General Education Outcomes Summary Report:
October 2008 through June 2010

Submitted by Joe Terreri

1. Introduction

In October 2008, the Mt. San Antonio (Mt. SAC) campus General Education Outcomes (GEOs) Committee determined an assessment plan for GEOs. This plan was designed using the 2008 – 2009 college Catalog, where all 272 courses in our general education curriculum are categorized as belonging to Areas A – E. Using these designations, eight different workgroups were determined. Faculty that teach courses from within each workgroup had the responsibility of creating GEOs, determining a means of assessment and criteria for success, assessing these GEOs, and then completing an assessment cycle by determining a use of results. The Area A workgroups were unique in that the courses within belong to a single department. All GEOs related tasks for the Area A, Communications, workgroup were determined by faculty in the Communications Department; the Area A, English, workgroup tasks were the responsibility of faculty from within the English Department. In contrast, the six remaining workgroups based on Areas B – E were comprised of many different courses from a number of different departments and disciplines. Faculty from within these workgroups completed the tasks of creating their GEO, along with means of assessment and criteria for success, at multi-disciplinary workshops that were held in late Fall 2008 and early Spring 2009. The GEOs assessment plan, with a timeline, was subsequently approved by the Academic Senate on May 28, 2009. This plan can be reviewed at the link http://www.mtsac.edu/instruction/generaled/docs/2009-12_plan.pdf . Table 1, on the next page, shows target dates for the completion of key steps required in this plan. The GEOs, rubrics created as a means of assessment, and the associated criteria for success that have been determined thus far can be found in Appendix A.

Table 1: GEO Timeline Goals for 2009-2010

ACTIVITY	DUE DATES						
	December 2009	February 26, 2010	March 2010	June 2010	August 27, 2010	September 2010	December 2010
Completion of GEOs Assessment	Area A, English and Communi-cation Area D1, History and Political Science Area E			Area B Area D2, Social, Political, and Economic Institutions			Area C, Arts and Area C, Humanities
GEOs Reporting Forms Due		All assessments completed in Fall 2009, Winter 2010.			All assessments completed in Spring 2010, Summer 2010.		
Collaborative Workshop on Use of Results			Area A, English and Communi-cation Area D1, History and Political Science Area E			Area B Area D2, Social, Political, and Economic Institutions	

2. Status of Stated GEO Assessment Goals

- Percentage of Courses from each workgroup that have Completed at least one GEOs Assessment:

Area A, Communications: 100%

Area A, English: 0%

Area B, The Physical Universe and Life: 26%

Area D, U.S. History and American Institutions (D1): 46%

Area D, Social, Political, and Economic Institutions (D2): 27%

Area E, Lifelong Understanding and Self - Development: 74%

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- GEOs Assessment Cycle Completed:

Area A, Communications: Cycle complete for 3 of 4 GEOs

Area A, English: Cycle complete for 0 of 3 GEOs

Area D1: Cycle will be completed on December 30, 2010

Area E: Cycle will be completed on June 30, 2010

3. Participation Table

Table 2 shows the courses from within each of the eight workgroups that have participated with GEOs assessment thus far.

Table 2: Courses That Assessed Their GEO

Area	Participating Courses
A: Communication	SPCH 1A, SPCH 1AH
A: English	None.
B: Physical Universe and Life Sciences	*Physical Sciences:* ASTR 5, ASTR 8, GEOG 1, GEOG 1L, OCEA 10 *Life Sciences Courses:* AGOR 1, BIOL 1, BIOL 2, BIOL 6, BIOL 6L, BIOL 17, BIOL 20, BIOL 21, MICR 22
C: Arts	SPCH 4
C: Humanities	PHIL 5H, PHIL 20A
D1: U.S. History and American Institutions	HIST 1, HIST 7, HIST 7H, HIST 8, HIST 36, POLI 1
D2: Social, Political, and Economic Institutions	AGAG 1, BUSC 1A, BUSC 1AH, BUSC 1B, BUSC 1BH, PSYC 1A, SOC 1, SOC 1H, SOC 2, SOC 5, SOC 14,SOC 15, SOC 20, SOC 20H
E: Lifelong Understanding and Self - Development	BIOL 5, BIOL 13, BIOL 15, BIOL 15H, CHLD 10, COUN 5, FCS 41, LEAD 55, NF 10, NF 25, NF 25H, NF 28, PE 34, PSYC 14

4. Summary of Data Tables

Tables 3 – 5 show the summary of data thus far in assessing GEOs for each of the eight workgroups. There are four different GEOs for Area A, Communications, and three different GEOs for Area A, English. A separate table is included for each of these workgroups. The remaining six workgroups have only one GEO each. Their data will be presented in a single table.

