

Atlanta Metropolitan College

UPDATE

ON

ACADEMIC ASSESSMENT

AND

EDUCATIONAL QUALITY



OFFICE OF ACADEMIC AFFAIRS

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ACADEMIC ASSESSMENT AND EDUCATIONAL QUALITY AT ATLANTA METROPOLITAN COLLEGE

PURPOSE

The academic assessment/evaluation process at Atlanta Metropolitan College is an on-going, dynamic by which the college insures that its programs, faculty and teaching/learning processes are functioning optimally. The assessment process has been designed to systematically evaluate the quality of student learning and to use assessment results to enhance programs and services.

PROCESS

From the early to mid-nineties the Task Force on Academic Assessment provided leadership for the initial development of on-going academic assessment at the college. However, with the announcement in 1996 that the System and its constituent institutions would be moving from the quarter to semester system requiring a complete overhaul of the college's curriculum, a Committee on the Study of the Core Curriculum was appointed by the VPAA as a review and evaluative body to, during the period of transition, take on the primary function of assessing the college's curriculum in light of specific guidelines from the System. The committee was composed of one faculty representative from each academic division who was responsible for the flow of information between the Committee and the faculty-at-large. The college's governance structure served as the approval bodies prior to submissions being made to the System. The committee was charged with studying the college's core curriculum and making recommendations for areas A-E with special emphasis on area B -the distinctive "institutional options" portion of the Core.

In order to fulfill its charge, the committee, through a series of questionnaires, town hall meetings and retreats, provided leadership to the faculty in re-examining the college's general education learning outcomes vis-a-vis the college's mission statement. This re-examination included revising curriculum to create effective areas A-E, reviewing course descriptions for each proposed course and indicating linkages between the general education learning outcomes and proposed courses, and ensuring AMC's compliance with the systems "Core Curriculum Framework.

Specifically, the foundational basis for academic assessment at the college was the identification of general education learning outcomes as derived from a critical analysis of the Mission Statement, and Goals and Priorities of the college. General Education includes "the knowledge, skills and perspectives that become a part of the educational experience of all undergraduates regardless of their major." (Adopted from the Association of American Colleges)

Additionally, specific learning outcomes were developed by faculty for each program of study (Area F). Because the college believes that assessment is an indispensable tool for improving the academic program, we have begun to systematically

identify appropriate assessment methodologies for all outcomes and to use the results of assessment to improve academic programs. The college believes that such on-going inquiry will assist us in better understanding how students learn best and strengthen AMC's academic program.

ATLANTA METROPOLITAN COLLEGE MISSION STATEMENT

Atlanta Metropolitan College, located in the southwest quadrant of Atlanta and originally established as Atlanta Junior College, is a two-year, non-residential unit of the University System of Georgia. The two-year programs at Atlanta Metropolitan College, as well as the academic and student support services, reflect the commitment of the college to instructional excellence and high academic standards, while providing affordable, accessible, and relevant education for the diverse populations of metropolitan Atlanta.

Atlanta Metropolitan College shares with every institution in the University System the following core characteristics:

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;
- cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs which embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education;
- collaborative relationships with other System institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

Atlanta Metropolitan College shares with other two-year colleges of the University System the following core characteristics:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics which have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high-quality general education program which supports a variety of wellchosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate or other career programs to complement neighboring technical institute programs;
- a commitment to public service, continuing education, technical assistance, and economic development activities which address the needs, improve the quality of life, and raise the educational level within the college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and meet local needs.

Atlanta Metropolitan College is an exemplary teaching institution which specializes in providing challenging, supportive, individualized, and innovative learning experiences for both traditional and non-traditional students as they prepare for transfer to baccalaureate programs; for entry or re-entry into the labor force; and for effective, productive, and responsible participation in a rapidly changing, technologically sophisticated, global society. The high-quality learning experiences are delivered within an institutional culture which values on-going faculty-student interactions, faculty development for the study and implementation of innovative educational technologies, meaningful student participation in all aspects of college life and a respect for intellectual and creative endeavors throughout the college community.

The program offerings at Atlanta Metropolitan College are designed for individuals with a wide range of academic preparation and educational needs.

- Degree-granting programs: transfer programs for students intending to pursue baccalaureate degrees; career programs for students seeking academic preparation for immediate entry into the labor force; and joining programs with Atlanta Technical Institute to complement vocational/technical certification.
- Certificate programs in specialized occupational fields.
- Focused learning-support programs for students who need to strengthen their academic skills.
- Pre-college programs: enriched programs to help students in at-risk situations prepare to enter college ready to succeed; and early admission and joint enrollment programs for academically talented high-school students.
- Teaching and learning institutes for professionals to study pedagogic theories and strategies and to acquire training in state-of-the-art educational, information, and management technologies.
- Cultural, co-curricular, and continuing education programs to facilitate lifelong learning as well as community and business development.

The college seeks to fulfill its vital role within the University System and the Atlanta community more effectively by forging stronger collaborations with school systems, senior colleges, government agencies, and business, corporate, community, and civic entities. Furthermore, the college seeks to serve as an effective change agent within its geographical scope of influence through community revitalization efforts, relevant curricular and co-curricular activities, and expanded public-service initiatives.

Across all disciplines, Atlanta Metropolitan College seeks to cultivate within its students a knowledge-base and repertoire of skills for success upon transfer and in a competitive workplace; a habit of informed, critical thinking; and a strong sense of personal and collective responsibility. Matriculation at Atlanta Metropolitan College enables students to assume their roles as competent, reflective, and socially conscious citizen-thinkers.

Common Student Learning Outcomes For the Core Curriculum University System of Georgia

At the request of the Regents' Advisory Committee on Institutional Effectiveness (RACIE), the Council on General Education developed the following set of student learning outcomes. They are derived from the sets of student learning outcomes submitted by institutions of the University System at the time they undertook conversion from the quarter calendar to the semester calendar. RACIE intends to use the common set of outcomes to develop materials that it will use to assist groups of institutions in assessing their Core Curricula as a part of the accreditation process.

The Council decided not to set out separate learning outcomes for critical thinking and technology skills even though those outcomes were deemed important. Instead, the Council treated them as components of each learning outcome, where appropriate.

The Council on General Education believes that this set of learning outcomes captures the common elements of the institutional learning outcomes. There are, however, distinct learning outcomes at most institutions, often associated with Area B of the Core Curriculum. These are not represented in the set of learning outcomes presented below. When the set of common learning outcomes was complete, the Council speculated that it corresponded to approximately eighty per cent of any given institution's learning outcomes.

I. Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness.

Competence within the context of collegiate general education is defined by the following outcomes:

Ability to assimilate, analyze, and present in oral and written forms, a body of information;

Ability to analyze arguments;

Ability to adapt communication to circumstances and audience;

Ability to consider and accommodate opposing points of view;

Ability to interpret content of written materials on related topics from various disciplines;

Ability to communicate in various modes and media, including the proper use of appropriate technology;

Ability to produce communication that is stylistically appropriate and mature;

Ability to communicate in standard English for academic and professional contexts;

Ability to interpret inferences and develop subtleties of symbolic and indirect discourse;

Ability to sustain a consistent purpose and point of view;

Ability to compose effective written materials for various academic and professional contexts.

II. Quantitative Reasoning and Mathematics: quantitative reasoning and mathematics will be characterized by logic, critical evaluation, analysis, synthesis, generalization, modeling, and verbal, numeric, graphical, and symbolic problem solving.

Competence within the context of collegiate general education objectives is defined by the following outcomes:

Ability to model situations from a variety of settings in generalized mathematical forms;

Ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form while solving a variety of problems;

Ability to solve multiple-step problems through different (inductive, deductive and symbolic) modes of reasoning;

Ability to properly use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations;

Ability to shift among the verbal, numeric, graphical and symbolic modes of considering relationships;

Ability to extract quantitative data from a given situation, translate the data into information in various modes, evaluate the information, abstract essential information, make logical deductions, and arrive at reasonable conclusions;

Ability to employ quantitative reasoning appropriately while applying scientific methodology to explore nature and the universe;

Ability to discern the impact of quantitative reasoning and mathematics on the sciences, society, and one's personal life.

III. Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance.

Competence within the context of collegiate general education objectives is defined by the following outcomes:

Ability to relate local, national, and global social policy;

Ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change;

Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups;

Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture;

Ability to identify and analyze both contemporary and historical perspectives on contemporary issues;

Ability to relate the contributions of groups and individuals to the history of ideas and belief systems;

Ability to critically analyze one's own culture.

IV. Scientific Reasoning: Scientific reasoning will be characterized by understanding and applying scientific method, laboratory techniques, mathematical principles, and experimental design to natural phenomena.

Competence within the context, of collegiate general education objectives is defined by the following outcomes:

Ability to understand basic scientific principles, theories, laws as they apply to all scientific disciplines;

Ability to demonstrate knowledge in at least one area of science; Ability to discern the role in and impact on science on society; Ability to identify and properly use appropriate technologies for scientific inquiry and communication including collecting and analyzing scientific data; Ability to understand the physical universe and science's relationship to it; Ability to understand the changing nature of science; Ability to understand the scope and limits on the appropriateness of scientific inquiry to physical phenomena; Ability to demonstrate critical observation and analysis; Ability to apply mathematical principles to scientific inquiry, including the use of statistics and formulae to understand quantitative data.

V. Aesthetic Perspective: Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression:

Competence within the context of collegiate general education is defined by the following outcomes:

Ability to make informed judgments about art forms from various cultures including one's own culture;

Ability to recognize the fine, literary, and performing arts as expressions of human experience;

Ability to discern the impact and role of artistic and literary achievement in society and one's personal life.

