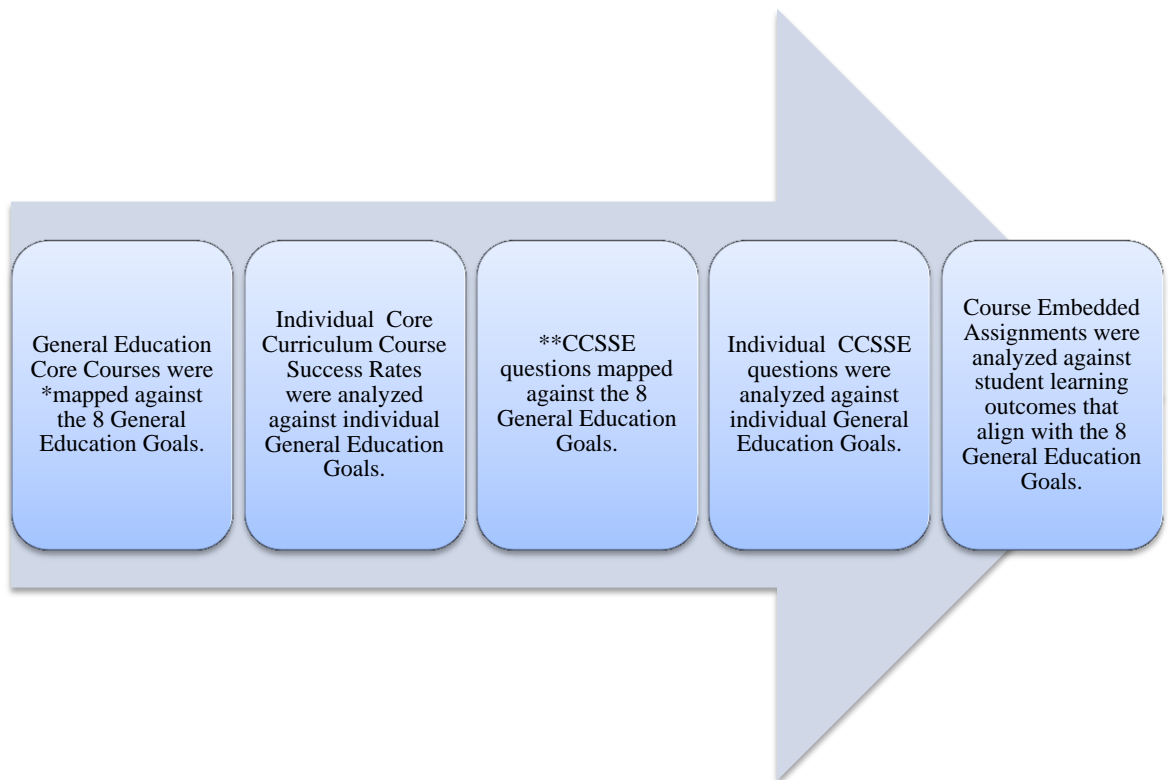
“In accord with the policies of the Board of Regents of the University System of Georgia [USG], the College has established a Core Curriculum which offers students a broad general education covering essential skills; institutional options; humanities/fine arts; science, mathematics, and technology; and the social sciences.

In addition, students are given the opportunity to begin study in a selected major area of concentration. The Core Curriculum was established to provide the same general education for students throughout the system of public higher education in Georgia

and to facilitate transfer between the various units of the University System of Georgia” (SGC 2010-12 Catalog, p. 78).

II. Methodology

This report utilizes data and information from the following five sources to assess the degree to which SGC students have obtained the eight General Education Goals by their sophomore year:



*In this context mapping provides a view of how individual course/survey questions are related to the general education goals.

** Community College Survey of Student Engagement (CCSSE) is administered every other spring semester to alternate with administration of the ETS Proficiency Profile Test (formerly known as Measure of Academic Proficiency and Progress, MAPP).

III. SGC’s Competencies for Graduates

A. SGC’s General Education Goals

The SGC administration and faculty, with approval by the Board of Regents of the USG, have adopted eight General Education Goals which serve as the foundation for its Core Curriculum and General Education coursework. See **Appendix A** for SGC's General Education Goals and Student Learning Outcomes.

B. SGC’s General Education Program Requirements

Courses in the Core Curriculum apply to the freshman and sophomore years, and successfully completed Core areas will transfer with full credit to any other University System of Georgia institution. To complete all Core Curriculum requirements, the student must complete 60 semester credit hours as follows:

AREA A: Essential Skills	9
AREA B: Institutional Options	4-5
AREA C: Humanities/Fine Arts	6
AREA D: Science, Mathematics, and Technology	10-11
AREA E: Social Sciences	12
AREA F: Courses Related to the Program of Study	18
	<u> </u>
	TOTAL: 60

IV. Connecting General Education Goals to Course and Program Requirements

This section will demonstrate how SGC’s General Education Goals link to Core Curriculum classes and how those General Education Goals are reinforced or expanded in Core Curriculum Courses.

C. Link of General Education Outcomes to Core Curriculum Courses

Appendix B links the eight General Education Goals to courses/requirements in the General Education curriculum (Areas A-E). An “X” indicates that

assignments or other activities in a course/program requirement facilitate the particular competency as determined by examining the approved course descriptions that most closely align with each of SGC's General Education Goals.

V. Connecting General Education Goals to Methods that Collect, Analyze, and Interpret Evidence of Assurance of Learning

A. Connecting General Education Goals to CCSSE Questions

Appendix C maps the eight General Education Goals to 17 questions of the Community College Survey of Student Engagement (CCSSE), conducted in 2011. An "X" indicates the CCSSE question that corresponds to SGC's General Education Goals.

B. Specific CCSSE Questions and Core Curriculum Course Success Rates that Demonstrate Performance in General Education Goals

To provide evidence that SGC's General Education Goals are being met data from SGC's 2010 participation in CCSSE, externally derived data, and Core Curriculum Course Success Rates, internally derived data, are utilized for each General Education Goal. While there were no CCSSE questions that directly measured students' ability to demonstrate the skills addressed in the General Education Goals, responses that most closely related to them were used. The achievement target is the mean scores from CCSSE questions that assess General Education Goals will meet or exceed those from CCSSE Cohort. Course Success Rates are defined as the percentage of students who pass the course with a "C" or better. The achievement target is course success rates of courses that assess General Education Goals will meet or exceed those of the previous year.

General Education Goal 1: Students will demonstrate the ability to communicate at a college level in written and oral form.

