GELO ASSESSMENT SUMMARY, Fall 2011

(The following is based upon a sampling of the fall 2011 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. ***Critical Thinking and Information Literacy***
	1. *Analyze quantitative information and apply scientific methodologies.*
	2. *Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.*
	3. *Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.*

| **Course or Program** | **GELO Area(s) 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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| Accounting 1B | 1.Communication Skills2. Critical Thinking and Information Literacy | Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.Capstone projects or final summative assessments | *Yes, benchmark (70%) was met. Students earned an average grade of 87% on the paper and oral report indicating successful completion of this criteria.* | Results are positive—no changes to be made. |
| A & R Program | 1.Communication Skills2. Critical Thinking and Information Literacy4.Personal Development | Internal/External dataClass Climate survey of email usage | *Benchmark is to encourage students to activate their my.scccd.edu email account and to use it as an important communication tool with the college.**Overall, the results were positive and more than 77% of students activated and used their email account. Survey also provided information to focus on those students who did not activate their my.scccd.edu account or who had difficulty in doing so*. | Conduct further assessment related to the issue and outcomeUse new or revised resources or services*Fall 2010 was the first semester in which the my.scccd.edu email system was implemented. While many efforts were made to communicate effectively with students about this new communication method, emphasis must still be focused on the number of students who do not activate their my.scccd.edu email account and who do not use it as a communication tool with the college. Survey results also indicate that some students found the activation process to be difficult.**Admissions & Records will continue to work on communicating the my.scccd.edu email system to all students in an effort to bring more awareness to students of this important communication tool.* *Plans to assist students include more direct communication notices via email, posters, announcements and handouts at Registration to Go, offering email activation workshops throughout the summer for new* students. Recommend consistent districtwide information campaign to students to inform them of their my.scccd.edu email account. |
| Aero Program | 1.Communication Skills2. Critical Thinking and Information Literacy4.Personal Development | Item analysis of exams, quizzes, problem sets, etc.Assignments based on rubricsAssignments based on checklists Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.Capstone projects or final summative assessment | *Minimum passing grade in any subject area is 70%. Assessment values are determined by averaging appropriate lab projects with written test scores. Grading rubrics are used to determine point value for labs which are then converted into a percentage value. The two grade percentages (lab and lecture) are then averaged together. Students must achieve a 70% or higher in the 44 subject areas. Students must also complete at least 1900 hours of instruction (400 General, 750 Airframe, 750 Powerplant).**The assessment for the AMT program has been in place for a number of years. We use attendance records and a number of course-embedded assessments as an intregal part of our program assessment. The system works well and is in compliance with the Federal Aviation Regulations. Students completing the program are well prepared for their certification exams. Certification tests are administered by an FAA Mechanics Designated Examiner and a C.A.T.S. test proctor. These examiners have observed that the students who have completed the program are adequately prepared to take these exams.* *A couple areas of concern are the use of adjunct faculty and equipment repair / replacement costs. One faculty position is staffed for one half the semester with an adjunct instructor, then we must hire a different instructor to complete the second half of the semester. We feel this may have a negative impact on student success.* | Results are positive—no changes to be madePlan purchasae of new equipment or supplies needed for modified student activitiesMake changes in staffing plans*We do not have a clear idea when we will implement the desired changes. The staffing situation is currently being address with no solution in sight and the current budget will not support the cost of purchasing all the new equipment needed.* |
| AG 1 | 1.Communication Skills2. Critical Thinking and Information Literacy | Assignments based on rubrics | *The level of achievement used to determine student success was set at 70%.**The level of students successfully achieving SLO* ***A*** *was 86%.**The level of students successfully achieving SLO* ***B*** *was 82%.**The level of students successfully achieving SLO* ***C*** *was 73%.* | Use new or revised teaching methods*Results show that all three SLO’s met expected levels of achievement. However, discussion occurred regarding assessing an individual component on the database application. Instead of assessing a complex project that required students to be successful with multiple applications in order to complete the project, it might be better to develop an assessment that evaluates a specific aspect of database applications. Assess the ability to enter data into a database table. Or, ability to develop a database entry form. The assessment tool appeared to be too broad and didn’t really pinpoint a specific area that students were having difficulty with.* |
| CHEM 1A | 1.Communication Skills2. Critical Thinking and Information Literacy | Direct observation of performances, structured practice or drills, “practical” exams, small group work, etcCapstone projects or final summative Assessment*Pre - ACS undergraduate placement exam “Toledo”**Post - ACS 1st semester general chemistry exam* | *Improvement on % scores and close to national averages. For the lab practical scores will be compared to other semesters.**The student’s average ACS grade can be compared to those at other institutions. The national average for this ACS final is 53%. These classes achieved a slightly lower average on the ACS exam, and much lower than previous semesters, but still this class accomplished these SLO’s successfully. The class was taught as a triple section (90 students in the lectures), which may have contributed to the lower average. A large percentage of the students were regularly absent for lectures and did not attempt their homework.* *Comparing the pre-semester exam, and the post-semester exam, there was an improvement on students’ average score in all classes. At the end of the semester,* ***80%*** *of the students passed and they had a satisfactory knowledge of chemistry and skills for SLO 2 and 3.* *The students at Reedley College start the semester with a much lower knowledge of chemistry than the national average according to the average for the Toledo exam. We should encourage our students to take CHEM3A or CHEM10 before taking CHEM1A.* *The titration lab practical averages were very different for the 3 classes as they were taught by 3 different instructors. All three classes averages were lower than Fall 2010 and Spring 2011 but still 78 out of 90 students (****87%)*** *passed the lab practical so completed SLO 1 successfully.*  | Conduct further assessment related to the issue and outcomeUse new or revised teaching methodsPlan purchase of new equipment or supplies needed for modified student activities*Next semester a shorter pre-semester quiz and a similar post-semester quiz will be used, as well as the national ACS exam.*  |