ATLANTA METROPOLITAN COLLEGE GENERAL EDUCATION LEARNING OUTCOMES

Atlanta Metropolitan College has established the following general education learning outcomes to enhance the academic experience of all students beyond the major area of study. The general education learning outcomes focus on communication, mathematics, science, information technology, and critical thinking skills, as well as address culture and values and the individual and society. Completing general education courses at Atlanta Metropolitan College will enable students to:

1. Communicate effectively through reading, writing, speaking, and listening.
2. Manipulate and interpret numerical data, and apply mathematical operations and concepts to practical situations.
3. Understand basic science concepts and the applications of the scientific method.
4. Appreciate natural phenomena and the enduring, yet fragile, nature of the global environment.
5. Demonstrate a knowledge of, and ability to use, information technology.
6. Understand and analyze the social, cultural, and political contexts -as well as the ethical implications-of scientific and technological advances.
7. Understand, appreciate, and value fine and applied arts as well as the social and historical contexts from which these art forms emerge.
8. Understand and appreciate the diversity and commonalities of world cultures.
9. Understand the historical, political, and cultural contexts from which contemporary issues develop.
10. Demonstrate critical thinking skills, intellectual curiosity, independence of thought, and creativity.
11. Develop an enhanced sense of self-worth and an increased potential for growth and personal responsibility in curricular, co-curricular, and individual endeavors.
12. Understand forces that help shape individual, societal, and cultural development.

LINKAGES BETWEEN AMC'S GENERAL EDUCATION LEARNING OUTCOMES AND CORE CURRICULUM

| General Education Learning Outcomes | Core Courses with Linkages to General Education Learning Outcomes |
|---|--|
| 1. Communicate effectively through reading, writing, speaking, and listening. | <i>Areas A-E</i> All courses |
| 2. Manipulate and interpret numerical data, and apply mathematical operations and concepts to practical situations. | <i>Area A:</i> MATH 1113, 2201 <i>Area D:</i> All courses <i>Area E:</i> PSYC 1101; SOC 1101, 1160 |
| 3. Understand basic science concepts and the applications of the scientific method. | <i>Area C:</i> ARTS 211; PHIL 2210 <i>Area D:</i> All science courses <i>Area E:</i> ANTH 1102; PSYC 1101, SOC 2101, 1160 |
| 4. Appreciate natural phenomena and the enduring, yet fragile, nature of the global environment. | <i>Area B:</i> AMIR 1001 <i>Area D:</i> All science courses <i>Area E:</i> ANTH 1102; GEOG 1105, POLS 1101, 2101, 2401; SOC 1160 |
| 5. Demonstrate a knowledge of, and an ability to use, information technology. | <i>Areas A-E:</i> All courses |

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| <p>6. Understand and analyze the social, cultural, and political contexts as well as the ethical implications -of scientific and technological advances.</p> | <p><i>Area B:</i> AMIR 1001 <i>Area D:</i> BIOL 1101, 1102, 1107, 1108, 1109 CHEM 1101, 1102, 1122; CSCI 1135, PHYS 1011, 1012, 1111, 1112</p> |
| <p>7. Understand, appreciate, and value fine and applied arts as well as the social and historical contexts from which these art forms emerge.</p> | <p><i>Area B:</i> AMIR 1001 <i>Area C:</i> ART 1100, ARTS 2211; ENGL 2205; MUSI 1100, 1101</p> |
| <p>8. Understand and appreciate the diversity and commonalities of world cultures.</p> | <p><i>Area A:</i> ENGL 1101, 1102 <i>Area B:</i> AMIR 1001 <i>Area C:</i> ART 1100, ART 2211, ENGL 2110, 2130; MUSI 1100; PHIL 2201; HUM 1101, 1102; RELI 2201; FREN/SPAN 1002, 2001, 2002 <i>Area E:</i> ANTH 1102; GEOG 1105; HIST 2111,2112, 1111, 1112,2113; POLS 1101,2101,205; PSYC 1101; SOCI 1101,2103</p> |
| <p>9. Understand the historical, political, and cultural contexts from which contemporary issues develop.</p> | <p><i>Area B:</i> AMIR 1001 <i>Area E:</i> All courses</p> |
| <p>10. Demonstrate critical thinking skills, intellectual curiosity, independence of thought, and creativity.</p> | <p><i>Areas A-E:</i> All courses -Specifically AMIR 1001</p> |
| <p>11. Develop an enhanced sense of self-worth and an increased potential for growth and personal responsibility in curricular, co-curricular, and individual endeavors.</p> | <p><i>Areas A-E:</i> All courses</p> |

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| <p>12. Understand forces that help shape individual, societal, and cultural development.</p> | <p><i>Areas B:</i> AMIR 1001 <i>Area C:</i> ART 1100,2211; THEA 1100; ENOL 1110,2110,2205,2103; HUM 1101, 1102; MUSI 1100; PHIL 2201, 2210; RELI 2201; FREN/SPAN 1102, 2001, 2002 <i>Area E:</i> All courses</p> |
|--|--|

USE OF ASSESSMENT RESULTS

The college is now in the rudimentary stage of identifying actual assessment results and using those results for course and program improvement.

General education serves as the foundation for individual programs of study and makes up 42 hours of the 66 hours required for graduation. Additionally, while not a part of the Core, all AMC students enrolled in transfer programs must take ORNT 1100 the Seminar in Personal and Academic Development and five hours of Physical Education.

With these requirements in mind, AMC's General Education Program is not simply a curriculum made up of individual, isolated courses, but a systematic whole where students completing general education requirements are enriched with skills, attitudes and behaviors which prepare them to move successfully into a specific program of study.

The college's assessment efforts are driven by two fundamental questions:

1. How well are students learning?
2. What do our assessment results tell us that will help shape and improve the academic program?

STUDENTS WILL BE ABLE TO MANIPULATE AND INTERPRET NUMERICAL DATA, AND APPLY MATHEMATICAL OPERATIONS AND CONCEPTS TO PRACTICAL SITUATIONS

The Natural Science and Mathematics Division is responsible for providing course work relevant to the math requirement in area A (Essential Skills) of the University System of Georgia Core Curriculum. For most, the course requirement is Math 1111 (College Algebra). The Division Faculty has identified two learning outcomes for students successfully completing Area A of the Core. One of these outcomes states that *"students will be able to manipulate and interpret numerical data, and apply mathematical operations and concepts to practical situations."* Accordingly, it is expected that students who have completed the College Algebra or Math Modeling course with a grade of "C" or better will demonstrate mastery of appropriate algebraic concepts. Among the methods used to assess the extent to which students have attained this outcome is an analysis of students' scores on a comprehensive criterion-referenced department examination.

The data obtained from an analysis of Fall, 1998 and Fall, 1999 final grades and final exam scores for all sections of Math 1111 shows that of the students passing the course with a "C" or better in 1998, only 29% earned a grade of "C" or better on the final exam. In that the final exam was criterion-referenced, performance on the exam was taken as an indication of the extent to which students demonstrated mastery of appropriate algebraic concepts. Similarly, the data from Fall, 1999 course records showed that 17% of the students earning a grade of "C" or better in the course, made a score of "C" or better on the final examination.

The results of the analysis of this learning outcome for Mathematics has led to a number of recommendations to improve the overall performance of students enrolled the Math 1111 course at AMC. The data as well as anecdotal observations by Math Faculty have suggested that the entry level skills of many students registering for this course prohibit the success in mastering course goals and objectives. Thus, the Natural Science and Mathematics Division's Math Subcommittee has been charged to identify a suitable diagnostic/placement examination to be administered to students who seek to register for this course. Likewise, the Math subcommittee has been charged to write a policy for submission to the appropriate policy making bodies that would require students to pass the diagnostic/placement exam before enrolling in Math 1111. The Math Subcommittee would also identify alternative pathways for students failing to make a suitable score on the diagnostic/placement examination.

In an effort to improve pedagogy and course assessment, a well-known math educator, Dr. Sharma of Clark Atlanta University, presented an instructional model for College Algebra to several members to the AMC Math Faculty during the spring, 2000 semester. Of special interest was the use of on-line testing in math courses. Additionally, two full-time and two part-time members of the AMC Math Faculty attended a week-long workshop at CAU that addressed topics related to the reform of College Algebra courses, especially at Historically Black Colleges. This workshop was held at the start of the summer semester, 2000.