Table 1

CCSSE Questions	SGC	CCSSE Cohort
4. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?		
4c. Writing clearly and effectively	2.83	2.75
4d. Speaking clearly and effectively	2.65	2.66
6. During the current school year, about how much reading and writing have you done at this college?		
6c. Number of written papers or reports of any length	3.06	2.89
12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?		
12c. Writing clearly and effectively	2.83	2.75
12d. Speaking clearly and effectively	2.65	2.66

Table 2

General Education Goal	Core Courses	Campus/ Site/Mode	Course Success Rates	
			FA09	FA10
Students will demonstrate the ability to communicate at a college level in written and oral form.	ENGL 1101	D	75%	64%
		V	83%	83%
		A	82%	33%
	ENGL 1102	D	71%	85%
		V	61%	69%
		A	n/a	80%
	COMM 1110	D	80%	63%
		V	n/a	n/a
		A	82%	80%

General Education Goal 2: Students will demonstrate a basic knowledge of literature, the arts, and other cultures.

Table 3

CCSSE Questions	SGC	CCSSE Cohort
4. How often have you done each of the following?		
4s. Had serious conversations with students of a different race or ethnicity other than your own	2.61	2.41
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	2.58	2.35
12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?		
12k. Understanding people of other racial and ethnic backgrounds	2.55	2.41

Table 4

General Education Goal	Core Courses	Campus/ Site/Mode	*Course Success Rates	
			FA09	FA10
Students will demonstrate the ability to communicate at a college level in written and oral form.	ENGL 2112	D	86%	85%
		V	n/a	n/a
		A	n/a	n/a

General Education Goal 3: Students will apply critical thinking processes in the development of informed opinions and values.

Table 5

CCSSE Questions	SGC	CCSSE Cohort
5. How much has your coursework at this college emphasized the following mental activities		
5b. Analyzing the basic elements of an idea, experience, or theory	2.92	2.89
12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?		
12e. Thinking critically and analytically	2.98	2.92

Table 6

General Education Goal	Core Courses	Campus/ Site/Mode	*Course Success Rates	
			FA09	FA10
Students will demonstrate the ability to communicate at a college level in written and oral form.	ENGL 1101	D	75%	64%
		V	83%	83%
		A	82%	33%
	CISY 1105	D	64%	64%
		V	79%	72%
		A	71%	60%
	MATH 1111	D	48%	51%
		V	59%	60%
		A	44%	52%

General Education Goal 4: Students will demonstrate the ability to understand mathematical information and perform mathematical manipulations to analyze data from a variety of sources.

Table 7

CCSSE Questions	SGC	CCSSE Cohort
5. How much has your coursework at this college emphasized the following mental activities		
5e. Applying theories or concepts to practical problems or in new situations	2.77	2.69
12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?		
12f. Solving numerical problems	2.74	2.64

Table 8

General Education Goal	Core Courses	Campus/ Site/Mode	*Course Success Rates	
			FA09	FA10
Students will demonstrate the ability to understand mathematical information and perform mathematical manipulations to analyze data from a variety of sources.	MATH 1111	D	48%	51%
		V	59%	60%
		A	44%	52%

General Education Goal 5: Students will demonstrate sufficient knowledge of natural laws and processes to understand scientific issues in a modern society.

Table 9

CCSSE Questions	SGC	CCSSE Cohort
5. During the current school year, how much has your coursework at this college emphasized the following mental activities?		
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.81	2.76
5e. Applying theories or concepts to practical problems or in new situations	2.77	2.69

Table 10

General Education Goal	Core Courses	Campus/ Site/Mode	*Course Success Rates	
			FA09	FA10
Students will demonstrate sufficient knowledge of natural laws and processes to understand scientific issues in a modern society.	BIOL 1107	D	50%	47%
		V	71%	73%
		A	60%	66%
	BIOL 1108	D	76%	67%
		V	55%	76%
		A	n/a	n/a
	BIOL 2210K	D	41%	46%
		V	n/a	n/a
		A	n/a	n/a
	BIOL 2211K	D	60%	51%
		V	n/a	n/a
		A	n/a	n/a
	PHYSI 1111K	D	60%	70%
		V	n/a	n/a
		A	n/a	n/a
PHSY 2211K	D	72%	60%	
	V	n/a	n/a	
	A	n/a	n/a	

General Education Goal 6: Students will demonstrate sufficient knowledge of the history, nature and interactions of individuals and groups to understand the individual's role in the community, state, nation and world.

Table 11

CCSSE Questions	SGC	CCSSE Cohort
4. In your experiences at this college during the current school year, about how often have you done each of the following?		
4s. Had serious conversations with students of a different race or ethnicity other than your own	2.61	2.41
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	2.58	2.35
12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?		
12k. Understanding people of other racial and ethnic backgrounds	2.55	2.41

Table 12

General Education Goal	Core Courses	Campus/ Site/Mode	*Course Success Rates	
			FA09	FA10
Students will demonstrate sufficient knowledge of the history, nature and interactions of individuals and groups to understand the individual's role in the community, state, nation and world.	HIST 2112	D	62%	67%
		V	60%	76%
		A	79%	53%
	SOC1 1101	D	76%	64%
		V	63%	68%
		A	n/a	n/a

General Education Goal 7: Students will demonstrate current knowledge of health issues and solutions to maintain a healthy mind and body.

Table 13

CCSSE Questions	SGC	CCSSE Cohort
12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?		
12j. Understanding yourself	2.71	2.64

Table 14

General Education Goal	Core Courses	Campus/ Site/Mode	*Course Success Rates	
			FA09	FA10
Students will demonstrate current knowledge of health issues and solutions to maintain a healthy mind and body.	HLTH 1103	D	82%	79%
		V	25%	40%
		A	90%	68%

General Education Goal 8: Students will demonstrate the ability to use appropriate technology to produce presentations and reports and/or conduct research and data analysis.

Table 15

CCSSE Questions	SGC	CCSSE Cohort
4. In your experiences at this college during the current school year, about how often have you done each of the following?		
4j. Used the Internet or instant messaging to work on an assignment	2.97	2.97
9. How much does this college emphasize each of the following?		
9g. Using computers in academic work	3.15	3.18
12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?		
12g. Using computing and information technology	2.82	2.77

Table 16

Goal	General Education	Core Courses	Campus/ Site/Mode	*Course Success Rates	
				FA09	FA10
Students will demonstrate the ability to use appropriate technology to produce presentations and reports and/or conduct research and data analysis.		CISY 1105	D	64%	64%
			V	79%	72%
			A	71%	60%

VI. Course-Embedded Assessment Methods

The eight General Education Teams complete General Education Assessment Reports (See **Appendices D-P**) for the student learning outcomes that the teams assessed during the academic year. The reports discuss the embedded assignments, results from the embedded assignments, and action plans to address continuous improvement in the Core courses.

