GELO ASSESSMENT SUMMARY, Fall 2012

(The following is based upon a sampling of the Course/Program Assessment Reporting forms.

It is compiled by the SLO Coordinator, reviewed by the Assessment Advisory Committee, and presented to the College President and College Council.)

1. ***Personal Development***
   1. *(9) Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.*
   2. *(10) Incorporate physical and emotional principles to make healthy lifestyle choices.*

*4.3 (11) Make ethical personal and professional choices.*

| **Course or Program** | **GELO Area Addressed** | **Assessment Type**  **(direct, indirect, tool(s) used, etc.)** | **Assessment Result**  **(data, was benchmark met, etc.)** | **Assessment Conclusion**  **(changes to the course/ program**  **due to results, etc.)** |
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| Economics 1A | 4.1(9) Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.  4.3 (11) Make ethical personal and professional choices. | Item analysis of exams, quizzes, problem sets, etc. | The entrance assessment showed students with near zero understanding of economic concepts related to SLO’s. Exit exam encompassing final exam exhibited achievement levels at or above expectations. (70% or better) | Results are positive.  Continue to assess in same manner for additional semesters.  Through Spring 2011, less than 10% of students answer at least 2 of the above questions correctly. 90% answer 1 or none of the above questions correctly upon entrance to the course. This entrance appraisal is tied directly to course outcomes. |
| Health Services | 4.1 (9) Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.  4.2 (10) Incorporate physical and emotional principles to make healthy lifestyle choices.  4.3 (11) Make ethical personal and professional choices. | Self-assessments | We have learned that at least 40% of our population has no medical insurance, they perceive that more of their peers smoke marijuana than actually do, they are learning to cough into their sleeve and wash hands more frequently during flu season. See actual data in Blackboard file from Spring 2012.  Moving to a higher level of health is not easy - for anyone. Bad habits develop over time and sometimes bad habits help people to cope with mental health issues; issues may be sub-conscious. So, they tend to persist. Getting people to pay attention to health messages can be difficult when they perceive other activities as more important or more interesting. But, once a connection is made and they perceive the benefit to themselves and those they love, the "epiphany" will not go away.  Humor works, bright colors help, attractive, pleasant-tasting food packaged conveniently to carry in a pocket helps, and they love to see themselves or their friends in posters because they care what their friends are doing.  The assessment is working. When we move to electronic intake, we will be able to apply the survey to 100% of our office visits for more data. Each assessment teaches us more. | Results are positive.  Plan purchase of new equipment or supplies needed for modified student activities.  We moved to electronic charting August of 2011. This fall (2012) we expect to begin electronic intake so that students will confidentially complete an intake survey. This will allow us to gather data on this select population providing comparison data and helping us to serve them better.  Annual surveys in the spring of the year are planned to follow the trends. If funding allows, we would like to participate in the American College of Health/National College of Health survey conducted every other spring. This would allow us to compare data to other CA and national community colleges. |
| Athletic Program | 4.1(9) Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.  4.3 (11) Make ethical personal and professional choices. | Internal/external data based on number of Student Athlete SEP’s that meet the CCCAA Bylaws for eligibility. | All student athletes completed an SEP by the CCCAA timelines for fall and spring sports. As a result, all student athletes competing in their first year were eligible to compete in their sport for the fall or spring semester. The data shows that fall sport student athletes’ grade point average declined more than spring sport student athletes.  For example, Men’s golf student athletes’ had an increase in their grade point average. The data also shows that 70% (49) of football student athletes’ were retained and registered for the spring 2012 and fall 2012 semesters. Eight of the 70 football student athletes’ earned their Associate degree and transferred to another college. Thirteen of the 70 football student athletes’ did not register for the spring 2012 and fall 2012 semesters. The data shows that all other sport student athletes’ registered for the spring 2012 and fall 2012 semester. All sophomores for the spring 2012 either earned their Associate degree or transferred to another college to continue their education. | Conduct further assessment related to the issue and outcome  Develop new methods of evaluating student learning  The Athletic Department has made a staffing change with our study hall services. We are evaluating our methods in improving our study hall environment for student athletes. We are working toward assisting student athletes in being task oriented during their study hall hours. We are working toward increasing the awareness of our support services to assist student athletes in their academics. |
| Auto 11 | 4.1(9) Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.  4.3 (11) Make ethical personal and professional choices. | Item analysis of exams, quizzes, problem sets, etc.  Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc. | Out of 53 students 32 achieved 70% or higher for a pass rate of 60%. | Conduct further assessment related to the issue and outcome.  The pass rate was lower than expected. We will reassess, to see if it was just this class or another issue. |