Tables 3- 5: Summary of Data

Area A, Communications GEOs	Expected Completion Date for Assessment (according to the GEO Plan)	Total Number of Courses	Number of Courses that Assessed GEO	Number of Students Assessed	# of Students Meeting Expectations	% of Students Meeting Expectations
Students will be able to perform basic speech delivery skills.	December 2009	2	1	151	123	81.5%
Students will understand the need to adapt communication style to acknowledge the differences in others.	December 2009	2	2	SPCH 1A: 242 students scored on two exam questions. SPCH 1AH: 34 students scored on two exam questions.	SPCH 1A: First Question: 73 Second Quesiton: 171 SPCH 1AH: Combined total, 65 of 68	SPCH 1A: First Question: 30.1% Second Quesiton: 71.1% SPCH 1AH: 95.6%
Students will critically evaluate public speeches.	December 2009	2	1	33	32	97.0%
Students will be able to evaluate the reliability of information sources.	December 2009	2	0	--	--	--

Area A, English GEOs	Expected Completion Date for Assessment (according to the GEO Plan)	Total Number of Courses	Number of Courses that Assessed GEO	Number of Students Assessed	# of Students Meeting Expectations	% of Students Meeting Expectations
Students will be able to develop a thesis statement that advances a clear argument.	December 2009	2	0	--	--	--
Students will be able to use textual evidence for support of their thesis.	December 2009	2	0	--	--	--
Students will be able to evaluate the reliability of information from a variety of print and electronic sources.	December 2009	2	0	--	--	--

Area	Expected Completion Date for Assessment (according to the GEO Plan)	Total Number of Courses	Number of Courses that Assessed GEO	Number of Students Assessed	# of Students Meeting Expectations	% of Students Meeting Expectations
B	June 2010	54	14	768	565	73.6%
C (Arts)	December 2010	44	1	*	*	*
C (Humanities)	December 2010	87	2	*	*	*
D1	December 2009	13	6	734	531	72.3%
D2	June 2010	51	14	1458	1366	93.7%
E	December 2009	19	13	1316	1249	94.9%

*Due to limited amount of data, these numbers will not be presented.

5. GEO Reporting Methods

Faculty that have assessed a GEO in their courses can report the data by either completing a GEOs Reporting Form, having the data entered into their department ePIE, or by using both methods. Appendix B shows a template of a GEOs Reporting Form. Progress in GEOs Assessment will be documented and communicated to the campus community by filling in appropriate columns of the Six Column Model for GEOs Assessment. Appendix C shows the Six Column Model for the assessment of the Area E GEO. To look at the Six Column Models for all other workgroups, visit the link http://www.mtsac.edu/instruction/generaled/models.html .

6. USE OF RESULTS

Area A: Communications

GEO #1: Students will be able to perform basic speech delivery skills.

From Speech 1A Assessment: While the department needs to develop a more effective model of teaching direct eye contact, the other 3 categories of organization, body control, and volume seem far exceed our expectations. Faulty method, definitions that did not adequately describe expected performance level, or expecting too little from our students may be the cause in exceeding our expectations. As a result, we are not matching the rigor that we hope to achieve with our Speech 1A students. Therefore, we need to reevaluate what we expect, and develop SLOs to account for Speech 1A rigor.

GEO #2: Students will understand the need to adapt communication style to acknowledge the differences in others.

From Speech 1A Assessment: The exam questions were scored using the same criterion the SPCH 1AH students were held to and by the standard of one committee member. The Communication Department SLO Committee should revisit the method of assessment From Speech 1AH Assessment: We will continue assessing this SLO.

GEO #3: Students will understand the need to adapt communication style to acknowledge the differences in others.

From Speech 1AH Assessment: We will continue assessing this SLO.