Appendix A

SGC General Education Goals and Student Learning Outcomes

General Education Goals	Student Learning Outcomes
<p><u>Written and Oral Communications:</u> Students will demonstrate the ability to communicate at a college level in written and oral form.</p>	<ol style="list-style-type: none"> 1. Students will demonstrate the ability to comprehend the content of college-level written texts. 2. Students will demonstrate the ability to recognize rhetorical strategies employed in college-level written texts. 3. Students will demonstrate the ability to define and engage listening strategies. 4. Students will demonstrate the ability to create an effective oral presentation. 5. Students will demonstrate the ability to deliver an effective oral presentation. 6. Students will demonstrate the ability to present and discuss a topic in a small group setting. 7. Students will demonstrate the skill of using context clues to derive meaning of new vocabulary. 8. Students will demonstrate the ability to express ideas logically and clearly in Standard Written English. 9. Students will demonstrate the ability to choose appropriate rhetorical strategies to fit a given communication purpose. 10. Students will demonstrate the ability to use different sentence patterns to create variety in written communication. 11. Students will learn to actively engage with college-level texts.
<p><u>Humanities:</u> Students will demonstrate a basic knowledge of literature, the arts, and other cultures.</p>	<ol style="list-style-type: none"> 1. Students will gain an understanding of the relationship between language and culture. 2. Students will be able to analyze major themes relevant to the humanities. 3. Students will gain a deeper perspective on cultural issues relevant to the humanities. 4. Students will understand historical issues pertinent to their course work in the humanities. 5. Students will demonstrate knowledge of relevant terminology in the humanities. 6. Students will be able to write personal, cogent interpretations about a work of art or literature. 7. Students will be able to place literature and other artistic works into historical context.
<p><u>Critical Thinking:</u> Students will apply critical thinking processes in the development of informed opinions and values.</p>	<ol style="list-style-type: none"> 1. Students will demonstrate the ability to analyze. 2. Students will demonstrate the ability to evaluate. 3. Students will demonstrate the ability infer. 4. Students will demonstrate the ability to reason deductively. 5. Students will demonstrate the ability reason inductively.
<p><u>Mathematics:</u> Students will demonstrate the ability to understand mathematical information and perform mathematical manipulations to analyze data from a variety of sources.</p>	<ol style="list-style-type: none"> 1. Students will be able to evaluate linear functions. 2. Students will be able to analyze linear functions. 3. Students will be able to solve linear inequalities. 4. Students will be able to graph linear functions. 5. Students will be able to evaluate quadratic functions. 6. Students will be able to analyze quadratic functions using the quadratic formula. 7. Students will be able to solve quadratic inequalities. 8. Students will be able to graph quadratic functions. 9. Students will be able to evaluate a piece-wise defined function. 10. Students will be able to evaluate a piece-wise defined absolute value function. 11. Students will be able to graph a piece-wise defined function. 12. Students will be able to analyze polynomial functions. 13. Students will be able to graph polynomial functions. 14. Students will be able to evaluate polynomial functions. 15. Students will be able to analyze exponential functions. 16. Students will be able to graph exponential functions.

	<ul style="list-style-type: none"> 17. Students will be able to evaluate exponential functions. 18. Students will be able to analyze logarithmic functions. 19. Students will be able to graph logarithmic functions. 20. Students will be able to evaluate logarithmic functions. 21. Students will be able to analyze rational functions. 22. Students will be able to graph rational functions. 23. Students will be able to evaluate rational functions. 24. Students will be able to solve rational inequalities. 25. Students will be able to solve a system of equations. 26. Students will be able to apply the concept of functions to solve real life problems.
<p><u>Science</u>: Students will demonstrate sufficient knowledge of natural laws and processes to understand scientific issues in a modern society.</p>	<ul style="list-style-type: none"> 1. Students will demonstrate competency in commonly used international units of measurement. 2. Through the proper use of laboratory instruments, data collection, and data analysis, students will generate conclusions in a laboratory or observational setting. 3. Students will demonstrate competency in one discipline in the sciences in terms of its terminology. 4. Students will demonstrate the ability to apply discipline content to problem solving. 5. Students will apply general scientific knowledge as it relates to everyday life. 6. Students will demonstrate the ability to apply the scientific method.
<p><u>Social Sciences</u>: Students will demonstrate sufficient knowledge of the history, nature and interactions of individuals and groups to understand the individual's role in the community, state, nation and world.</p>	<ul style="list-style-type: none"> 1. Students will demonstrate an ability to identify major governmental systems of the world. 2. Students will demonstrate an understanding of the basic concepts of the American governmental system. 3. Students will demonstrate an understanding of how the major governmental systems of the world affect international social developments. 4. Students will demonstrate an understanding of how the major governmental systems of the world affect international political developments. 5. Students will demonstrate an understanding of diversity among cultures. 6. Students will demonstrate an understanding of current global issues. 7. Students will identify major political trends in United States history. 8. Students will identify major social trends in United States history. 9. Students will identify major economic trends in United States history. 10. Students will identify major political trends in World history. 11. Students will identify major social trends in World history. 12. Students will identify major economic trends in World history. 13. Students will demonstrate understanding of the cause and effect relationships in society. 14. Students will demonstrate an ability to analyze primary source documents. 15. Students will demonstrate knowledge of the major perspectives in psychology. 16. Students will demonstrate knowledge of the major perspectives in sociology. 17. Students will demonstrate knowledge of research methods used in psychology. 18. Students will demonstrate knowledge of research methods used in sociology.
<p><u>Wellness</u>: Students will demonstrate current knowledge of health issues and solutions to maintain a healthy mind and body.</p>	<ul style="list-style-type: none"> 1. Students will be able to identify components of wellness. 2. Students will demonstrate progression in cardiovascular endurance. 3. Students will be able to identify the components of a healthy weight loss program. 4. Students will recognize risk factors for Sexually Transmitted Diseases (STDs). 5. Students will demonstrate knowledge of principles of exercise. 6. Students will identify risk factors and preventative measures of obesity. 7. Students will be able to identify the basic components of nutrition. 8. Students will be able to identify the risk factors associated with cardiovascular disease.

Technology: Students will demonstrate the ability to use appropriate technology to produce presentations and reports and/or conduct research and data analysis.

1. Students will demonstrate ability to prepare course assignments using appropriate technology.
2. Students will demonstrate knowledge of training in the use of various instructional and information technology.
3. Students will demonstrate understanding of many of the ethical and social issues surrounding the use of information as they access and use information using technology.
4. Students will demonstrate ability to use discipline-specific technology to enhance their understanding of the discipline.
5. Students will demonstrate ability to use appropriate technology to enhance information literacy.
6. Students will be able to determine the nature and extent of their information needs using technology.
7. Students will be able to access and evaluate needed information effectively and efficiently using technology.
8. Students will be able to use information effectively to accomplish a specific purpose using technology.