Lastly, a pilot study of the effectiveness of a required recitation session as a component of the Math 1111 course will be implemented in three sections of the course during the fall, 2000 semester. The course syllabi for three sections of Math 1111 have been modified to include credit for attendance and performance at weekly recitation sessions. The inclusion of a recitation session of this course follows a trend at institutions such as Xavier University that have demonstrated success in teaching science and math skills to minority students.

| MATHEMATICS LEARNING OUTCOMES | EXPECTED RESULTS | ASSESSMENT METHODS | ACTUAL RESULTS | HOW RESULTS WERE USED |
|--|--|--|--|---|
| <p>Students will be able to manipulate and interpret numerical data, and apply mathematical operations and concepts to practical situations.</p> | <p>1. Students who have completed College Algebra or Math Modeling with a grade of C or better will demonstrate mastery of appropriate algebraic concepts.</p> | <p>1a. Pre-and post-test scores on departmental exams will be compared.</p> <p>1b. Scores on a standardized Math Exam will be analyzed.</p> <p>1c. Scores on criterion-referenced departmental exams, including a common, comprehensive final exam will be analyzed.</p> | <p>Grades earned by students on the departmental comprehensive, criterion-referenced final examination in Math 1111:</p> <p>Fall'98 #%As = 18/5.7% #%Bs = 23/7.3% #%Cs = 38/12.1% #%As, Bs, & Cs = 79/25.1% % #Ds & Fs = 152/48.3% #%Fs = 79/25.1% #% Ws = 84/26.7% n= 315</p> <p>Fall'99 #% As = 17/4.7% #% Bs = 25/6.9% #% Cs = 44/12.10% #% As, Bs, & Cs = 86/23.7% #% Ds & Fs = 177/48.6% #% Fs = 122/33.5% #% Ws = 100/27.5% n= 364</p> <p>Performance of students earning a "C" or better on the departmental, comprehensive, criterion, reference exam:</p> <p>Fall'98 # students earning "C" or better in course = 79</p> | <p>Analysis of Data from an assessment of student performance on Math final exams lead to these actions:</p> <p>1) NSM Math Subcommittee charged to identify a suitable diagnostic placement exam for students entering Math 1111.</p> <p>2) NSM Math Subcommittee charged to write policy requiring students to pass diagnostic/placement exam before enrolling in Math 1111.</p> <p>3) Math Subcommittee charged to identify alternatives for students failing Math 1111 diagnostic/placement exam.</p> <p>4) Dr. Sharma of CAU presented model for College Algebra instruction and online testing to AMC Math Faculty during Spring Semester 2000.</p> <p>5) Two full-time and two part-time Math faculty members attended College Algebra reform workshop at CAU during the Summer, 2000.</p> <p>6) The effectiveness of required recitation sections as a component in Math 1111 will be studied via a pilot study</p> |

GENERAL EDUCATION LEARNING OUTCOMES Use
of Assessment Results

| MATHEMATICS LEARNING OUTCOMES | EXPECTED RESULTS | ASSESSMENT METHODS | ACTUAL RESULTS | HOW RESULTS WERE USED |
|-------------------------------|------------------|--------------------|---|---|
| | | | <p># students earning "C" or better on final =41/24.4% #1 students failing final = 127nS.6% #students taking finals =168 % students with grade of "C" or better making "C" or better on final =40/24%</p> <p>Fall'99 #students earning "C" or better in course =86 # students earning "C" or better in course as well as a "C" or better on the final exam =40/22% #students taking final exam = 189</p> | <p>involving four sections of Math 1111 Fall Semester. Course syllabi for these 4 sections have been modified to include credit for attendance at weekly recitation sessions.</p> |

**STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH
READING, WRITING, SPEAKING AND LISTENING**

Example 1

The Humanities and Fine Arts Division is responsible for providing course work relevant to the English requirement **in** Area A (Essential Skills) of the University System of Georgia Core Curriculum. All students **in** transfer programs are required to take both English 1101 and 1102 (Composition). Students are expected to earn a grade of "C" or better in these courses to illustrate their mastery of basic communication skills, as well as to meet the college's general education learning outcome which states that *Students will communicate effectively through reading, writing, speaking and listening*~

Among the methods used to assess the extent to which students have attained this outcome is an analysis of students' scores on the essay portion of the Regents' exam. The data obtained from an analysis of Regents' exam scores over the last two years indicate the following:

| | | |
|------------|--------------------------------|--------------------|
| Fall '98 | 66% first time test takers | 51 % Repeaters |
| Spring'99 | 56.91 % first time test takers | 46.34% Repeaters |
| Fall '99 | 60.53% first time test takers | 63.16% Repeaters , |
| Spring '00 | 57% first time test takers | 33% Repeaters |

As a result of this analysis, the English faculty is currently analyzing the Exit Writing Sample given at the end of English 1101 according to the grading parameters of the Regents' Exam. An English tutor has also been hired to assist students having difficulty passing the Regents test. A sub-committee has been established to examine ways of improving the writing of students' to increase performance on the Regents Test and help students to perform better in collegiate courses.

| LEARNING OUTCOMES | EXPECTED RESULTS | ASSESSMENT METHODS | ACTUAL RESULTS | HOW RESULTS WERE USED |
|--|--|---|--|--|
| <p>Student will be able to communicate effectively through reading, writing, speaking and listening.</p> | <p>1. Students with a GPA of 2.00 and earning 42 or more credit hours at Atlanta Metropolitan College will write fully developed compositions that demonstrate clear organization, rhetorical effectiveness and mechanical correctness</p> | <p>1a. Student's scores on the writing portion of the Regents Test will be analyzed.</p> <p>1b. Writing samples will be administered in selected courses.</p> <p>1c. Portfolios with samples of students' writing throughout their matriculation at the College will be maintained and evaluated.</p> | <p>1a. Regents' Essay scores were analyzed. First Time Takers Fall '98 -66% Spr '99 -56.91%</p> <p>Fall '99 -60.53% Spr '00-57%</p> <p>Repeaters Fall '98 -51% Spr '99 46.34%</p> <p>Fall '99 63% Spr '00-57%</p> <p>1b. Writing samples were administered and error analysis made. 75% of random sample of English 1101 exit essays were rated as acceptable by a panel of three English instructors.</p> <p>1c. Portfolios were begun in English 1101. Major errors were found to be grammatical in nature.</p> | <p>Analysis of data from an analysis of student performances on the Regents Test and an examination of writing samples in selected courses lead to these actions: RGTR 0199 (Regents Test Remediation Essay) reexamined by faculty to concentrate more on sentence level errors in course.</p> <p>Tutor was hired in English program to work one-on-one with students having difficulty passing Regents Exam.</p> <p>English subcommittee charged to examine feasibility of adding a required lab component to English 1101.</p> <p>Grammar mini workshops were conducted.</p> <p>Faculty currently involved in modification of English courses based on writing proficiency indicators. Specifically, English 1102 was modified to emphasize thematic organization.</p> |

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| <p style="text-align: center;">STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH READING, WRITING, SPEAKING AND LISTENING</p> |
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Example 2

While Learning Support has no direct responsibility for the Core, the Regents Remediation course in Reading and the Learning Support Reading courses are the only places in the curriculum where direct instruction in reading takes place. Because reading is essential to the success of all students, assessment results from the reading portion of the Regents Test and anecdotal information from instructors continue to indicate that much work is needed in this area.

The Regents Test Reading data revealed that AMC students who are first-time test takers pass the test at a much higher percentage than the students who are Repeaters. Although the test results revealed that the students taking the English test performed slightly better than those who take the Reading test, the analysis of the data are in line with the research conducted by Dr. Clifford Aldeman, Director of Research and Statistics, U.S. Department of Education, who says that "college students with reading deficiencies face serious academic difficulties in post secondary educational institutions."

A committee of Reading faculty are currently reviewing the Regents Test sub-scores to analyze the areas where students are having the most success and the most difficulties. The Regents Test Preparation course curriculum for Reading is being modified to help students achieve better results.

Additionally, a readability study is currently being conducted of all major college textbooks by Learning Support reading faculty to assess the reading level of the colleges' textbooks.

GENERAL EDUCATION LEARNING OUTCOMES
Use of Assessment Results

| LEARNING OUTCOMES | EXPECTED RESULTS | ASSESSMENT METHODS | ACTUAL RESULTS | HOW RESULTS WERE USED |
|---|--|--|--|---|
| <p>Students will be able to communicate effectively through reading, writing, speaking and listening.</p> | <p>2. Students earning 42 or more credit hours at Atlanta Metropolitan College will demonstrate comprehension skills and reading strategies necessary to master instructional material at the college level.</p> | <p>2a. Student scores on the reading portion of the Regents Test will be analyzed for repeaters, and international students.</p> | <p>2a. The results of the Regents Reading Tests from 1997-2000 revealed the following:</p> <p>'97-98 Fall Semester 69% Passed <u>Repeaters</u> 35% Passed</p> <p>1998 Spring Semester 62% Passed <u>Repeaters</u> 23% Passed</p> <p>1998 Summer Session 61 % Passed <u>Repeaters</u> 36% Passed</p> <p>'98-99 Fall Semester 67% Passed <u>Repeaters</u> 35% Passed</p> <p>1999 Spring Semester 63% Passed <u>Repeaters</u> 51 % Passed</p> <p>1999 Summer Session 47% Passed <u>Repeaters</u> 54% Passed</p> <p>'99-00 Fall Semester 53% Passed</p> | <p>2a. Results have been used to effect changes in Regents Remediation Reading courses.</p> <p>2b. Joint meeting between English/Reading faculties have been held with other disciplines (Social Science, History, Political Science) to determine methods subject matter teachers may use to help students master reading required in college textbooks.</p> <p>2c. A Task Force has been created to study how student's abilities in reading can be improved thereby increasing Regents Test scores in reading.</p> |

GENERAL EDUCATION LEARNING OUTCOMES
Use of Assessment Results

| LEARNING OUTCOMES | EXPECTED RESULTS | ASSESSMENT .METHODS | ACTUAL RESULTS | HOW RESULTS WERE USED |
|-------------------|------------------|---------------------|--|-----------------------|
| | | | <p><u>Repeaters</u> 43% Passed</p> <p>2000 Spring Semester 63% Passed</p> <p><u>Repeaters</u> 22% Passed</p> <p>2000 Summer Session 27% Passed</p> | |

**STUDENTS WILL DEMONSTRATE CRITICAL THINKING SKILLS,
INTELLECTUAL CURIOSITY, INDEPENDENCE OF THOUGHT, AND
CREATIVITY**

AMIR 1101 "Thinking, Learning and Communicating In Contemporary Society" represents the Area B portion of the general education curriculum and directly corresponds to the general education learning outcome that *"Students will demonstrate critical thinking skills, intellectual curiosity, independence of thought, and creativity."* The course purports to cultivate habits that strengthen critical thinking, reading, writing speaking, and foster an increased understanding of the individual's role and responsibility in the learning process. Using interdisciplinary themes and various instructional technologies, students examine and convey the logic of their thinking in written and oral forms. It is expected that students who complete this course with a "C" or better will demonstrate mastery of basic critical thinking skills.

