GELO ASSESSMENT SUMMARY, Spring 2011
(The following is based upon a sampling of the spring 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. Communication Skills

1.1 Interpret various types of written, visual, and verbal information.
1.2 Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

| 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.) |
|---|---|---|---|---|
| BIO 31 | 1.Communication Skills 2. Critical Thinking and Information Literacy 3. Global and Community Literacy 4. Personal Development | Item analysis of exams, quizzes, problem sets, etc. Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc. | 70% or higher achievement was met. | "Students learned and retained the basic microbiological skills through the whole semester." Results positive—no changes to be made. |
| CSCI 40 | 1.Communication Skills 2. Critical Thinking and Information Literacy 4.Personal Development | Assignments based on rubrics. | 70% or higher achievement was met. Mid-term project: 75% of students scored at least 70% Two-dimensional array: 73% of students scored at least 70% All programs: 84% of the students scored at least 70% on the combined 25 programs. | "The current pedagogy is working well." Results positive—no changes to be made. Will continue method and re-assess. |

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| ESL 260 | 1.Communication Skills | 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. | Success is an average of 70% or higher | "The curriculum and methods of instruction are successful in achieving the student learning outcomes ."  Results positive—no changes to be made. |

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| SPAN 1 | 1.Communication Skills 3. Global and Community Literacy | Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc. A common rubric was used for all Spanish classes to evaluate the demonstration of conversation skills. | At least 70% of students achieved a minimum of 70%. | "The assessment worked well.  We found to our surprise that, although nervous, students did not attempt to avoid the assessment and did not skip class that day. We also found that giving students a growing list of conversation questions throughout the semester that they practice, and having them use the list for preparation ahead of time is fail and helpful to them in the process. By doing so in the second semester, the overall success rate increased." Results positive—no changes to be made. "Revise/develop a list of conversation questions, starting with lesson 1 and continuing through lesson 6, that can be shared among all instructors for their use.  After the first semester of assessment some minor changes were effected that resulted in improvements in the second semester." |

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| Literature Program | 1.Communication Skills 2. Critical Thinking and Information Literacy 3. Global and Community Literacy | Assignments based on rubrics. | 70% success. "The data shows that students are doing well on A & B (successful explication and discussing literature with reference to the text), but are not doing well at all on the major task in this class, which is measured with outcomes C&D (a long essay with an independent interpretaion of a work supported by text and citing published peer-reviewed literary analysis). Observations by instructors and the data suggest that poor reading, especially of critical and theoretical texts, may be the primary reason for this failure. We found that nearly 25% of enrolled students either failed or chose not to attempt this essay. " | Conduct further assessment related to the issue or outcome. Engage in professional development about best practices for this type of activity. "Action plan will be developed in discussions in Fall of 2011, though one recommendation is to stress early and frequent participatory lessons on reading theory and learning to decode and apply findings to the text at hand." |
| Library Program | 1.Communication Skills 2. Critical Thinking and Information Literacy 4.Personal Development | Pre and post-test to assess students' knowledge of library orientation materials. | Create Baseline data and review fall 2011. | "Data will be reviewed by librarians early Fall 2011 for possible changes to Bibliographic Instruction presentations later that semester." |

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| Linguistics Program | 1.Communication Skills 2. Critical Thinking and Information Literacy 3. Global and Community Literacy 4. Personal Development | Item analysis of exams, quizzes, problem sets, etc. Assignments based on rubrics. Student self-assessments. | 70% of students will achieve a proficiency level of 70% or better.  "We have already changed our SLOs to be more general and holistic so that they reflect the difference between outcomes and objectives.  They were objectives before.  Also, we learned that expecting 70% of our students to achieve 70% proficiency or above may be an unrealistic expectation.  Many of our students do well in the course, but the majority of students undertake it without adequate preparation." | "Curriculum needs to be revised so that fewer topics are covered more deeply.  Linguistics 10 and 11 curriculum will be revised spring 2011." |

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| Math 103 | 1.Communication Skills 2. Critical Thinking and Information Literacy 3. Global and Community Literacy 4. Personal Development | Item analysis of exams, quizzes, problem sets, etc. | "A total of 105 times a students was assessed using multiple choice questions with 87 correct answers and 18 incorrect answers. 82.9% correct. A total of 211 times a student was assessed with a free response question with 103 students receiving a 3 or 4 and 108 students receiving 0, 1, or 2. 48.8% good enough according to the rubric. The mathematics department feels strongly that asking a diversified set of questions to the student body instead of a standardized set of questions, our data better reflects what actually happens with assessment. It appears students tend to have more success on this SLO when asked multiple choice questions. As a group we discussed some form of uniformity for the data collected in the future. We expect to use each individual class percentage as a weighted average for the total in our next round of data collection. After collecting all the data, it became apparent that some instructors assessed their students more often than others and thus could have skewed the data." | Conduct further assessment related to the issue and outcome. "Each instructor will use his individual data as a tool to identify areas of instruction that need to be more thoroughly addressed. As a department, we have discussed the areas with which our students, as a whole, tend to struggle. This allows us to make individualized changes to our instruction." |
| PE 2 | 1.Communication Skills 4. Personal Development | Item analysis of exams, quizzes, problem sets, etc. | 80% benchmark.    45.5% achievement | "Discussion, analysis and changes will be made in Spring 2012." |

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| PolSci 2 | 1.Communication Skills 2. Critical Thinking and Information Literacy 3. Global and Community Literacy 4. Personal Development | Item analysis of exams, quizzes, problem sets, etc. | 70% benchmark. Questions A-1: 77% correct Questions A2: 91% correct | Results are positive. No changes to be made. |

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| Psy 16 | 1.Communication Skills 2. Critical Thinking and Information Literacy 4. Personal Development | Item analysis of exams, quizzes, problem sets, etc. | "The goal is for the class to achieve an average of 70% correct on the SLO assessment test overall, as well as on each individual question. " N= 49 at pre-test; N = 38 at post-test (from 1 section); Retention: 77.6% Pre-test Total:  62.5%  (5/8);  Post-Test Total:  86.3% (6.9/8) Q1 Pre-test: 28.6% correct    Post-test 78.9% correct * Q2 Pre-test:  63.3% correct   Post-test 89.5% correct * Q3 Pre-test: 53.1% correct    Post-test 92.1% correct * Q4 Pre-test:  91.8% correct   Post-test 97.4% correct * Q5 Pre-test: 73.5% correct    Post-test 68.4% correct Q6 Pre-test:  63.3% correct   Post-test 94.7% correct * Q7 Pre-test:  79.6% correct   Post-test 97.4% correct * Q8 Pre-test:  55.1% correct   Post-test 73.7% correct * | Results are positive.  No changes to be made.  "Evaluate the quality of the SLO questions to determine their appropriateness and value for indicating achievement of the SLO in question. The department's goal of at least 70% correct on average at posttest was met for the overall SLO assessment, as well as for 7 of the 8 individual questions. The one question on which performance did not reach criterion was very close at 68.4%. No changes are planned at this time." |

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