Appendix B

Core Curriculum Courses	General Education Goals							
	1	2	3	4	5	6	7	8
Area A								
ENGL 1101	X		X					
ENGL 1102	X							
MATH 1111			X	X				
Area B								
COMM 1110	X							
CISY 1105			X					X
Area C								
ENGL 2112		X						
Area D								
BIOL 1107/1108					X			
BIOL 2210K/2211K					X			
PHYSI 1111/2211					X			
HLTH 1103							X	
Area E								
HIST 2112						X		
SOCI 1101						X		

Appendix C

CCSSE Questions	General Education Goals							
	1	2	3	4	5	6	7	8
4. In your experiences at this college during the current school year, about how often have you done each of the following?								
4c. Prepared two or more drafts of a paper or assignment before turning it in	X							
4d. Worked on a paper or project that required integrating ideas or information from various sources	X							
4j. Used the Internet or instant messaging to work on an assignment								X
4s. Had serious conversations with students of a different race or ethnicity other than your own		X				X		
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values		X				X		
5. During the current school year, how much has your coursework at this college emphasized the following mental activities?								
5b. Analyzing the basic elements of an idea, experience, or theory			X					
5c. Synthesizing and organizing ideas, information, or experiences in new ways					X			
5e. Applying theories or concepts to practical problems or in new situations				X	X			
6. During the current school year, about how much reading and writing have you done at this college?								
6c. Number of written papers or reports of any length	X							
9. How much does this college emphasize each of the following?								
9g. Using computers in academic work								X
12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?								
12c. Writing clearly and effectively	X							
12d. Speaking clearly and effectively	X							
12e. Thinking critically and analytically			X					
12f. Solving numerical problems				X				
12g. Using computing and information technology								X
12j. Understanding yourself							X	
12k. Understanding people of other racial and ethnic backgrounds		X				X		

Appendix D
South Georgia College
Assessment Report for General Education Teams

Team: Written and Oral Communications	Reported By: Codrina Cozma
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Date Submitted: May 4, 2011	Assessment Period: 2010-2011
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Related USG Strategic Goal

Renewing Excellence in Undergraduate Education to Meet Students' 21st Century Educational Needs

Related SGC Goal

SGC will provide programs that lead to associate degrees.

General Education Goal

Students will demonstrate the ability to communicate at a college level in written and oral form.

Student Learning Outcome

Students will demonstrate the ability to express ideas logically and clearly in Standard Written English.

Measure of Assessment

A personal essay was assigned in one instructor's online and face-to-face (Douglas campus only) ENGL 1101 classes.

Achievement Target

- 70% of the students will score a 70 or above.
- Baseline data:

○ Fall 2009

ENGL 1101

Score	*Online	**Face-to-Face
90-100	7%	10%
80-89	20%	25%
70-79	27%	35%
0-69	47%	30%

*Total number of students in the class: 15; Pass rate of 54%

**Total number of students in the class: 20; Pass rate of 70%

○ Spring 2010

ENGL 1101

Score	*Online	** Face-to-Face
90-100	8%	0%
80-89	25%	40%
70-79	17%	27%
0-69	47%	33%

*Total number of students in the class: 12; Pass rate of 50%

**Total number of students: 15; Pass rate of 67%

Assessment Results

Target was not met during FA10/SP11 online or face-to-face.

○ Fall 2010

ENGL 1101 Online

Score	*Online	**Face-to-Face
90-100	10%	10%
80-89	24%	24%
70-79	24%	24%
0-69	43%	52%

*Total number of students in the class: 21; Pass rate of 58%

**Total number of students in the class: 17; Pass rate 58%

○ Spring 2011

ENGL 1101 Online

Score	*Online	**Face-to-Face
90-100	9.09%	0%
80-89	22.72%	12%
70-79	36.36%	24%
0-69	31.81%	52%

*Total number of students in the class: 22; Pass rate of 68%

**Total number of students in the class: 17; Pass rate of 36%

Action Plan

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Appendix E
South Georgia College
Assessment Report for General Education Teams

Team: Humanities	Reported By: Codrina Cozma
Date Submitted: May 4, 2011	Assessment Period: 2010-2011
Related USG Strategic Goal	
Renewing Excellence in Undergraduate Education to Meet Students' 21 st Century Educational Needs	
Related SGC Goal	
SGC will provide programs that lead to associate degrees.	
General Education Goal	
Students will demonstrate a basic knowledge of literature, the arts, and other cultures.	
Student Learning Outcome	
Students will gain a deeper perspective on cultural issues relevant to the humanities.	
Measure of Assessment	
The outcome will be assessed in ENGL 2112 (World Literature II), based on a research project validated by Dr. Sharon Gravett, Professor of English at Valdosta State University. After completing the reading and writing assignments pertaining to the Enlightenment period, each student will create a presentation on a cultural topic from the Enlightenment period that should include an audio or visual material from a non-academic source (Google, YouTube, etc.) and an annotated bibliography related to this topic based on research from two academic sources found through specialized databases available through Galileo, a book and a peer-reviewed article, as well as a website endorsed by an institution. These sources should be cited using the MLA style format.	
Achievement Target	
60% of the students will achieve 70% or higher.	
Assessment Results	
In a class of 20 students, eight students (40% of the number of students) received between 90 and 100 points out of 100 possible points; three students (15% of the class) scored between 80 and 90 points out of 100; one student (5% of all students in the class) received 70 points. Based on these results, a total of 12 students out of 20, that is 60% of the class, achieved a score of 70% or higher. Thus the performance target has been met.	
Action Plan	
For the Fall 2010 semester, the target will be to increase students' performance on this assignment by making the following changes:	
<ul style="list-style-type: none"> a) Students will be quizzed on the requirements of this assignment immediately after it is taught in class. b) Random sample projects will be selected for mock-grading before the assignment is due; students and teacher will workshop these drafts together in class. 	