Although critical thinking skills span the breadth of the curriculum, the faculty felt that AMC students would benefit from a specific course which addresses cross-cutting competencies (that is) knowledge and critical thinking skills required during any learning process, regardless of academic content. Examples of such competencies include conducting research, evaluating data, and communicating effectively. The college is only now beginning to assess the effectiveness of the course and the related learning outcome.

So far, the data collected has related to student's perceptions of their improvement in areas covered by the College. Standardized measures of critical thinking are being examined, as is a conflict resolution module as a hands-on, concrete application of critical thinking concepts.

GENERAL EDUCATION LEARNING OUTCOMES

Use of Assessment Results

| LEARNING OUTCOMES | EXPECTED RESULTS | ASSESSMENT METHODS | ACTUAL RESULTS | HOW RESULTS WERE USED |
|---|---|---|---|--|
| <p>Students will demonstrate critical thinking skills, intellectual curiosity, independence of thought, and creativity.</p> | <p>Students will comprehend the basic concepts and terminology of critical thinking and use such thinking to evaluate the logic of their own thinking and that of others.</p> | <p>Teachers will complete inventories of students' speaking and listening skills at the end of the course.</p> <p>Students will complete a questionnaire about their perceptions of the strengths and weaknesses of the course and the area in which they perceive themselves to have improved as a result of the course.</p> | <p>Student Survey given in AMIR revealed 89% of students thought that their critical thinking skills had improved; 91% wrote positive comments regarding the benefits of taking a critical thinking course; and 61% expressed that their reading comprehension had improved.</p> <p>A conflict resolution module was piloted in one section of AMIR as a way of making concrete more abstract critical thinking skills. 90% of students scored in the 90th percentile on the teacher designed Post Test.</p> | <p>A faculty committee is currently reviewing standardized tests of critical thinking skills for course adoption.</p> <p>AMIR Common course outline revised to include a greater focus on computers for research and word processing.</p> <p>The conflict resolution module continues to be piloted.</p> |

STUDENTS WILL UNDERSTAND THE HISTORICAL, POLITICAL, AND CULTURAL CONTEXTS FROM WHICH CONTEMPORARY ISSUES DEVELOP

As one of the major academic divisions at Atlanta Metropolitan College, the Social Sciences Division is responsible for providing courses that are required in Area E of the Core Curriculum. These required courses are: POLS-II01 -American Government and HIST-2111 - United States History I or HIST-2112 -United States History II. These courses are unique in that they each must contain a component about Georgia as prescribed by law. The 1953 Act of the Georgia Legislature requires that any person receiving a degree from a state-supported institution of higher learning must pass examinations in the histories of the United States and Georgia and the Constitutions of the United States and Georgia.

The Social Sciences Division has identified learning outcomes that are associated with the successful completion of Area E. One of the most important of these states that *Students who complete Area E will understand the historical, political, and cultural contexts from which contemporary issues develop.* Other social science courses offered by the Division, such as Psychology, Sociology, Anthropology and Social Work also assist students in developing the perspectives described in this outcome. This means, however, that students who successfully complete POLS-1101 and HIST-2111 or HIST2112 with a passing grade of C or better will understand the historical and political contexts in particular from which contemporary issues develop. Several methods are used by faculty in the Division to assess the extent to which these outcomes are being accomplished. These methods include: (1) essay examinations in which the Articles and Amendments of the United States and Georgia Constitutions must be explained, (2) scholarly papers written in accordance with the Turabian and American Psychological Association (APA) style manuals and oral presentation on significant historical, political issues and of course (3) grades earned in these courses.

The data obtained from an analysis of final grades earned in History-2111, History-2112 and POLS-II01 for all sections given between fall '98 and spring 2000 show that 50%-77% of students passed the course with a grade of "C" or better. The division has used these results to improve all three courses. The results of this analysis have also made the division sensitive to choices of textbooks and other reading material. The data, as well as anecdotal observations by Social Science faculty have suggested that the entry level reading skills of at least Y4 (one quarter) of the students entering the course are not sufficient for success in these courses. At such time data is available, the Division wishes to correlate reading scores with achievement in the above-required courses.

GENERAL EDUCATION LEARNING OUTCOMES Use
of Assessment Results

| Learning Outcome | Expected Results | Assessment Method | Actual Results | Use of Results |
|--|--|--|---|---|
| <p>Students will understand the historical, political, and cultural contexts from which contemporary issues develop.</p> | <p>Students who successfully complete Hist 2111 and Hist 2112 or POLS 1101 with a passing grade of "C" or better will understand the historical and political contexts from which contemporary issues develop.</p> | <p>1. Essay examinations in which the Articles and Amendments of the United States and Georgia Constitution will be analyzed.</p> <p>2. Scholarly papers and oral presentations on significant historical, political issues will be evaluated.</p> <p>3. Grades earned in Hist 2111,2112 and POLS 1101</p> | <p>Grades earned by students in History 2111, History 2112, and Pols 1101.</p> <p style="text-align: center;"><u>Fall 1998</u></p> <p>Hist2111 # and % of students passing with a grade of A, B, & C = 64/65%. # and % of students passing with a grade of D = 21/21%. # and % of students failing with a grade of F = 14/ 14%. N=99</p> <p>Hist2112 # and % of students passing with a grade of A, B, & C = 53/76%. # and % of students passing with a grade of D = 3/ 4% # and % of students failing with a grade of F = 14/14%. N=70</p> <p>Pols 1101 # and % of students passing with a grade of A, B, & C = 140/60%. # and % of students passing with a grade of D = 35 / 15%. # and % of students failing with a</p> | <p>Analysis of data from an assessment of student performance lead to the following actions which are used to continuously strengthen History 2111, 2112, and Pols 1101:</p> <p>(1) Course syllabi are reviewed annually and compared to those prepared at other institutions in metro Atlanta.</p> <p>(2) Pass and failure rates and summary reports on these courses are compared to those of colleagues at University System Advisory Committee meetings each Spring.</p> <p>Changes are implemented when significant differences are identified</p> <p>(3) Faculty in the Division are required to review new textbooks for these courses and hold discussions on changes that should be made to improve those courses.</p> |

| Learning Outcome | Expected Results | Assessment Method | Actual Results | Use of Results |
|------------------|------------------|-------------------|--|----------------|
| | | | <p>grade of F = 60/25% N=235.</p> <p style="text-align: center;"><u>Spring 1999</u></p> <p>Hist 2111 # and % of students passing with a grade of A, B, & C = 68/77% # and % of students passing with a grade of D = 10/11% # and % of students failing with a grade of F = 11/12%. N=89.</p> <p>Hist 2112 # and % of students passing with a grade of A, B, & C = 47/70% # and % of students passing with a grade of D = 8/12%. # and % of students failing with a grade of F = 12/18%. N=67.</p> <p>Pols 1101 # and % of students passing with a grade of A, B, & C = 148/64% # and % of students passing with a grade of D = 28/12% # and % of students failing with a grade of F = 57 /24% . N=233.</p> <p style="text-align: center;"><u>Fall 1999</u></p> <p>Hist 2111 # and % of students passing with a grade of A, B, & C = 69/68%. # and % of students passing with a grade of D = 12/12%. # and % of students failing with a</p> | |

| | | | | |
|--|--|--|----------------------|--|
| | | | grade of F = 21/20%. | |
|--|--|--|----------------------|--|

| Learning Outcome | Expected Results | Assessment Method | Actual Results | Use of Results |
|------------------|------------------|-------------------|--|----------------|
| | | | <p>N= 102. Hist 2112 # and % of students passing with a grade of A, B, & C = 52/74%. # and % of students passing with a grade of D = 8/11%. # and % of students failing with a grade of F = 11/15%. N=71 Pols 1101 # and % of students passing with a grade of A, B, & C = 138/52%. # and % of students passing with a grade of D = 60/23%. # and % of students failing with a grade of F = 66/25%. N=264. <u>Spring 2000 Hist 2111</u> # and % of students passing with a grade of A, B, & C = 86/72%. # and % of students passing with a grade of D = 11/9%. # and % of students failing with a grade of F = 23/19%. N= 120 Hist 2112 # and % of students passing with a grade of A, B, & C = 72/69%. # and % of students passing with a grade of D = 12/11%. # and % of students failing with a grade of F = 21/20%. N= 105. Pols 1101 # and % of students passing with a</p> | |

| | | | | |
|--|--|--|-------------------------------|--|
| | | | grade of A, B, & C = 159/69%. | |
|--|--|--|-------------------------------|--|

GENERAL EDUCATION LEARNING OUTCOMES

Use of Assessment Results

| Learning Outcome | Expected Results | Assessment Method | Actual Results | Use of Results |
|-------------------------|-------------------------|--------------------------|--|-----------------------|
| | | | # and % of students passing with a grade of D = 32/14%. # and % of students failing with a grade of F = 39/17%. N=230. | - |

**STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF, AND
ABILITY TO USE INFORMATION TECHNOLOGY**

Example 1

The Natural Science and Mathematics Division offers courses (Le. CSCI 1135, 1136, 1137, 1138, 1301 and 1302) that provide the specific coursework and experiences that many Atlanta Metropolitan College (AMC) students receive in the area of Technology (specifically Computer Technology). The course content and methodology of these courses help to ensure that AMC students will achieve the AMC learning outcome for technology; that is, they will *"demonstrate a knowledge of, and ability to use information technology."* Accordingly, the students successfully completing these courses are expected to be able to "effectively and functionally use at least one software application." To this end, CSCI 1135 (Introduction to Computers), is designed to provide an introduction to computer concepts and information processing. The course includes an overview of computer hardware, software, basic networking concepts, history of data processing systems, major trends in information systems, the Information Superhighway, social issues and career opportunities in information processing. An integral part of the course is hands-on experience with current applications software in word processing, electronic spreadsheets, database management systems and the Internet. The course, Fundamentals of Electronic Spreadsheets is a one credit course that provides the knowledge, skills and hands-on experiences needed to gain proficiency in using spread sheet applications in various disciplines. Similarly, CSCI 1137 focuses on database management software; while, CSCI 1138 focuses on the knowledge, skills and hands-on experiences needed to gain proficiency in accessing and using the Internet and Email. The Principles of Programming courses, (CSCI 1301 and 1302) provide similar experiences for students majoring in computer science who may or may not elect to take courses such as CSCI 1135, 1136 1137 and 1138 that are available to non-majors as area "D" electives.

The enrollment in computer science courses for majors as well as non-majors has steadily increased over the past two -three years. This pattern of increasing course enrollment suggests that AMC students are being provided the specific training needed to meet the learning outcome for Information Technology. To ensure that this learning outcome and the corresponding expected results are being achieved a number of assessment measures have been identified and implemented. For example, Computer Science Faculty routinely evaluates and maintains student course portfolios that contain samples of the documents and assignments (e.g., Microsoft Word, Microsoft EXCEL and Microsoft Access) that are completed each semester. These portfolios are also randomly reviewed by the Division Chair.

The review of selected student course portfolios suggests that students are achieving the desired learning outcome and expected results in the area of technology. However, the review and maintenance of portfolios (even diskettes) is cumbersome and limiting. Thus, a Microsoft Office Training and Assessment Application software package has been purchased to use for course pre- and post-assessment as well as to provide drill and practice for students. The assessment software package will provide a more complete and comprehensive assessment of the general education learning outcome in information technology for a larger number of students.

Additionally a review of previous assessment data and processes, has served as the impetus for the following decisions:

1. course content for CSCI 1135 has been revised/updated to include web page development and Power Point presentations as class assignments,
2. student competitions related to class assignments (e.g., web page development and Power Point presentations) have been added as assessment methods for courses that focus on applications and
3. further planning toward the full activation of a Computer Science Advisory Committee (including the development of a handbook) has been completed. The CSCI Advisory Committee will assist in the assessment of the technology learning outcome and the corresponding expected results.

| INFORMATION TECHNOLOGY LEARNING OUTCOMES | EXPECTED RESULTS | ASSESSMENT METHODS | ACTUAL RESULTS | HOW RESULTS WERE USED |
|--|--|---|---|---|
| Students will demonstrate a knowledge of, and ability to use Information Technology. | 2. Students earning 42 or more credit hours at Atlanta Metropolitan College with a 2.0 or better GPA will be able to effectively and functionally use at least one software application. | 2a. Computer lab usage records will be maintained and analyzed. 2b. Student responses to specific items (written and practical) on course/area/exit exams will be analyzed. 2c. Students will utilize information technologies to develop course papers. 2d. Students will utilize information technologies in developing and making oral presentations. 2e. Students will develop course portfolios. | Student portfolios for CSCI 1135 and programming courses (e.g., 1301, 1302, 1141, 1143 and 1145) have been maintained and reviewed by CSCI Faculty and the NS&M Division Chair. | <ol style="list-style-type: none"> 1) Course content for CSCI 1135 has been revised/updated to include web page development and the development of Power Point presentations. 2) Student competitions related to class assignments (e.g., web page development and Power Point presentations) have been added as assessment methods. 3) A Microsoft Training and Assessment software package has been purchased to use for course pre- and post- assessment as well as to provide drill and practice for students. 4) A handbook for a Computer Science Advisory Committee has been developed. This Committee will assist in the assessment of CS learning outcomes as well as the overall assessment of the Computer Science Program at AMC. |

**STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF, AND
ABILITY TO USE INFORMATION TECHNOLOGY**

Example 2

To ensure that all Atlanta Metropolitan College students are able to "*demonstrate a knowledge of and ability to use information technology*", a technology component was added to the required AMIR (Thinking, Learning and Communicating in Contemporary Society) course. The inclusion of such a component provided assurance that all transfer students would have a foundational technology experience that could be built upon as other courses are taken.

In addition, each English 1101 (Composition I) course has at least one weekly class session taught in a computer classroom. All essays for the course are required to be word-processed.

As presently designed, English 1102 (Composition II) focuses on students abilities to incorporate research in their writing. The Internet has become a useful tool in this regard.

Workshops are also provided through the Library and Academic Support Center to support students across the curriculum in making sure that they are knowledgeable about and able to use various information technologies.

GENERAL EDUCATION LEARNING OUTCOMES

| INFORMATION TECHNOLOGY LEARNING OUTCOMES | EXPECTED RESULTS | ASSESSMENT METHODS | ACTUAL RESULTS | HOW RESULTS WERE USED |
|---|---|--|---|--|
| <p>Students will demonstrate a knowledge of, and ability to use Information Technology.</p> | <p>2. Students earning 42 or more credit hours at Atlanta Metropolitan College with a 2.0 or better GPA will be able to effectively and functionally use at least one software application.</p> | <p>2a. Students' surveys will be analyzed for perceptions of self-improvement in word processing and ability to use information technologies.</p> <p>2b. Students' use of word processing and use of information technologies in the writing of academic papers will be analyzed.</p> <p>2c. AMIR teachers will be surveyed regarding students' pre-existing abilities in word processing and the use of computer technology for research.</p> | <p>Comparatively few students perceived themselves as improving in word processing and use of information technologies because of AMIR.</p> <p>Teachers report most students have elementary word processing and skill in use of information technologies for research.</p> | <p>A word processing module taught by a word processing specialist was put into place for each section of AMIR.</p> <p>A computer research module taught by the reference librarian was put into place for each section of AMIR.</p> |

ANNUAL ACADEMIC ASSESSMENT CYCLE

Responsibility for assessment rests with individual division members, with divisional committees and with the division chair.

June -September (Preceding each academic year)

All surveys, interviews, portfolio reviews, common exams and other methods of assessment should be carefully designed to serve assessment purposes. That is, each must be chosen or designed to provide evidence which can be used to improve program effectiveness.

September

Course Syllabi reviewed by division chair and division members to insure that program of study coursework contains assignments designed to enhance expected knowledge and skills.

October -February

Data collected from individual discipline assessments.

March -April

Data from individual discipline assessments collected, evaluated and analyzed and shared with divisional faculty. A year-end summary statement of analyses and ' interpretation of assessment evidence communicated to division by discipline program of study committee.

May

Units discuss results obtained from assessment and formulate specific recommendations as to changes in course content, the addition and deletion of courses, changes in course sequencing, changes in program requirements etc. A year-end summary statement of analyses and interpretation of assessment evidence communicated to VPAA.

AGRICULTURE

Upon completion of **Area F** requirements for **Agriculture**, students should be able to:

1. Perform successfully in junior and senior level science courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and research.
3. Demonstrate an understanding of basic concepts in biology, chemistry and physics.
4. Demonstrate knowledge of the impact of science on society and the global environment
5. Utilize critical thinking skills in analyzing scientific theories and research.
6. Demonstrate the ability to effectively express scientific ideas orally and in writing.
7. Gather and analyze information from primary and secondary sources.

ANTHROPOLOGY

Upon completion of **Area F** requirements for **Anthropology**, students should be able to:

1. Perform successfully in junior and senior level anthropology courses.
2. Explain how at least two methodologies are used in archeological research. One of the methodologies must be a form of technology.
3. Correctly explain the advantages and disadvantages of at least two types of archeological dating techniques.
4. Demonstrate knowledge and understanding of the subdivisions of anthropology.
5. Utilize critical thinking skills in analyzing anthropological problems.
6. Demonstrate an understanding of the relationship between culture and human behavior.
7. Demonstrate an understanding of how ethnography takes the disparate characteristics of human cultures and weaves them into a science of culture based on relativism.

ART

Upon completion of Area F requirements for Art, students should be able to:

1. Demonstrate knowledge of a variety of visual art disciplines at the introductory level.
2. Select a specific major among the various visual art disciplines.
3. Demonstrate problem solving skills as a result of experiences in Visual art courses.
4. Use research and knowledge of resources including information technology to enhance creativity in visual art projects.

BIOLOGY

Upon completion of Area F requirements for Biology, students should be able to:

1. Perform successfully in junior and senior level Biology courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and research.
3. Demonstrate knowledge of basic biological and chemical concepts.
4. Demonstrate knowledge of the impact of science on society and the global environment
5. Utilize critical thinking skills in analyzing scientific theories and research.
6. Demonstrate the ability to effectively express scientific ideas orally and in writing.
7. Gather and analyze information from primary and secondary sources.

