GELO ASSESSMENT SUMMARY, Spring 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. ***Global and Community Literacy***
   1. (6) Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
   2. (7) Apply historical and contemporary issues and events to civic and social responsibility.

3.3 (8) Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

| **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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| Reading 126 | 3.1 Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.  3.3 Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds. | Item analysis of exams, quizzes, problem sets, etc.  Assignments based on rubrics.  Direct observation of performances, structured practice or drills, “practical exams,” small group work, etc. | “Seventy percent of students will achieve the expected outcomes with at least seventy percent proficiency.”  “The assessment worked. The assessment instruments designed by the faculty seemed to assess the anticipated outcomes accurately, and the assessment results confirmed the instructors’ perceptions of student achievement in English 126. Students generally achieve outcomes satisfactorily when they may rely literally on text; they do not satisfactorily achieve outcomes requiring more advanced cognitive skills, *i.e.*, when they must draw conclusions and make inferences.” | Use new or revised teaching method.  “Changes in instruction will be proposed, discussed, and planned in the spring 2012 semester and considered for implementation in the fall 2012 semester.” |
| Natural Resources  Program | 3.1 Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.  3.2 Apply historical and contemporary issues and events to civic and social responsibility.  3.3 Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds. | Item analysis of exams, quizzes, problem sets, etc.  Assignments based on rubrics.  Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.  Internal/External data | 70% class achievement.  “Assessment was successful. Student success measured appropriately by assessment instruments. Attendance was strongly correlated to success.” | Results are positive.  Make changes in staffing plan.  “Learning outcomes are appropriately measured, but AGNR would benefit greatly by having 4 full-time faculty to cover our range of courses successfully and further improve student learning.” |
| Sociology Program | 3.1 Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.  3.2 Apply historical and contemporary issues and events to civic and social responsibility.  3.3 Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds. | Item analysis of exams, quizzes, problem sets, etc. | 70% correct on test questions.  “For Soc 1A, spend more time on Symbolic Interaction theory, and for SOC 2 explain majority/minority differences more. Although the classes were almost all passing. The smaller classes always did better than the larger LGI classes.” | Other: “Push for smaller classes and get rid of LGI for Sociology.”  “For a few years now I have been trying to get rid of LGI for Sociology, but have been turned down because of the budget.” |
| Health Care Interpreter 14 | 3.3 Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds. | Item analysis of exams, quizzes, problem sets, etc.  Assignments based on rubrics.  Assignments based on checklists.  Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.  Student self-assessments.  Capstone projects or final summative assessments. | Students will pass at a rate of 70%.  Benchmark met. | Results positive—no changes to be made.  “Course will be re-assessed during the Spring 2014 if need to make changes for positive student outcome.” |
| History 1 | 3.1 Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.  3.2 Apply historical and contemporary issues and events to civic and social responsibility.  3.3 Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds. | Item analysis of exams, quizzes, problem sets, etc.  Other: Pre-class and post-class assessments | “80% of students answer the SLO questions correctly in the post class test.” | Conduct further assessments realted to the issue and the outcome.  Revise the course syllabus or outline.  “Although initial assessment results were higher than expected. History faculty are looking at the results and rewriting both the assessment while looking at the course curriculum outcomes to better define the student learning outcomes.” |
| Library Skills 1 | 3.1 Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.  3.2 Apply historical and contemporary issues and events to civic and social responsibility.  3.3 Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds. | Assignments based on rubrics. | “70% of students in class will successfully complete assignment. To complete the assignment students must evaluate bibliographic and content information for three print materials. “  “84% of students or 11 out of 13 students successfully completed the assignment. Students who failed the assignment did so because they did not complete the assignment. Of those who did complete the assignment 100% succeeded.” | Results are positive—no change to be made.  “No changes needed. Will assess new SLO in Spring 2013.” |
| Philosophy 1C | 3.1 Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.  3.2 Apply historical and contemporary issues and events to civic and social responsibility.  3.3 Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds. | Item analysis of exams, quizzes, problem sets, etc.  “A true-false, multiple choice exam on virtue ethics, utilitarianism, and the ethics of care assessed course-level outcomes (A) Recognize, clarify, and critically evaluate key arguments of moral philosophy; and (C) Critically appraise responses to key moral questions. A student who passed this exam would have successfully analyzed one area of the humanities (moral philosophy), shown him-or herself able to apply knowledge of contemporary issues to civic and social responsibility, and demonstrated respect for diverse ethical viewpoints. Passing this exam thus demonstrates competence in all three GELOs under review in Spring 2012.” | “70% achieve outcome with C-level mastery or better.”  “28 students out of 52 (54%) passed the second exam with a grade of C or better. | Conduct further assessment related to the issue and outcome.  Use new or revised teaching methods.  “For the third exam . . . give them a more detailed study guide. Some of the post-exam questionnaires suggested that this would be helpful.” |