Appendix F
South Georgia College
Assessment Report for General Education Teams

Team: Critical Thinking	Reported By: Danielle Buehrer
Date Submitted: May 4, 2011	Assessment Period: 2010-2011
USG Strategic Goal	
Renewing Excellence in Undergraduate Education to Meet Students' 21 st Century Educational Needs	
SGC Goal	
SGC will provide programs that lead to associate degrees.	
General Education Goal	
Students will apply critical thinking processes in the development of informed opinions and values.	
Student Learning Outcome	
Students will demonstrate the ability to analyze.	
Measure of Assessment	
<ul style="list-style-type: none"> • Embedded assignment, T.R. Stewarts Consultants Group Analysis Problem (Fall 2010) and Counterfeit Coins Analysis Problem Spring 2011), in MATH 1111, measured by three MATH faculty members using the SGC Critical Thinking (CT) Rubric • Capstone assignment, QEP Writing Prompt, in CISY 1105 measured by three CISY 1105 instructors using the SGC CT rubric 	
Achievement Target	
<ul style="list-style-type: none"> ○ 70% of students will score at the “competent” level on the rubric item assessing analysis in an embedded writing assignment in which the skill of evaluation is being emphasized. • 70% of students will score at the “competent” level on the rubric item assessing the outcome in a course capstone assignment in which the outcome is being emphasized. 	
Assessment Results	
<ul style="list-style-type: none"> ○ Embedded Writing Assignment in MATH 1111 <ul style="list-style-type: none"> ○ <u>Fall 2010</u> <ul style="list-style-type: none"> ▪ ○ <u>Spring 2011</u> <ul style="list-style-type: none"> ▪ 31% of students scored at the “competent” level on the CT rubric. ○ QEP Writing prompt in CISY 1105 <ul style="list-style-type: none"> ○ <u>Fall 2010</u> <ul style="list-style-type: none"> ▪ 20% of CISY 1105 students scored at the “competent” level on CT rubric. ○ Achievement target was not met. 	
Action Plan	
<ul style="list-style-type: none"> • MATH 1111 instructors are having a difficult time with their students taking writing assignments seriously since traditionally writing assignments are not assigned in MATH 1111. Instructors have proposed to implement the QEP in MATH 1101, which entails lessons that address writing and critical thinking skills, and take it out of MATH 1111 beginning fall 2011. MATH 1111 was originally chosen to be part of the QEP because of its high enrollment; however, the assessment plan for the QEP does not align with the curriculum in MATH 1111. This issue may be the cause for the QEP having little impact on student learning in MATH 1111. The QEP Steering Committee has agreed to replace MATH 1111 with MATH 1001. • CISY 1105 consists mainly of students in Learning Support courses. Most of these students do not have the writing skills needed to place into ENGL 1101 and the QEP is assessing critical thinking skills through writing. 	

CISY 1105 was originally chosen to be part of the QEP because of its high enrollment; however, the assessment plan for the QEP assesses writing skills at a higher level than the most of CISY 1105 students have while in this course. This situation may also be cause for the QEP having little impact on student learning in CISY 1105. The QEP Steering Committee has agreed to discontinue with CISY 1105 in the QEP.

Appendix G
South Georgia College
Assessment Report for General Education Teams

Team: Critical Thinking Team	Reported By: Danielle Buehrer
Date Submitted: May 4, 2011	Assessment Period: 2010-2011
Related USG Strategic Goal	
Renewing Excellence in Undergraduate Education to Meet Students' 21 st Century Educational Needs	
Related SGC Goal	
SGC will provide programs that lead to associate degrees.	
General Education Goal	
Students will apply critical thinking processes in the development of informed opinions and values.	
Student Learning Outcome	
Students will demonstrate the ability to evaluate.	
Measure of Assessment	
<ul style="list-style-type: none"> • Embedded assignment, Microsoft Word assignment, in CISY 1105, measured by three CISY faculty members using the SGC Critical Thinking (CT) Rubric • Capstone assignment, QEP Writing Prompt, in CISY 1105 measured by the SGC CT rubric 	
Achievement Target	
<ul style="list-style-type: none"> ○ 70% of students will score at the “competent” level on the rubric item assessing evaluation in an embedded writing assignment in which the skill of evaluation is being emphasized. • 70% of students will score at the “competent” level on the rubric item assessing evaluation in a course capstone assignment when evaluation is the skill being emphasized. 	
Assessment Results	
<ul style="list-style-type: none"> • Embedded Writing Assignment in CISY 1105 <ul style="list-style-type: none"> ○ <u>Fall 2010</u> <ul style="list-style-type: none"> ▪ The CISY 1105 instructors assigned a PowerPoint presentation as the embedded assignment for assessing this QEP SLO; however, the assignment did not require enough writing to assess it using the CT rubric ○ <u>Spring 2011</u> <ul style="list-style-type: none"> ▪ 10% of students scored at the “competent” level on the CT rubric. ○ Achievement target was not met. • QEP Writing Prompt in CISY 1105 <ul style="list-style-type: none"> ○ <u>Fall 2010</u> <ul style="list-style-type: none"> ▪ 7% of students scored at the “competent” level on the CT rubric. ○ <u>Spring 2011</u> <ul style="list-style-type: none"> ▪ 45% of students scored at the “competent” level on the CT rubric. ○ Achievement target was not met either semester. 	

Action Plan

- The Cisy 1105 Microsoft Word assignment will be used as the embedded assignment to assess student learning outcomes addressed during SP11.
- Cisy 1105 consists mainly of students in Learning Support courses. Most of these students do not have the writing skills needed to place into ENGL 1101 and the QEP is assessing critical thinking skills through writing. Cisy 1105 was originally chosen to be part of the QEP because of its high enrollment; however, the assessment plan for the QEP assesses writing skills at a higher level than the most of Cisy 1105 students have while in this course. This situation may also be cause for the QEP having little impact on student learning in Cisy 1105. The QEP Steering Committee has agreed to discontinue with Cisy 1105 in the QEP.

Appendix H
South Georgia College
Assessment Report for General Education Teams

Team: Critical Thinking	Reported By: Danielle Buehrer
Date Submitted: May 4, 2011	Assessment Period: 2010-2011
USG Strategic Goal	
Renewing Excellence in Undergraduate Education to Meet Students' 21 st Century Educational Needs	
SGC Goal	
SGC will provide programs that lead to associate degrees.	
Student Learning Outcome	
Students will demonstrate the ability to reason deductively.	
Measure of Assessment	
Embedded assignment, Three Housemates Deduction Problem, in MATH 1111, measured by three MATH faculty members using the SGC Critical Thinking (CT) Rubric	
Achievement Target	
70% of students will score at the "competent" level on the rubric item assessing deduction in an embedded writing assignment in which the skill of evaluation is being emphasized.	
Assessment Results	
23% of students scored at the "competent" level on the CT rubric. Achievement target was not met.	
Action Plan	
MATH 1111 instructors are having a difficult time with their students taking writing assignments seriously since traditionally writing assignments are not assigned in MATH 1111. Instructors have proposed to implement the QEP in MATH 1101, which entails lessons that address writing and critical thinking skills, and take it out of MATH 1111 beginning fall 2011. MATH 1111 was originally chosen to be part of the QEP because of its high enrollment; however, the assessment plan for the QEP does not align with the curriculum in MATH 1111. This issue may be the cause for the QEP having little impact on student learning in MATH 1111 and will be revisited after data has been collected for spring 2011.	