BUSINESS ADMINISTRATION

Upon completion of **Area F** requirements for **Business Administration**, students should be able to:

1. Demonstrate an understanding of various business activities, current trends in business and general knowledge of business environments from a global perspective.
2. Demonstrate an understanding of fundamental accounting concepts, principles and applications.
3. Demonstrate an understanding of fundamental economic concepts, principles and applications.
4. Demonstrate an understanding of general computer and information systems concepts and applications.
5. Demonstrate the ability to effectively communicate in various business settings.

BUSINESS EDUCATION

Upon completion of **Area F** requirements for **Business Education**, students should be able to:

1. Demonstrate an understanding of basic business terminology and concepts.
2. Demonstrate an understanding of general computer and information concepts and applications.
3. Demonstrate an ability to effectively communicate in various business settings.
4. Demonstrate a general understanding of teaching as a profession and issues relevant to classroom teaching.

CHEMISTRY

Upon completion of **Area F** requirements for **Chemistry**, students should be able to:

1. Perform successfully in junior and senior level chemistry courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and research.
3. Demonstrate knowledge of basic chemical concepts as well as mathematical skills as they relate to the study of chemistry.
4. Demonstrate an ability to apply concepts of chemistry and mathematics to solve related problems.
5. Demonstrate knowledge of the impact of science on society and the global environment
6. Utilize critical thinking skills in analyzing scientific theories and research.
7. Demonstrate the ability to effectively express scientific ideas orally and in writing.
8. Gather and analyze information from primary and secondary sources.

COMPUTER SCIENCE

Upon completion of **Area F** requirements for **Computer Science**, students should be able to:

1. Perform successfully in junior and senior level Computer Science courses.
2. Demonstrate an understanding of the principles of computer science and logic.
3. Demonstrate the ability to apply concepts of computer science and mathematical skills to solve related problems.
4. Demonstrate knowledge of the impact of computers and computer science on society and the global environment.
5. Utilize critical thinking skills in analyzing computer related problems.
6. Demonstrate the ability to effectively express computer science concepts orally and in writing.
7. Gather and analyze information from primary and secondary sources.

CRIMINAL JUSTICE

Upon completion of **Area F** requirements for **Criminal Justice**, students should be able to:

1. Perform successfully in junior and senior level criminal justice courses.
2. Identify and assess information regarding various work groups in the Criminal Justice System.
3. Demonstrate knowledge and understanding of the various types of crimes and the demographics of each.
4. Demonstrate an understanding of the historic development and current trends of law enforcement.
5. Demonstrate an understanding of how courts, correction and law enforcement facilities operate.
6. Utilize critical thinking skills in analyzing criminal justice problems.

ENGLISH

Upon completion of **Area F** requirements for **English**, students should be able to:

1. Demonstrate competence in written and oral expression.
2. Demonstrate a basic knowledge of an appreciation for literature.
3. Use critical thinking skills to construct, substantiate and criticize interpretations of various texts and socio-cultural issues.

FAMILY AND CONSUMER SCIENCE

Upon completion of **Area F** requirements for **Family and Consumer Science**, students should be able to:

1. Utilize critical thinking skills in analyzing Family and Consumer Science/Home Economics problems.
2. Demonstrate knowledge and understanding of textile products and clothing selection.
3. Demonstrate an understanding of the relationships of nutrition needs and food choices to optimum health.
4. Demonstrate a knowledge of basic social science, natural science and mathematical concepts related to Family and Consumer Science.
5. Demonstrate an understanding of individual and family development with special emphasis on family interpersonal relations.

FOREIGN LANGUAGE

Upon completion of **Area F** requirements for **Foreign Language**, students should be able to:

1. Manipulate the phonology of target language as a spoken signal and as a written signal.
2. Comprehend spoken examples of a target language.
3. Write short essays in a target language.
4. Read the target language utilizing the vocabulary appropriate for their level.

FORESTRY

Upon completion of **Area F** requirements for **Forestry**, students should be able to:

1. Perform successfully in junior and senior level science courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and in research.
3. Demonstrate an understanding of basic biological, chemical and mathematical concepts.
4. Demonstrate knowledge of the impact of science on society and the global environment
5. Utilize critical thinking skills in analyzing scientific theories and research.
6. Demonstrate the ability to effectively express scientific ideas orally and in writing.
7. Gather and analyze information from primary and secondary sources.

GEOGRAPHY

Upon completion of **Area F** requirements for **Geography**, students should be able to:

1. Demonstrate an understanding of the agricultural and the industrial/technological revolutions which led to the modern human world.
2. Demonstrate an understanding of the demographical characteristics of developed and developing regions of the world.
3. Utilize critical thinking skills in analyzing geography problems.
4. Demonstrate knowledge of the relationship among geographical natural resources and historic economic development of the major regions of the world.
5. Demonstrate an understanding of the communication and transportation networks in the developed and developing world.

GEOLOGY

Upon completion of **Area F** requirements for **Geology**, students should be able to:

1. Perform successfully in junior and senior level science courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and in research.
3. Demonstrate an understanding of basic chemical and geological concepts.
4. Demonstrate knowledge of the impact of science on society and the global environment
5. Utilize critical thinking skills in analyzing scientific theories and research.
6. Demonstrate the ability to effectively express scientific ideas orally and in writing.
7. Gather and analyze information from primary and secondary sources.

HEALTH AND PHYSICAL EDUCATION

Upon completion of **Area F** requirements for **Health and Physical Education**, students should be able to:

1. Perform successfully in junior or senior level recreational leadership courses.
2. Utilize critical thinking skills in analyzing health and physical education problems.
3. Demonstrate a basic knowledge of human anatomy and physiology as they relate to Physical Education.
4. Apply the basic concepts of wellness while utilizing physical activities to promote a quality of life.
5. Demonstrate a basic understanding of the fine arts as they relate to health and physical education.
6. Demonstrate a knowledge of fundamental concepts of physical education and recreation.

HEALTH INFORMATION MANAGEMENT

Upon completion of **Area F** requirements for **Health Information Management**, students should be able to:

1. Perform successfully in junior and senior level Health Information Management courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and in research.
3. Demonstrate an understanding of basic biological concepts related to Health Information Management.
4. Demonstrate knowledge of introductory concepts and methods of accounting.
5. Demonstrate knowledge of the impact of science on society and the global environment
6. Utilize critical thinking skills in the analysis of scientific concepts and research.
7. Demonstrate the ability to effectively express scientific ideas orally and in writing.
8. Gather and analyze information from primary and secondary sources.

HISTORY

Upon completion of **Area F** requirements for **History**, students should be able to:

1. Perform successfully in junior and senior level history classes.
2. Utilize critical thinking skills in analyzing historical problems.
3. Demonstrate a knowledge of significant historical material and of the major questions associated with history.
4. Demonstrate a knowledge of the basic themes associated with selected time periods.
5. Demonstrate an understanding of different historical interpretations and explain reasons for such differences.
6. Gain a greater understanding of the relevance of history.

MASS COMMUNICATION

Upon completion of **Area F** requirements for **Mass Communication**, students should be able to:

1. Demonstrate knowledge of the key textual features of modern news writing.
2. Differentiate between credible and unsubstantiated accounts.
3. Demonstrate an understanding of the key features of modern broadcast media, particularly television, radio, and web-based forms.
4. Have produced a substantial portfolio which showcases their work in traditional and electronic/digital media.
5. Have a comprehensive understanding of the general principles and standards of modern Mass Communications.

MATHEMATICS

Upon completion of **Area F** requirements for **Mathematics**, students should be able to:

1. Perform successfully in junior and senior level Mathematics courses.
2. Demonstrate knowledge of the concepts of mathematics through calculus III (Multivariate Analysis).
3. Demonstrate the ability to apply mathematical concepts through Calculus III to solve related problems.
4. Utilize critical thinking skills in analyzing mathematical theories and research.
5. Demonstrate the ability to effectively express mathematical concepts orally and in writing.
6. Gather and analyze information from primary and secondary sources.
7. Demonstrate knowledge of the impact of mathematics on the sciences and society.

MUSIC

Upon completion of **Area F** requirements for **Music**, students should be able to:

1. Demonstrate an understanding of the theoretical concepts of music notation.
2. Demonstrate a knowledge of music history and literature.
3. Demonstrate musical knowledge and performance practices indigenous to an ensemble.
4. Demonstrate musical knowledge and performance practices indigenous to their chosen applied instrument.

OFFICE ADMINISTRATION/SECRETARIAL SCIENCE

Upon completion of **AREA F** requirements for **Office Administration/Secretarial Science**, students should be able to:

1. Demonstrate an understanding of basic business terminology and concepts.
2. Demonstrate an understanding of fundamental financial accounting concepts, principles, and applications.
3. Demonstrate an understanding of fundamental economic concepts, principles, and applications.
4. Demonstrate an understanding of general computer and information concepts and applications.
5. Demonstrate an ability to effectively communicate in various business settings.

PHILOSOPHY

Upon completion of **Area F** requirements for **Philosophy**, students should be able to:

1. Demonstrate the academic background knowledge needed to be prepared for upper level philosophy courses in their intended areas of concentration.
2. Demonstrate a familiarity with the history of Western philosophy and/or the methodology of non-symbolic logic.
3. Demonstrate knowledge of varied historical and contemporary theoretical perspectives in philosophy.
4. Demonstrate a speaking and reading knowledge of a foreign language useful in the study of Western philosophy at the upper division level.