| CalWORKS  Counseling 283 | 4.1 (9) Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.  4.2 (10) Incorporate physical and emotional principles to make healthy lifestyle choices.  4.3 (11) Make ethical personal and professional choices. | Item analysis of exams, quizzes, problem sets, etc.  Assignments based on rubrics  Student self-assessments.  Capstone projects or final summative assessment | Assessments are effective in identifying concepts learned, as well as areas where positive changes have been made and areas where each individual may need to make changes in lifestyle choices and/or behavior patterns. | Conduct further assessment related to the issue and outcome.  Revise the course sequence or prerequisites.  Either increase the amount of instruction time for the class or reduce the number of topics covered after careful review of specific student needs based on the result of needs assessment (FA 2013)  Develop or revise a needs assessment to be used as a pre-survey (SP 2012)  Assess need for pre-requisite (Engl. 262) for this class (SP 2013)  Modify pre-requisite requirement through curriculum committee. (FA 2013) |
| Administrative Services | 4.1(9) Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.  4.3 (11) Make ethical personal and professional choices. | Self-assessments and Internal/External Data using results of the 2011 Administrative Services Satisfaction Survey | >90% satisfaction in all categories printing and administrative services areas | Results are positive—no changes to be made |
| Engineering 10 (SLO D) | 4.3 (11) Make ethical personal and professional choices. | Capstone projects or final summative assessment | Students worked in groups to develop engineering solutions for the Central California Engineering Design Challenge. Groups were graded on design, teamwork and results. 29 out of 32 (91%) students received at least 70% on this assignment.  The students generally worked very well together and came up with good solutions. | Results are positive—no changes to be made.  This has been a very successful assignment for this course over the past few years. It will be continued in the future. |
| Dental Assisting Program | 4.1 (9) Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.  4.2 (10) Incorporate physical and emotional principles to make healthy lifestyle choices.  4.3 (11) Make ethical personal and professional choices. | Capstone projects or final summative assessment | Students took pre/post-tests. The class averages for the pre-test at the beginning of the Fall 2011 semester was 43%. The class average at the end of the Spring 2012 semester for the post-test was 71%. We had a 28% increase in knowledge from beginning to the end of the program. The program average was 85%, 10% higher than the State Board requirement of 75% for passing. In fall 2012, the practical exam total average was 94% on the State test. Overall, our outcome was successful. In future assessments we will strive for a higher gain of knowledge.  When the Item Analysis was reviewed, we noticed the knowledge involving the topics: “Law and Ethics”, auxiliary duties, tooth anatomy and classifications were not retained as much as we would like to see. | We have changed instructors for the tooth anatomy and classifications. More detail, practicing concepts and longer period of time is being applied. For the Law and Ethics, auxiliary duties we are planning a longer period of instruction time and more practice concepts to increase knowledge. |
| EOPS Program (SLO 3) | 4.1 (9) Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.  4.3 (11) Make ethical personal and professional choices. | Internal/External data | The results indicated that students who entered the EOPS program during the fall 2010 term and/or possibly the previous spring 2011 term, 67 students had arrived at program completion. Forty-eight students completed an Associate of Arts or Associate of Science degree, and 19 students completed a vocational certificate program. The assessment method appears to lack a clearly defined tracking mechanism that would determine the actual entry point for the program completers. The means used to determine when students started was based on the expectation that students would complete their program of study in fours semesters. It is likely that some student may have taken five or six semesters to completion. Another flaw is that students completing certificate programs would complete their program in a lesser period of time (two to three semesters). Therefore, there may have been more Certificate completers that came into the EOPS program between fall 2010 and spring 2012. As such, based on the established assessment measures, there were two-hundred ninety-three new entering students in fall 2010. The 48 students who completed their Associates degree represent a sixteen percent completion rate for students enrolled in fall 2010. Again, this is based on the premise that all students entered in fall 2010.  It is evident that the EOPS program needs to develop a tracking model with clearly defined parameters that can accurately monitor and track student progress up to actual program completion. Ideally identifying cohorts relative to their educational goals, including entry points for each distinct co-hort. | Conduct further assessment related to the issue and outcome.  Develop new methods of evaluating student learning.  Beginning in Spring 2013, The EOPS program will work on developing a tracking model to accurately monitor student progress up to program completion. Once a workable tracking model is developed, we will begin developing tracking cohorts for new incoming students based on programs of study in the fall 2013 term. |
| Writing Center Program | 4.1 (9) Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.  4.3 (11) Make ethical personal and professional choices. | Assignments based on rubrics.  Student self-assessments. | At least 90% of students report improvement in their writing (achieved).  The Writing Center English 272 Group Tutoring course is proving to be successful and this measurement is the most significant portion of our program activities.  Going forward, as part of program review, the institutional researcher will pull unduplicated success and retention rates, which will be part of our overarching assessment. | Results are positive.  Conduct further assessment related to the issue and outcome.  While the subjective results were positive, the Writing Center will continue to assess using different methods.  The tutor-driven assessment revealed an inconsistency between what students needed and what was provided in the sessions. Changes were made to our tracking forms and to the tutor training as a result. |