Appendix I
South Georgia College
Assessment Report for General Education Teams

Team: Critical Thinking Team	Reported By: Danielle Buehrer
Date: May 4, 2011	Assessment Period: 2010-2011
USG Strategic Goal Renewing Excellence in Undergraduate Education to Meet Students' 21 st Century Educational Needs	
SGC Goal SGC will provide programs that lead to associate degrees.	
Student Learning Outcome Students will demonstrate the ability to reason inductively.	
Measure of Assessment <ul style="list-style-type: none"> • Embedded assignment, Analyzing a Text using Inductive Logic, in ENGL 1101, measured by three ENGL faculty members using the SGC Critical Thinking (CT) Rubric • Capstone assignment, QEP Writing Prompt, in ENGL 1101 measured by three ENGL 1101 instructors using the SGC CT rubric 	
Achievement Target <ul style="list-style-type: none"> ○ 70% of students will score at the “competent” level on the rubric item assessing evaluation in an embedded writing assignment in which the skill of evaluation is being emphasized. ○ 70% of students will score at the “competent” level on the rubric item assessing the outcome in a course capstone assignment in which the outcome is being emphasized. 	
Assessment Results <ul style="list-style-type: none"> • Embedded Writing Assignment in CISY 1105 <ul style="list-style-type: none"> ○ <u>Fall 2010</u> <ul style="list-style-type: none"> ▪ A random sample of 33 students chosen from a population of 325 was scored. 15% of students scored at the “competent” level on the CT rubric. ○ Achievement target was not met. • QEP Writing Prompt in ENGL 1101 <ul style="list-style-type: none"> ○ <u>Fall 2010</u> <ul style="list-style-type: none"> ▪ A random sample of 30 students chosen from a population of 69 was scored. 27% of students scored at the “competent” level on the CT rubric. 	
Action Plan <ul style="list-style-type: none"> • The embedded writing assignment did not match the CT rubric. Students did not understand the meaning of the word “implication.” This assignment should have been an essay assignment because the long answer format encouraged incomplete thoughts/sentences. The instructors who scored the assignments recommend revising the assignment so that all instructors teach the same text. • Most QEP Writing Prompt sample essays were analytical in nature. Many samples addressed rhetorical modes and not induction. The instructors recommend amending the QEP Writing Prompt so that it is not a reflective essay and is specific for ENGL 1101. 	

Appendix J
South Georgia College
Assessment Report for General Education Teams

Team: Mathematics	Reported By: Derek Westwood
Date Submitted: May 4, 2011	Assessment Period: 2010-2011
Related USG Strategic Goal	
Renewing Excellence in Undergraduate Education to Meet Students' 21 st Century Educational Needs	
Related SGC Goal	
SGC will provide programs that lead to associate degrees.	
General Education Goal	
Students will demonstrate the ability to understand mathematical information and perform mathematical manipulations to analyze data from a variety of sources.	
Student Learning Outcome	
Students will be able to analyze linear functions.	
Measure of Assessment	
<p>1. Departmentally created entrance and exit exams for Math 1111 were given during Fall semester 2010. Specific questions were matched to the expected student learning outcome. Questions were modeled after problems found in two college algebra textbooks:</p> <p>“College Algebra 5/e”, Larson/Hostetler, Houghton Mifflin ISBN: 0-618-05284-4</p> <p>“College Algebra 6/e”, Aufmann/Barker/Nation, Houghton Mifflin ISBN: 0-618-80371-8</p> <p>2. Departmentally created entrance and exit exams for Math 1111 were given during Spring semester 2011. Specific questions were matched to the expected student learning outcome. Questions were modeled after problems found in two college algebra textbooks:</p> <p>“College Algebra 5/e”, Larson/Hostetler, Houghton Mifflin ISBN: 0-618-05284-4</p> <p>“College Algebra 6/e”, Aufmann/Barker/Nation, Houghton Mifflin ISBN: 0-618-80371-8</p>	
Achievement Target	
70% of the students who take the exam will be able to analyze linear functions.	
Assessment Results	
In fall 2010, 73% of students were able to analyze linear functions. In spring 2011, 80% of students were able to analyze linear functions.	
Action Plan	
No longer need to assess this Student learning outcome in upcoming year since target was met two consecutive semesters.	

Appendix K
South Georgia College
Assessment Report for General Education Teams

Team: Science	Reported By: Charles Johnson
Date Submitted: 6/2/2011	Assessment Period: 2010-2011
Related USG Goal	
Renewing Excellence in Undergraduate Education to Meet Students' 21 st Century Educational Needs	
Related SGC Goal	
SGC will provide programs that lead to associate degrees.	
General Education Goal	
Students will demonstrate sufficient knowledge of natural laws and processes to understand scientific issues in a modern society.	
Student Learning Outcome	
Students will demonstrate the ability to apply discipline content to problem solving.	
Measure of Assessment	
Rubric to analyze homework problems.	
Achievement Target	
Students in PHYS 1111/1112 and PHYS 2211/2212 will be able to perform at 75% or better on a locally developed rubric.	
Assessment Results	
Data was collected on 129 quizzes assigned in PHYS 1111/1112 and PHYS 2211/2212. The average score for the four classes on the rubric was 58.	
Action Plan	
The target was not meet this year. Will assess outcome again next year. As was suggested last year the quizzes give a more acquire picture of the students problem solving skills than the homework did. In the 2011-2012 semesters I will spend one additional class period going over problem solving skills. I will develop a handout that will spell out the steps they need to follow when setting up and solving word problems.	

Appendix L
South Georgia College
Assessment Report for General Education Teams

Team: Science	Reported By: Kelly Luke and Adam Safer
Date Submitted: 5/6/2011	Assessment Period: 2010-2011
Related USG Goal Renewing Excellence in Undergraduate Education to Meet Students' 21 st Century Educational Needs	
Related College Goal SGC will provide programs that lead to associate degrees.	
General Education Goal Students will demonstrate sufficient knowledge of natural laws and processes to understand scientific issues in a modern society.	
Student Learning Outcome Students will demonstrate competency is using laboratory equipment/instruments and techniques.	
Measure of Assessment Students should demonstrate competency in using the compound light microscope by correctly answering multiple choice questions on a lab practical that addresses which microscope is best suited for a given scenario (validated Dr. Michael Grace, professor of biology at Florida Institute of Technology; and Dr. David Rostal, professor of biology at Georgia Southern). The students were previously exposed to a detailed lecture and lab that covered microscopy	
Achievement Target Students in the BIOL 1107 classes will be able to perform at 70% or better on a locally developed exam.	
Assessment Results Students scored much lower than the target goal ($\bar{x} = 48.6\%$). Students are still not grasping the basics of light microscopy.	
Action Plan We recommend for next semester, to set aside additional lab time for addressing the basics of compound light microscopy and a homework assignment be given on investigating the 3 main types of microscopy: light, electron, and dissecting. We will re-evaluate students using the same assessment tool in the upcoming semesters.	