Area D1 Use of Results Discussion Minutes, May 20, 2010

Summary of Points to Include in "Use of Results" College-Level Section

- Some faculty used multiple course embedded assessments and synthesized the results.
- Faculty felt that the "most striking" results that they "should be proud of" is that students taking these courses are more likely to be able to differentiate among changes in the American constitutional government over time (i.e., the GEO was attained). Faculty were ecstatic that they could now make this "global statement".
- Faculty felt that clearly these courses are relevant of this general education (GE) area. They will explore the possibility of a new course, HIST44, perhaps also qualifying for this GE area.
- Faculty reflected on the results and which sections they had assessed and decided that they would continue to advocate for including part-time instructors.
- Faculty reflected on the GEO, rubric, means of assessment and criteria for success and decided that a minimal change was needed for July 1, 2010 and beyond. The change was to the criteria for success, "Students will obtain a score of "3" or better on *course embedded assessment* related to the GEO
- Faculty suggested that the Area D1 GEO be assessed on a two-year cycle. The first phase of assessment for Area D1 should be completed by December 31, 2010. The next phase of assessment will begin on January 1, 2011 with completed assessments for all GE courses (at least one section for each) due by December 31, 2012.

Consequences of Doing the Assessment
Overall, faculty believe that the Area D1 GEOs is one of the most important things they teach. As a result of Area D1 faculty conducting the assessments, they are now more aware of what binds the Area D1 courses together. Faculty also said the GEOs provided intentionality to their assessment that was positive. They also indicated that the GEOs provides an avenue for giving new faculty and adjuncts a reminder of what needs to be assessed and thus spurring the intentionality of their work. However, academic freedom is still attained while also being accountable to the course outline of record. The flexibility of the GEO work is of paramount importance to them as well as the meaningfulness of it and the measuring of how well the students are attaining it.

Faculty would like to encourage the use of ePIE as the repository for this information while also allowing for the use of the reporting-out form as needed. The GEO Coordinator could secure the final GEO information from ePIE.

Conclusion
The group felt the session was a useful exercise and will continue to encourage faculty to do the assessments in those courses still not completed. The continued usefulness of the GEO and its meaningfulness to student success and pedagogy were clearly evident.

Area E Use of Results Discussion Minutes, March 19, 2010

Summary of Points to Include in "Use of Results" Section

Action Items
- Some of the faculty revised the assignments to enhance students' self-awareness.
- Some of the faculty are re-assessing using different assignments to see if they get the same results.
- Faculty reflected on the results and which sections they had assessed and decided that the next assessment would include sections taught at different times of the day so it might include a more diverse set of students.
- Faculty suggested that the information required for reporting the results by course be augmented to include the "total enrollment" along with the number who "completed" the assessment, and the number who "met" the rubric criteria for success. The addition of this piece will allow faculty to reflect more on how many students did not complete the assignment. Why did they not? What factors could be contributing toward this non-completion? What is the role of faculty versus the role of the student?
- Faculty reflected on the rubric, means of assessment and criteria for success and decided no changes were needed for the next assessment period.
- Faculty suggested that the Area E GEO be assessed on a two-year cycle. The first phase of assessment for Area E should be completed by June 30, 2010. The next phase of assessment will begin on July 1, 2010 with completed assessments for all GE courses (at least one section for each) due by June 30, 2012.

Consequences of Doing the Assessment
As a result of Area E faculty conducting the assessments, they are now more aware of what binds the Area E courses together.

Most faculty had not been aware of the GEO timelines until recently. Faculty encouraged the GEO Coordinator to provide more communications opportunities for faculty to learn about this process, timeline and requirements. The GEO Coordinator will ask Kate Scott about a Portal announcement that will have a link that directs people to the latest update on GEOs, etc. The Coordinator will also work with IT to create a listserv for each GE to include faculty, chairs and deans, thus allowing for conversations about these issues.

Faculty would like more information on how to enter the GEOs into ePIE/TracDat and how to find the "GEO" check box. The GEO Coordinator will work with IT to provide a screen shot of this information with easy to follow directions. These directions should include an example screen shot of one GEO course and the exact location of where they put their information. For example, where do they put the "number of students who did not do the assignment to be assessed"?

Other notes

Other items that the faculty discussed that are not noted in other sections of this summary include the following:

- The Academic Senate goal was to have 100% of the course in Area E assessed by December 2009. This goal was not reached. Faculty discussed how, in general, it is sometimes hard to motivate faculty to be part of the process. The part-time faculty issue was raised as they are a hard group to ask to do something new: "are we supposed to pay them"? Some part-time faculty seem to already know a lot about outcomes assessment based on their work at other colleges. How can and should all faculty be encouraged to participate?
- The group also discussed the merits of grades versus outcomes. A copy of the SLO Coordinator's article on these two concepts was circulated. No further discussion was needed.

Future Ideas to Consider

Integrity—Would it be helpful/meaningful to have faculty rate the level of difficulty of the assignment they chose for the assessment?