PHYSICS

Upon completion of **Area F** requirements for **Physics**, students should be able to:

1. Perform successfully in junior and senior level Physics courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and in research.
3. Demonstrate knowledge of basic Physics concepts as well as mathematical skills as they relate to the study of Physics.
4. Demonstrate an ability to apply concepts of Physics and Mathematical skills to solve related problems.
5. Demonstrate knowledge of the impact of science on society and the global environment.
6. Utilize critical thinking skills in analyzing scientific theories and research.
7. Demonstrate the ability to effectively express scientific ideas orally and in writing.
8. Gather and analyze information from primary and secondary sources.

PRE-DENTAL HYGIENE

Upon completion of **Area F** requirements for **Pre-Dental Hygiene**, students should be able to:

1. Perform successfully in junior and senior level Dental Hygiene courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and in research.
3. Demonstrate knowledge of the concepts of Biology and Chemistry as they relate to Dental Hygiene.
4. Demonstrate an understanding of the impact of science on society and the global environment
5. Utilize critical thinking skills in analyzing scientific research and theories.
6. Demonstrate the ability to effectively express scientific ideas orally and in writing.
7. Gather and analyze information from primary and secondary sources.

PRE-ENGINEERING

Upon completion of **Area F** requirements for **Pre-Engineering**, students should be able to:

1. Perform successfully in junior and senior level Engineering courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and in research.
3. Demonstrate knowledge of Physics and Mathematical concepts and skills as they relate to the study of Engineering.
4. Demonstrate an ability to apply concepts of Physics and Mathematical skills to solve Engineering problems.
5. Demonstrate knowledge of the impact of science and engineering on society and the global environment
6. Utilize critical thinking skills in analyzing scientific theories and research.
7. Demonstrate the ability to effectively express scientific ideas orally and in writing.
8. Gather and analyze information from primary and secondary sources.

PRE-ENGINEERING TECHNOLOGY

Upon completion of **Area F** requirements for **Pre-Engineering Technology**, students should be able to:

1. Perform successfully in junior and senior level Engineering Technology courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and in research.
3. Demonstrate knowledge of Physics and Mathematical concepts and skills as they relate to the study of Engineering Technology.
4. Demonstrate an ability to apply concepts of Physics and Mathematical skills to solve Engineering problems.
5. Demonstrate knowledge of the impact of science and engineering on society and the global environment.
6. Utilize critical thinking skills in analyzing scientific theories and research.
7. Demonstrate the ability to effectively express scientific ideas orally and in writing.
8. Gather and analyze information from primary and secondary sources.

PRE-MEDICAL TECHNOLOGY

Upon completion of **Area F** requirements for **Pre-Medical Technology**, students should be able to:

1. Perform successfully in junior and senior level Medical Technology courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and in research.
3. Demonstrate knowledge of the concepts of Biology and Chemistry as they relate to Medical Technology.
4. Demonstrate an understanding of the impact of science on society and the global environment
5. Utilize critical thinking skills in analyzing scientific theories and research.
6. Demonstrate the ability to effectively express scientific ideas orally and in writing.
7. Gather and analyze information from primary and secondary sources.

PRE-NURSING

Upon completion of **Area F** requirements for **Pre-Nursing**, students should be able to:

1. Perform successfully in Nursing courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and in research.
3. Demonstrate knowledge of the concepts of Biological, Chemical and Mathematical concepts as they relate to the study of Nursing.
4. Demonstrate knowledge of introductory concepts of Psychology.
5. Demonstrate an understanding of the impact of science on society and the global environment
6. Utilize critical thinking skills in the analysis and application of scientific concepts and research.
7. Demonstrate the ability to effectively express scientific ideas orally and in writing.
8. Gather and analyze information from primary and secondary sources.

PRE-OCCUPATIONAL THERAPY

Upon completion of **Area F** requirements for **Pre-Occupational Therapy**, students should be able to:

1. Perform successfully in junior and senior level Occupational Therapy courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and in research.
3. Demonstrate knowledge of introductory concepts in Biology, Chemistry, Physics and Psychology related to Occupational Therapy.
4. Demonstrate an understanding of the impact of science on society and the global environment
5. Utilize critical thinking skills in the analysis and application of scientific concepts and research.
6. Demonstrate the ability to effectively express scientific ideas orally and in writing.
7. Gather and analyze information from primary and secondary sources.

PRE-PHYSICAL THERAPY

Upon completion of **Area F** requirements for **Pre-Physical Therapy**, students should be able to:

1. Perform successfully in junior and senior level Physical Therapy courses.
2. Demonstrate an understanding of the scientific method and utilize it in solving problems and in research.
3. Demonstrate knowledge of introductory concepts in Biology, Chemistry, and Physics related to Physical Therapy.
4. Demonstrate knowledge of introductory concepts of Psychology.
5. Demonstrate an understanding of the impact of science on society and the global environment
6. Utilize critical thinking skills in the analysis and application of scientific concepts and research.
7. Demonstrate the ability to effectively express scientific ideas orally and in writing.
8. Gather and analyze information from primary and secondary sources.

POLITICAL SCIENCE

Upon completion of **Area F** requirements for **Political Science**, students should be able to:

1. Perform successfully in junior and senior level political science courses.
2. Utilize critical thinking skills in analyzing political problems.
3. Demonstrate an understanding of the nature, scope, approaches and concepts of political science and of basic theories and ideologies.
4. Demonstrate an understanding of the input agencies (the process for political socialization, interest groups, political parties, representation and elections) and output agencies (the legislative, executive and judicial branches) of government.
5. Demonstrate an understanding of the public bureaucracy and the schools of thought and approaches to public administration.
6. Demonstrate an understanding of political systems of Western and Non-Western countries and the concepts, evolution, processes and consequences of transnational politics.

PSYCHOLOGY

Upon completion of **Area F** requirements for **Psychology**, students should be able to:

1. Perform successfully in junior and senior level psychology courses.
2. Demonstrate knowledge of varied historical and contemporary theoretical perspectives in psychology.
3. Demonstrate knowledge of varied psychological concepts, constructs and theories.
4. Present a written report on a psychological issue which the student has conceptualized.
5. Articulate an understanding of the multidimensional factors that impact and shape the various domains of human growth, development and behavior.

RECREATIONAL LEADERSHIP

Upon completion of **Area F** requirements for **Recreational Leadership**, students should be able to:

1. Perform successfully in junior or senior level recreational leadership courses.
2. Demonstrate an understanding of the basic concepts of wellness and utilize physical activity to promote a better quality of life. .
3. Demonstrate an understanding of the fundamental concepts of Physical Education and Recreation.
4. Demonstrate an understanding of the requirements for employment in Recreational Leadership for public and private agencies.

SOCIAL WORK

Upon completion of **Area F** requirements for **Social Work**, students should be able to:

1. Perform successfully in junior and senior level Social Work courses.
2. Demonstrate an effective use of technology in Social Work.
3. Identify and assess information regarding social problems.
4. Utilize critical thinking skills in analyzing social problems.
5. Demonstrate knowledge and understanding of the history of social welfare.
6. Demonstrate a knowledge of available social welfare services.
7. Demonstrate an understanding of the laws related to Social Work.

SPEECH

Upon completion of **Area F** requirements for **Speech**, students should be able to:

1. Demonstrate knowledge of guidelines and situations that influence oral communication in a variety of settings.
2. Recognize that each individual communicates via a distinct style.
3. Demonstrate effective public speaking skills.
4. Demonstrate knowledge of theater history and types of dramatic presentations.
5. Discuss the historical importance of theater as an expression of political and aesthetic values.
6. Demonstrate through performance, vocal variety and characterization of dramatic readings.

SOCIOLOGY

Upon completion of **Area F** requirements for **Sociology**, students should be able to:

1. Perform satisfactorily in junior and senior level sociology courses.
2. Understand the interdependence of the components that make up human society--individuals, groups, and institutions.
3. Understand the role of scientific inquiry which is used to study the components that make up human society--individuals, groups, and institutions.
4. Utilize critical thinking skills in analyzing sociological problems.
5. Have knowledge of the forces and events which shape individual, societal, and cultural development.

TEACHER EDUCATION

Upon completion of **Area F** requirements for **Teacher Education**, students should be able to:

1. Provide students with an understanding of the history and importance of public education in the United States.
2. Demonstrate an understanding of governmental involvement in education and the origins of private education.
3. Utilize critical thinking skills in analyzing educational problems.
4. Master the competencies required for the Praxis I series sponsored by Educational Testing Services.

URBAN STUDIES

Upon completion of **Area F** requirements for **Urban Studies**, students should be able to:

1. Demonstrate an analytical grasp of the history of cities and of the sociological forces revealed by that history.
2. Demonstrate an analytical grasp of the range and variety of theories of urban development and of societal organization.
3. Demonstrate an ability to correctly explain the development of contemporary urban areas in general and U.S. metropolitan society in particular.
4. Demonstrate an ability to describe the nature of urban U.S. society, its structures and populations and relate these to common urban problems.
5. Explain and evaluate the notion of urban crisis in the United States, and to describe at least two approaches to urban planning.
6. Discuss urbanization patterns and problems in at least two less-developed regions of the world.
7. Perform successfully in junior and senior level urban life courses.

ACCOUNTANCY

Upon completion of **Area F** requirements for **Accountancy**, students should be able to:

1. Demonstrate a working knowledge of generally accepted principles and practices of financial, managerial, cost, and taxation accounting and auditing.
2. Demonstrate a basic understanding and working knowledge of computer applications appropriate to accounting.
3. Demonstrate an understanding of various business activities and general business knowledge.
4. Demonstrate an understanding of fundamental economic concepts, principles and applications.
5. Students will demonstrate an understanding of general computer and information systems concepts and applications.
6. Students will demonstrate the ability to effectively communicate in various business settings.