Appendix M
South Georgia College
Assessment Report for General Education Teams

Team: Social Sciences	Reported By: Richard Reiman
Date Submitted: 06/02/2011	Assessment Period: Spring 2011

Related USG Goal

Renewing Excellence in Undergraduate Education to meet students' 21st Century Educational Needs

Related SGC Goal

SGC will provide programs that lead to associate degrees.

General Education Goal

Students will demonstrate sufficient knowledge of the history, nature and interactions of individuals and groups to understand the individual's role in the community, state, nation and world.

Student Learning Outcome

Students will identify cause and effect relationships in the study of history.

Measure of Assessment

Assessment occurred in History 2112 classes on both the Douglas and Valdosta campuses. The instructors assessed this objective using objective questions drawn from previously validated Advanced Placement exams. Each question required a correct understanding of the cause and effect relationship of a different, specific event in recent U.S. history. Students were provided with a pre-test of ten of these questions at the beginning of the semester. They were permitted to see their scores but were not permitted to retain a record of the correct answers or the answers that they missed. Students were provided with a post-test consisting of the same ten questions that they received on the pre-test.

Achievement Target

70% of the students will be able to achieve a score of 7 or better on the exam.

Assessment Results

The objective was assessed in all the sections of History 2112 taught by 3 different instructors on both the Valdosta and Douglas campuses. The assessment followed the recommendations made in December 2010. Of the 181 students who completed the post-test this semester, 54 received a score of 7 or higher. This shows a success rate of 30%. While students showed a significant improvement over the post-test results for the previous semester (23%), the objective was not met. A possible contributor to the improvement in the score is the fact that the instructors implemented the action, recommended in December 2010, of placing a greater emphasis in their lectures and discussions on cause and effect relationships in history in general and on cause and effect relationships in the cases of every particular topic covered in the lectures of the course. Since improved scores followed the implementation of this action, the instructors believe that a more-focused variation on this plan may result in further improvement in scores. Specifically, if, following the pre-test, the instructors drew attention to the wording of each question to identify the discrete cause and effect issue implicit in each, it is believed that the students would be more likely to care and learn about such relationships when the curriculum that concerns them is covered. Since the wording of the questions, and not the answers, would be covered, this would in no way represent a teaching to the test.

For comparison's sake, the success rate of students scoring a 6 or higher on the post-test was also measured. Of the 181 students who completed the post-test this semester, 85 received a score of 6 or higher. This showed a comparison "success" rate of 47% (for the same hypothetical benchmark of 6). This represents no significant change from the previous semester's result on the same scale (46%), underscoring the usefulness of providing more specific illustrations of cause and effect relationships than heretofore provided. Students performing at the lower end of the

scale are likely to be the students least adept at critical thinking and thus more likely to experience improved outcomes as a result of the Quality Enhancement Plan, which will be introduced in HIST 2112 classes in 2011-2012. This may explain why the improvement level for students presumably already more adept at critical thinking (those scoring at the level “7” or higher) increased more significantly over the previous semester’s results.

Action Plan

1. The same objective test of ten questions will be administered in the Fall semester 2011 under the same conditions (with a pre-test and a post-test) to basically monitor the consistency and validity of last semester’s results.
2. Instructors will continue to emphasize in their lectures and discussions various cause and effect relationships in history in general and various cause and effect relationships in the cases of every particular topic covered in the lectures of the course. In addition, the instructors will follow the pre-test with a session in which the questions—but not the answers—will be reviewed so that students will be made aware of the existence and location in each specific question of the cause and effect relationship being queried, and the reason why, in each case, historians concern themselves with this relationship. A greater attention by students to these questions when they are covered later in class, is expected, leading to a presumed improvement in student performance on the post-test.
3. Instructors will continue to monitor the number of students who receive a 6 on the objective examination, and collate data as to the cause of missing the target score by one point.

Follow-up report for the above actions will be submitted by December 15, 2011.

Appendix N
South Georgia College
Assessment Report for General Education Teams

Team: Social Sciences	Reported By: Richard Reiman
Date Submitted: 06/02/2011	Assessment Period: Spring 2011

Related USG Goal

Renewing Excellence in Undergraduate Education to meet students' 21st Century Educational Needs

Related SGC Goal

SGC will provide programs that lead to associate degrees.

General Education Goal

Students will demonstrate sufficient knowledge of the history, nature and interactions of individuals and groups to understand the individual's role in the community, state, nation and world.

Student Learning Outcome

Students will demonstrate an ability to analyze primary source documents.

Measure of Assessment

Assessment occurred in History 2112 classes on both the Douglas and Valdosta campuses. The instructors administered the Data Based Question found on the 2001 U.S. History Advanced Placement Exam. The instructors based their rubric on the 9 point scale provided by the College Board for assessing this specific question.

Achievement Target

65% of the students will be able to achieve a score of 7 or better based on the rubric set forward by the college board for assessing the 2001 Data Based Question.

Assessment Results

As indicated in the Report for fall 2010, instructors continue to use the identical DBQ used in 2009-2010. The question always falls late in the semester, providing time for development of critical thinking and understanding. The question was administered in 7 sections of History 2112 taught by 3 different instructors. Of the 181 students assessed, 100 were able to achieve a 7 or higher. This equals a 55% success rate. While this fell short of the target, it was higher than last fall's assessment of this objective (51%). Nevertheless the results were disappointing because in most semesters in which this objective has been assessed the success rate has hovered around 60%. The following reasons have been considered for both the continued failure to achieve the objective and the slight increase in the success rate since fall 2010. The problems of educating students, many of whom are taking Learning Support at the same time as HIST 2112, in the critical thinking and deeper analytical skills required for the DBQ assessment, still remain. It is perhaps not surprising that the target rate of 7 has persistently proven difficult to obtain since the target requires a depth of analytical ability that eludes students in the early stages of acquiring this skill set. It was expected that the College's Quality Enhancement Plan in critical thinking would lead to improved success rates in meeting the target as it continues to inform the College's curriculum. The recent small increase in the target success rate provides some support for this hypothesis.

In fall 2010 it was observed that students were improving their scores leading up to but not attaining the target score (7). Student scores of 6 and higher were thereupon tabulated to determine if students were achieving the skills assessed by the DBQ instrument, only at a more modest rate. It was found at that time that 131 of the 197 students had attained a 6, a rate of 66%. Since the competencies measured were exactly the same and the difference between a competency of 6 and one of 7 was a matter of degrees rather than a binary one, it was decided to continue to measure this outcome. If the improvements at this upper end of the unsuccessful group continue to be identified, the instructors were to consider changing the rubric target to 6 or intensify efforts to advise students and advisors to build

student schedules that include HIST 2112 only after successful exit of the prospective student from Learning Support courses.