Uniformity—Could faculty create a uniform assessment tool for all to use? Is it reasonable/possible?

Impact/Motivation—Faculty suggested sometime in the future adding a question to the reporting form that indicates what % of the total points/grade was this assignment worth (e.g., 2% versus 20%). Are the students more likely to complete it if is at the beginning or end of the semester?

APPENDIX A: GEOs, MEANS OF ASSESSMENT, AND CRITERIA FOR SUCCESS

AREA A: COMMUNICATION

Courses: SPCH1A, SPCH1AH

Created By: The Communications Department

GEO #1 Students will be able to perform basic speech delivery skills.

Criterion for Success: Students will <u>meet expectations</u> by scoring a "2" on two of the four categories.

	3	2	1	0
Eye Contact	Sustained	Direct	Partial/Glancing	Avoidance
Organization	Intro/Body/ Conclusion and Signposting	Intro/Body/ Conclusion	No clear division of three areas	No structure to speak of
Body Control	Controlled body; some purposeful movement and/or gesture	Solid speaker's stance	Some distracting wandering or fidgeting	Lack of body control. Excessive wandering/ fidgeting.
Volume	Commanding, authoritative. Fills the room.	Adequate to be easily heard and hold attention.	Not easily heard; does not hold full attention of audience	Not audible.

GEO #2 Students will be able to critically evaluate public speeches.

Criterion for Success: Students will <u>meet expectations</u> by scoring a "1" using the criteria below:

Score	Criteria	Tally
3	Student evaluation will: • summarize the observed speech • identify both content and delivery aspects of the speech. • consistently utilize terminology consistent with the course text and/or lecture • propose strategies the speaker could utilize to improve the content and/or the delivery of the speech, when appropriate. • Provide at least one detailed description of the speech as support.	
2	Student evaluation will • summarize the observed speech • identify multiple areas of excellence and areas for improvement, when appropriate. • utilize terminology consistent with the course text and/or lecture.	
1	Student evaluation will • summarize the observed speech • identify at least one area of strength and one area for improvement, but may omit either content or delivery variables • will not consistently utilize terminology consistent with the text and/or lecture.	
0	Students are unable to critically evaluate public speeches.	
	TOTAL	

GEO #3 Students will understand the need to adapt communication style to acknowledge the differences in others.

Criterion for Success: Students will <u>meet expectations</u> by scoring a "1" in both assessments described below.

Students will complete two exam questions. The first is an open-ended, short-answer item asking students to list categories of information that is useful to know when preparing for a likely audience.

	3	2	1	0
	list of at least 5 items using course terminology	list of at least 5 items	list of 3 items	no accurate items

The second question will ask students to accurately identify reasonable adaptation steps that a speaker should take to make a successful presentation among 9 choices.

	3	2	1	0
	8 or more correct	6 or more correct	4 or more correct	less than 4 correct

Six Workgroups from AREAS B - E

AREA B: THE PHYSICAL UNIVERSE AND LIFE

General Education Outcome: Students completing relevant assignments in Area B courses will evaluate the impact of science on their daily lives.

Means of Assessment: Course embedded activity will be evaluated using the rubric below.

Criteria for Success: Students must score at least a "1" in each of the two criteria to meet expectations.

CRITERION	PERFORMANCE LEVEL		
	0 - Below Expectations	**1 - Meets Expectations**	**2 - Exceeds Expectations**
ANALYSIS: Analysis of scientific information	No analysis	Some analysis including some key points	In-depth/thorough analysis including all key points
APPLICATION: Application of concepts to their daily lives	Not able to explain relevance	Somewhat able to explain relevance	Thoughtful and comprehensive explanation of relevance

AREA C: ARTS

General Education Outcome: Students completing an assignment in Area C (Arts) courses will be able to analyze modes of artistic expression.

Means of Assessment: Course embedded activity will be evaluated using the rubric below.

Criteria for Success: Students will meet expectations by scoring a "1" on two of the three categories.

CRITERION	PERFORMANCE LEVEL		
	0 - Below Expectations	**1 - Meets Expectations**	**2 - Exceeds Expectations**
ACQUISITION: Quality of information collected	No acquisition	Somewhat detailed and complete	Detailed and complete
ANALYSIS: Analysis of information	No analysis	Summary of information with some analysis	In-depth/thorough analysis
APPLICATION: Application of concepts to a mode of artistic expression	No application	Some appropriate application is evident	Thoughtful and specific application

AREA C: HUMANITIES

General Education Outcome: Students completing an assignment in Humanities Area C

will be able to identify the influence of culture on human expression.
Means of Assessment: Course embedded activity will be evaluated using the rubric below.
Criteria for Success: Students will meet expectations by scoring a "1" on each of the two of the three categories.