BUSINESS MANAGEMENT

Upon completion of **AREA F** requirements for **Business Management**, students should be able to:

1. Demonstrate a basic understanding and working knowledge of management principles and concepts.
2. Demonstrate an understanding of principles and concepts, styles, and functions of management.
3. Demonstrate an understanding of fundamental accounting concepts, principles and applications.
4. Demonstrate an understanding of fundamental economic concepts, principles and applications.
5. Demonstrate an understanding of general computer and information systems concepts and applications.
6. Demonstrate the ability to effectively communicate in various business settings.

COMPUTER INFORMATION SYSTEMS

Upon completion of **Area F** requirements for **Computer Information Systems**, students should be able to:

1. Perform successfully in junior and senior level Computer Science courses.
2. Demonstrate an understanding of the principles of computer science and logic.
3. Demonstrate an understanding of the fundamental principles of accounting.
4. Demonstrate the ability to apply concepts of computer science and mathematical skills to solve related problems.
5. Demonstrate the ability to apply principles of accounting and mathematical skills to solve related problems.
6. Demonstrate knowledge of the impact of computers and computer science on society and the global environment.
7. Utilize critical thinking skills in analyzing computer related problems.
8. Demonstrate the ability to effectively express computer science concepts orally and in writing.
9. Gather and analyze information from primary and secondary sources.

HUMAN SERVICES

Upon completion of **Area F** requirements for **Human Services**, students should be able to:

1. Demonstrate an understanding of the nature and source of social problems and the services required to resolve them.
2. Demonstrate an understanding of the duties and responsibilities of Human Service workers in the fields of mental health, corrections and public welfare.
3. Demonstrate an understanding of the history of social welfare.
4. Utilize critical thinking skills in analyzing human services problems.

INFORMATION TECHNOLOGY

Upon completion of **AREA F** requirements for **Information Technology**, students should be able to:

1. Design, implement, manage, and evaluate state-of-the-art information systems.
2. Demonstrate an understanding of various business activities and general business knowledge.
3. Demonstrate an understanding of fundamental financial accounting concepts, principles and applications.
4. Demonstrate an understanding of fundamental economic concepts, principles and applications.
5. Demonstrate an understanding of general computer and information systems concepts and applications.
6. Demonstrate the ability to effectively communicate in various settings.

RECREATIONAL LEADERSHIP

Upon completion of **Area F** requirements for **Recreational Leadership**, students should be able to:

1. Perform successfully in junior or senior level recreational leadership courses.
2. Demonstrate an understanding of the basic concepts of wellness and utilize physical activity to promote a better quality of life.
3. Demonstrate an understanding of the fundamental concepts of Physical Education and Recreation.
4. Demonstrate an understanding of the requirements for employment in Recreational Leadership for public and private agencies.

TEACHER ASSISTANCE

Upon completion of **Area F** requirements for **Teacher Assistance**, students should be able to:

1. Demonstrate an understanding of the requirements for licensure as a paraprofessional teacher in the Georgia public schools.
2. Demonstrate an understanding of the fundamentals of effective verbal and written communications.
3. Demonstrate an understanding of the importance of education in society.
4. Demonstrate an understanding of basic social science concepts.

VOCATIONAL EDUCATION

Upon completion of **Area F** requirements for **Vocational Education**, students should be able to:

1. Demonstrate an understanding of vocational education in the United States.
2. Demonstrate an understanding of federal and state involvement and requirements for vocational education in Georgia.
3. Demonstrate an understanding of natural science and social science concepts to develop the foundation.
4. Demonstrate an understanding of the acquisition of skills required to perform effectively in vocational education.

CERTIFICATE PROGRAM

Criminal Justice

Option I. Management and Supervision

Upon completion of "Area F" of the Criminal Justice Clerical and Secretarial Program, students will be able to:

1. Demonstrate an understanding of Criminal Justice systems.
2. Demonstrate an understanding of the historic development and current trends of law enforcement, the judicial systems, punishment and corrections.
3. Demonstrate competency and efficiency in using managerial and supervision skills.
4. Demonstrate proficiency in the use of basic computer applications.
5. Demonstrate an understanding of how courts, corrections and law enforcement facilities operate by making at least one visit to each.

Option II. Management and Supervision

Upon completion of "Area F" of the Criminal Justice Clerical and Secretarial Program, students will be able to:

1. Demonstrate an understanding of Criminal Justice systems.
2. Demonstrate an understanding of the historic development and current trends of law enforcement, the judicial systems, punishment and corrections.
3. Demonstrate competency and efficiency in using clerical and secretarial skills.
4. Demonstrate proficiency in the use of basic computer applications.
5. Demonstrate an understanding of how courts, corrections and law enforcement facilities operate by making at least one visit to each.

OFFICE ADMINISTRATION TECHNOLOGY

Upon completion of **AREA F** requirements for **Office Administration Technology**, students should be able to:

1. Demonstrate an understanding of basic business terminology and concepts.
2. Demonstrate an understanding of general computer and information concepts and applications.
3. Implement, manage, and utilize state-of-the-art computer applications in a general business setting.
4. Demonstrate an understanding of fundamental financial accounting concepts, principles and applications.
5. Demonstrate an ability to effectively communicate in various business settings.

JOINT PROGRAMS

Joint programs require completion of the diploma requirements of Atlanta Technical College and completion of at least 20 hours of academic work at Atlanta Metropolitan College. Students in these programs must meet the admission requirements of both Atlanta Technical College and Atlanta Metropolitan College and must be formally admitted into both institutions. Atlanta Metropolitan College offers the general education portion of the program with Atlanta Technical College offering the technical component. Associate of Applied Science Joint Programs with Atlanta Technical College have been developed in the following fields:

Accounting

Aviation Maintenance Technology

Avionics Maintenance Technology

Child Development and Related Care

Computer Information System

Dental Assisting

Dental Laboratory Technology

Drafting

Electronics Technology

Information and Office Technology

Legal Assisting

Medical Laboratory Technology

Medical Assisting

Practical Nursing

Visual Communications

| Learning Outcomes | Expected Results | Assessment Methods |
|---|---|--|
| <p>A. Upon completion of the General Education Curriculum at AMC, students enrolled in joint programs will demonstrate the ability to communicate effectively through listening, reading, writing and speaking.</p> | <ol style="list-style-type: none"> 1. Students completing at least twenty hours of general education credits at AMC will write full-developed compositions that demonstrate clear organization, rhetorical effectiveness and mechanical correctness. 2. Students earning at least 20 hours of general education credit at AMC will read at the collegiate level. 3. Students earning at least twenty hours of general education credits at AMC will give full developed oral presentations. 4. Students earning at least twenty hours of general education credit at AMC will demonstrate effective listening capabilities. | <ol style="list-style-type: none"> 1a. Student writing samples administered in selected courses will be evaluated. 1b. Portfolios with samples of the students' writing throughout their matriculation at the College will be maintained and evaluated. 2a. Reading scores on the Compass reading exams will be analyzed. 3a. Oral presentations delivered by students will be evaluated. 3b. Defenses of oral presentations made by students will be evaluated. 4a. Students responses to a set of oral instructions requiring them to distinguish between points of agreement/disagreement and ambiguity will be evaluated. 4b. A listening skills inventory will be administered and evaluated |

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| <p>B. Upon completion of the General Education Curriculum at AMC, students enrolled in joint programs will be able to manipulate and interpret numerical data, and apply mathematical operations and concepts to practical situations.</p> <p>C. Upon completion of the General Education Curriculum at AMC, students enrolled in joint programs will exhibit an enhanced sense of self-worth and an increased potential for growth and personal responsibility.</p> | <ol style="list-style-type: none"> 1. Students completing College Algebra with a grade of “C” or better will demonstrate a mastery of appropriate algebraic concepts. 2. Students completing College Algebra with a grade of “C” or better will demonstrate the ability to apply mat skills and concepts in their career fields. 3. Students earning at least twenty hours of general education credits at AMC will score satisfactorily on measures of self-worth and personal growth. | <ol style="list-style-type: none"> 1a. Student performance on a standardized/normed test will be evaluated and analyzed. 1b. The performance of students on course exams including a department final will be evaluated. 2a. Students performance on a standardized/normed test will be evaluated and analyzed. 2b. The performance of students on course exams including departmental final will be evaluated. 2c. Data obtained from a faculty survey will be analyzed. 2d. Data obtained from a student survey will be analyzed. 1a. Student performance on an inventory assessing self-worth will be analyzed. |
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| <p>D. Upon completion of the General Education Curriculum at AMC, students enrolled in joint programs will demonstrate critical thinking skills, intellectual curiosity, independence of thought, and creativity.</p> | <ol style="list-style-type: none"> 1. Students earning at least twenty hours of general education credits at AMC will comprehend the basic concepts of critical thinking and evaluate the logic of their own thinking and that of others. 2. Students earning at least twenty general education credits at AMC will apply elements and standards of critical thinking in oral and written communications. | <ol style="list-style-type: none"> 1a. Data obtained from a faculty survey will be analyzed. 1b. Data from a student survey will be analyzed. 1c. Exams that measure knowledge of critical thinking skills will be administered and evaluated. 2a. Data obtained from faculty survey will be analyzed. 2b. Data obtained from a student survey will be analyzed. 2c. Essays in selected courses will be evaluated. 2d. Items on course exams that require thinking skills will be evaluated. |
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