In spring 2011 the percentage of students scoring a “6” or higher in all HIST 2112 sections was 65%. Had the target been 6, in other words, the target would have been successfully achieved. The success rate at this level was virtually unchanged from the previous semester (66%). It is believed that the higher order critical thinking measured by the DBQ assessment is noticed first at the lower level assessed by the target “6” in the DBQ assessment and that the students in HIST 2112 are at a level of educational attainment in their College careers most reasonably assessed by this target level. Especially because of its persistence across recent assessments, this level appears more meaningful and statistically valid, especially if it improves in future assessments, than a target rate whose scores fluctuate widely even as sophisticated curricular improvements are introduced. The latter include tutorials on how to write and organize essays and more time spent on teaching students the ways to critically analyze primary source documents.

As in the past, the instructors continue to believe that the DBQ will only become stronger over time as an instrument for measuring achievement of the learning objective. It measures the student’s competency in analyzing primary source documents via actual student demonstration of the expository process of primary source analysis (not merely the outcome of “correct” answers). This surely is the most accurate measure possible of attainment of the learning outcome. While the DBQ requires a level of competency in critical thinking that students may not possess now, students should soon exhibit these skills, at least in greater degree. As the College’s Quality Enhancement Plan inculcates these skills across courses on campus, the DBQ will gain greater strength as a measure of the objective, and consequent improvement in the scores is expected. It is therefore our belief that the DBQ, which has measured improvement in the required skills up to but not yet including the target, should continue to be deployed.

Action Plan

1. The DBQ from the 2001 A.P. U.S. History exam will be again administered in the Fall of 2011. The success rate will be measured as a 68% of students receiving a 6 or higher. The DBQ remains an excellent tool for measuring a student’s ability to critically evaluate primary source content. An improvement on the success rate to 68% is anticipated by curricular changes outlined below.
2. Instructors will continue providing in-class and in-office or out-of-class tutorials in appropriate ways of organizing, structuring and studying for the DBQ essay. These enhanced efforts provide a basis for expecting improved student success in analyzing primary source documents.
3. The College will intensify efforts to advise students and advisors to build student schedules that include HIST 2112 only after successful exit of the prospective student from Learning Support courses. These efforts will be take place across campus.
4. Since the continuation of the problem continues to appear to lie in critical thinking and writing skills as opposed to the understanding of content, and since these skills are anticipated to improve through college-wide efforts, specific and targeted changes in the curricula are anticipated rather than a general change in the instrument or the rubric.

Follow-up report for the above actions will be submitted by December 15, 2011.

Appendix O
South Georgia College
Assessment Report for General Education Teams

Team: Wellness	Reported By: Ken Kirsch
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Date Submitted: May 5, 2011	Assessment Period: 2010-2011
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Related USG Goal

Renewing Excellence in Undergraduate Education to meet students' 21st Century Educational Needs

Related SGC Goal

SGC will provide programs that lead to associate degrees.

General Education Goal

Students will demonstrate current knowledge of health issues and solutions to maintain a healthy mind and body.

Student Learning Outcome

Students will be able to identify components of wellness.

Measure of Assessment

A locally-developed exam was administered to all Health 1103 courses during the last two weeks of fall semester. The exam was validated by Andrea Willis, Head of the HPER department at Abraham Baldwin Agricultural College in Tifton, Georgia. Ms. Willis has 35 years experience assessing Health and Wellness classes where she reviews learning outcomes in coordination with the Director of Institutional Research. She consults with publishing companies such as McGraw Hill and Thompson-Wadsworth to review supplements and texts in the area of health and wellness.

Achievement Target

Students who complete the test will answer 70% of the questions correctly.

Assessment Results

Five classes, a total of 138 students, took the exam. In assessing this outcome, the following was found:

question	2	40	48%	14	77%
	3	12	84%	7	86%
	4	3	96%	7	86%
	5	9	88%	20	20%
	9	34	56%	0	67%
	10	1	99%	1	100%
	11	2	97%		
		total	81%		

Action Plan

Target was met. No further action is required.

Appendix P
South Georgia College
Assessment Report for General Education Teams

Team: Technology	Reported By: Rebecca Futch
Date Submitted: May 5, 2011	Assessment Period: 2010-2011

Related USG Goal

Renewing Excellence in Undergraduate Education to meet students' 21st Century Educational Needs

Related SGC Goal

SGC will provide programs that lead to associate degrees.

General Education Goal

Students will demonstrate the ability to use appropriate technology to produce presentations and reports and/or to conduct research and data analysis.

Student Learning Outcome

Students will demonstrate the knowledge of training in the use of various instructional and information technology.

Measure of Assessment

In all CISO 1105 courses taught on the Douglas campus and in the SGC Entry-Level Program on the Valdosta campus, students will complete hands-on exercises that train them in the use of Microsoft PowerPoint 2007. They will then create a PowerPoint 2007 project, demonstrating competency in the areas of Slide Design and Formatting, Content, and Overall professional and academic appeal based on their choice of topics and their comprehension of the PowerPoint 2007 exercises and project instructions. This project, validated by Dr. Bobbie Robinson [Chair of Humanities Division at Abraham Baldwin Agricultural College who currently serves on the USG Core Curriculum Competencies Committee; was a member of the Charitable Trust and Exxon Corporation, national grant project on Quality Undergraduate Education (QUE), 2000 to 2004; and was a member of the Academy for Learning through Performance Standards and Assessment (PRISM, a USG grant sponsored by Partnership for Reform in Science and Mathematics) from 2006-2007] will be evaluated using a grading rubric designed by department faculty. This rubric will measure students' competency in achieving and demonstrating each of the three project areas stated above for the PowerPoint 2007 project.

Achievement Target

80% of all SGC students who submit projects will score 85% or better on the Capstone PowerPoint 2007 project.

Assessment Results

CISO 1105 (Online): 48% of those who submitted a project received a grade of 80 or above.

CISO 1105 (Hybrid): 81% of those who submitted a project received a grade of 80 or above.

CISO 1105 Douglas campus (face-to-face): 83% of those who submitted projects received a grade of 80 or above.

CISO 1105 Valdosta campus (face-to-face): 63% of those who submitted projects received a grade of 80 or above.

Action Plan

Target was met by the Hybrid and Douglas campus face-to-face classes, but the target was not met by the online classes and the Valdosta campus face-to-face classes. Since many instructors from these classes – the online and Valdosta classes – reported that students had the greatest difficulty understanding APA style and in-text citations, instruction for the PowerPoint project in these classes will be amended so to include a sample project slide with appropriate citations for students to view and use as a guideline to help them better understand this portion of the project. For the online classes, more explicit instructions on APA style and in-text citations will be incorporated.

Thus, the Performance Target will be kept at the current target of at least 80% of all SGC students who submit projects will score 85% or better on the PowerPoint 2010 project (we are upgrading to Microsoft Office 2010 in Fall 2011), but the changes outlined above will be implemented in all courses, on all campuses, in order to help achieve this target next year.