| CHDEV 12 | 1.Communication Skills2. Critical Thinking and Information Literacy3. Global and Community Literacy4. Personal Development | Item analysis of exams, quizzes, problem sets, etc.Assignments based on rubricsDirect observation of performances, structured practice or drills, “practical” exams, small group work, etc. | *70% of students will successfully complete the assignment with a grade of 70% or above.**Results of the SLO met the standard of 70% or above in one area (Group project / Paper). However, three other areas to assess SLO # 1, 2, and 3 were below the standard. The assessment tool for these three areas were quizzes, a midterm and reflection on article readings.* | Conduct further assessment related to the issue and outcome.*Subject: Action plan to bring a positive change in the areas of quizzes, midterm, and articles in order to improve student outcomes.**- Quizzes and Midterm: Review quizzes and midterm, and write a study guide.* *- Articles: Modify the assignment to allow students to reflect on SLO #3.* |
| Communication Program | 1.Communication Skills2. Critical Thinking and Information Literacy | Assignments based on rubricsStudent self-assessments | *Per our rubric we assessed if students were above basic application of skills.**After compiling all of our data which included a professional assessment of the outcomes along with a student self assessment the results clearly showed that the expected level of achievement is being reached in all courses and in all sections. In fact the results showed that all courses had a high success rate and that students were successfully applying the skills assessed.* *The only item the faculty wanted to address was to increase more public speaking fundamentals provided to the courses that fulfill the oral component that are not public speaking. (e.g. interpersonal communication & group communication). In our discussions we addressed ways to increase those fundamental skills. The scores were not below the expected level but we felt that the scores could be higher.* | Results are positive—no changes to be made*No changes needed at this time - one course is new Comm 10 Intercultural Communication - this course has not been taught but we have included the addition of this course into our timeline.* |
| GEOG 5 | 2. Critical Thinking and Information Literacy | Item analysis of exams, quizzes, problem sets, etc. | *We expected a 80% level of achievement for each question asked.**The assessment worked. A couple of teachers had classes that performed below the expected results. These results will be discussed next semester and the instructors will focus on their teaching strategies.*  | Use new or revised teaching methods*All instructors will continue to improve teaching methods to improve learning outcomes.*  |
| MAG 20 | 1.Communication Skills2. Critical Thinking and Information Literacy4. Personal Development | Item analysis of exams, quizzes, problem sets, etc.Assignments based on rubricsDirect observation of performances, structured practice or drills, “practical” exams, small group work, etc. | *It is the goal of the Mechanized Agricultural department that 70 percent of students perform the assessment criteria at a success rate of 70 percent or better.**The assessment results for the Service Fundamental section of MAG 20 were dismal at best. The criteria used for assessment were: Service Fundamental Labs and Reports, Service Fundamental Participation, and Service Fundamental Lab Practical Exam. Here are the results:* *Service Fundamental Labs and Reports*  *10 of 31 scored 70% or higher (32% success)* *Service Fundamental Shop Participation*  *31 of 31 scored 70% or higher (100% success)* *Service Fundamental Lab Practical Exam*  *11 of 31 scored 70% or higher (35% success)**The assessment worked in the sense that it clarified what we have emphasized in our grading criteria. Our goal with the program is to be 50% hands-on shop work and 50% in the classroom. The reality is we are actually more like 25% in the shop and 75% in the classroom. When you look at our success on the assessment the shop participation is very good and the report writing and exam taking is unacceptable. We know that our students are leaving with a high level of skills based on our discussions with industry partners who have hired our students but our assessments are not reflecting this.* *We will be examining our grading categories and procedures as well as our methods of testing to incorporate more shop activities that reflect the students true abilities. Most of our exams are multiple choice, or as the students call them “multiple guess” tests. We feel that the students are not adequately preparing themselves for these exams, relying instead on their statistical advantage to choose a correct answer. This does not reflect the real workplace environment and we will be* transitioning away from this type of assessment. | Conduct further assessment related to the issue and outcomeUse new or revised teaching methodsDevelop new methods of evaluating student workPlan purchase of new equipment or supplies needed for modified student activitiesRevise course syllabus of outline*The Fall 2011 semester will see changes in the class grading so that more emphasis is placed on hands-on practical activities that would directly reflect the tasks asked of graduates once they enter the workplace. More quizzes and tests will be given in a lab practical format so that students get used to a form of testing other than a scantron, multiple choice format. Student work groups and activities will be structured so that students are organized into smaller groups and whenever possible, asked to complete assignments entirely on their own in the lab setting. This will necissitate additional equipment and supplies to accommodate smaller groups and individual work*. These changes will be noted in the syllabus so that students know what to expect and can prepare themselves. |