

GE Assessment Results

Fall 2012 (Effective Communication)

Extent to which student meet expectations:

GE Area	Exceeds	Meets	Does not meet	# Participants	# N/A	# courses evaluated
Overall	50.9%	39.6%	9.5%	505	73	14
A: Nat Sci	61.5%	26.4%	12.1%	91	20	4
B: Soc Sci	52.7%	39.1%	8.2%	220	31	3
C: Human	56.8%	35.1%	8.1%	37	12	3
D: Lang & Rat	40.8%	49.0%	10.2%	157	10	4

Note: Multiple sections of some courses were evaluated.

Spring 2012 (Global/Cultural Context)

GE Area	Exceeds	Meets	Does not meet	# Participants	# N/A	# courses evaluated
Overall	47.9%	36.2%	16.0%	420	50	13
A: Nat Sci	57.7%	30.8%	11.5%	52	5	3
B: Soc Sci	38.1%	34.4%	27.5%	160	15	2
C: Human	55.6%	25.0%	19.4%	72	7	4
D: Lang & Rat	51.5%	46.3%	2.2%	136	23	4

Fall 2011 (Critical Thinking)

GE Area	Exceeds	Meets	Does not meet	# Participants	# N/A	# courses evaluated
Overall	38.21%	42.69%	19.10%			21
A: Nat Sci	44.73%	43.46%	11.81%			5
B: Soc Sci	30.59%	41.67%	27.65%			7
C: Human	36.67%	52.22%	11.11%			5
D: Lang & Rat	36.90%	32.14%	30.95%			4

Summary of Dialogue at Group Session (April 19, 2013):

Some of the comments were far more interesting than the statistics. Issues/themes like having an appropriate prerequisite (English 150) seem to be there across disciplines. The more we do some of the same processes, like doing an outline, as part of the writing process, the more consistency there will be for students taking a wide range of courses. Prerequisites should be consistent among GE courses that are really similar in what they do, what level of skills they require. Placement tests were also brought up in relation to GE courses, are there registration problems if a student does not have 150, but placed high enough to meet the prerequisite. AP tests as a form of placement came up. The question of are all students required to do a placement test was asked? Answer: for new students now, yes. In order to implement student success task force initiatives, matriculation needs to be revamped anyway. This will be part of the FYE dialogue next week.

Grades are cumulative for a whole semester, and assessment is just one piece of that. Grades and outcome assessments should perhaps be somewhat correlated. This could depend on how the assessment was done, say if it were just three questions for assessment and 100 on the test. Critical thinking is often a weak point for students, and for a paper a student could pass the assignment but the critical thinking part might be below average. Critical thinking is our lowest achieving of the three groups so far in our GE assessments. This might relate to how the students are/are not being prepared for college. Standardized testing and teaching to it may be part of the problem. Critical thinking in English does not start until 1A. Critical thinking as part of writing process should perhaps be introduced earlier, like English 150 or in GS-6 as part of FYE to improve this.

There are differences in how critical thinking is measured in different disciplines. Some disciplines like math and science it is more clear what it means to do critical thinking: there's a right and wrong answer. Some other disciplines it is more difficult to establish clearly for students what it means to do critical thinking.

Should GE assessment be done by full and part timers? The full-timers could be assigned to do GE assessment and then asked to find other in their area, including part-timers, to do the assessment. This would mitigate some workload issues for part-time instructors that are just randomly assigned to do GE assessment in one of their courses under the current system. Better knowledge of assessment processes amongst part timers could help with this. A handout for part-timers on assessment is in the works and would also be on the website.

Note that an improvement to our courses has been suggested. Specifically, the suggestion is to start teaching critical thinking skills earlier like in English 150 or GS 6.

Summary of other questions asked of the GE Sample:

What category best describes how indicated actions will be addressed?

3 Encourage faculty to share activities that foster learning

3 Other:

- Make ENGL150 a prerequisite for all transfer level biology courses, so that students come in with appropriate reading and writing skills.
- Increase the amount of auxiliary support provided to students.
- Extend the timeframe between stages of the assignment to better address the needs of students having difficulties.

Actions/Changes to be Implemented:

- **Writing assignments that incorporate re-writes** are the best way to help students improve their written communication skills and should be encouraged.
- The BIOL1 course outline was very recently updated. However, both Program Review and this project have demonstrated the **need for a writing prerequisite** for our students to be able to reliably succeed in transfer-level science courses.
- Based on these results, **I encourage the sharing** of these (and other effective) methods and learning processes with other teachers, whether language or other subjects. If we are truly concerned about our students' abilities to effectively communicate, we should become examples of the results we wish to see. In general, **project based learning** has been a great way for my students (this semester and in the past) to match their skills to authentic research and practical activities, such as presenting on a region of the world. I would love to know who else is doing this on campus and how it is working for them. I will additionally discuss my results with the rest of the language faculty to see if this method may be applicable to their own classes.
- I am enthusiastic to **share the outcomes of this project with my colleagues**. This assignment went much better than expected. I am inspired by the motivation of students to use their creativity imaginations, and I am impressed with how each student took charge of his/ her learning. By putting them in the position of an expert and designer, it really give them full reign to come up with an original plan and to use Spanish to effectively communicate their vision for a futuristic city to their peers. I am curious to repeat this assignment next semester to see if it will produce similar results. If so, **I recommend the adoption of project based learning that adapts coursework to authentic challenges** at which students can problem solve and excel.
- Next time I simply want to have a little more time between the phases of the assignment, both to ensure students have time to incorporate my feedback and to allow for a practice oral presentation for those students with nervousness issues.