CRITERION	PERFORMANCE LEVEL		
	0 - Below Expectations	**1 - Meets Expectations**	**2 - Exceeds Expectations**
Identify Culture	Cannot identify a culture; misidentify a culture	Accurate identification of relevant culture(s)	
Influence on Human Expression	Cannot identify or misidentify a relationship between the culture and the human expression.	Identify a relationship between the culture and the human expression.	Identify additional facets of the relationship.

AREA D1: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS
General Education Outcome: Students will be able to differentiate among changes in the American constitutional government over time.
Means of Assessment: Course embedded activity will be evaluated using the rubric below.
Criteria for Success: Students will obtain a score of "3" or better on course embedded assessment related to the GEO.

PERFORMANCE LEVEL			
4 – Exceeding Expectations	**3 – Meeting Expectations**	**2 – Approaching Expectations**	**1 – Not Meeting Expectations**
The student demonstrated accurate sequence of understanding constitutional changes over time; could also explain cause-effect relationships for events and changes in the constitution; could name multiple changes in the constitution over time.	The student could accurately identify/sequence a few changes in the constitution over time.	The student illustrated some understanding of changes in the constitution.	The student had no awareness or very inaccurate knowledge regarding changes in the constitution over time.

AREA D2: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS (ELECTIVE COURSES)

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General Education Outcome: Students completing relevant assignments in Area D2 courses will analyze the relationship between social, political, and/or economic institutions and human behavior.
Means of Assessment: Course embedded activity will be evaluated using the rubric below.
Criteria for Success: Students must score at least a "1" to meet expectations.

PERFORMANCE LEVEL		
0 - Below Expectations	**1 - Meets Expectations**	**2 - Exceeds Expectations**
Identifies some relevant information about social, political and/or economic institutions but is missing some key ideas; lacks the ability to identify related human behaviors.	Adequately identifies relevant information about social, political, and/or economic institutions; articulates the relationship to human behavior using one or more examples.	Thoroughly identifies relevant information about social, political, and/or economic institutions; articulates the relationship to human behavior using one or more examples; extends analysis to predictions and/or recommendations.

AREA E: LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT
General Education Outcome: Students completing an assignment in Area E courses will demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being.
Means of Assessment: Course embedded activity will be evaluated using the rubric below.
Criteria for Success: Students will meet expectations by scoring a "1" or more in at least two categories.

CRITERION	PERFORMANCE LEVEL		
	0 - Below Expectations	**1 - Meets Expectations**	**2 - Exceeds Expectations**
COLLECTION: Quality of information collection	No collection	Somewhat detailed and complete	Detailed and complete
ANALYSIS: Analysis of information	No analysis	Summary of information with some analysis	In-depth/thorough analysis
APPLICATION: Application of concepts to enhance lifelong well-being	No application	Somewhat thoughtful and somewhat specific information	Thoughtful and specific application

APPENDIX B: GEO REPORTING FORM TEMPLATE

General Education Outcome (GEO) Reporting Form
AREA __: Title

GEO: _____

Criteria: _____

Reporting Date:

Course Title:

Reference Number:

Term of Assessment:

Number of students who
completed the assignment:

Of those completing the assignment,
number of students who met expectations:

Key Findings/Highlights:
_____

_____

_____

_____

How will the results be used?
_____

_____

_____

_____

Please return completed forms to the _____by _____.

APPENDIX C: SIX COLUMN MODEL FOR ASSESSMENT OF AREA E GEO

Mission and Goals	Area E Courses that Participated in Assessment	GEO	Means of Assessment and Criteria for Success	Summary of Data Collected	College Level Use of Results
The goal of GEOs assessment is to provide a means of evaluating and improving the Mt. San Antonio college general education curriculum. This is in alignment with the college mission: to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.	*Total Area E courses:* 19 *Goal:* 100% of Area E courses will have assessed their GEO by December 2009. *Courses that assessed Area E GEO:* BIOL 5, BIOL 13, BIOL 15, BIOL 15H, CHLD 10, COUN 5, FCS 41, LEAD 55, NF 10, NF 25, NF 25H, NF 28, PE 34, PSYC 14 [74% of total] *Courses that have not yet assessed the Area E GEO:* AD 3, CHLD 10H, PSYC 25, PSYC26, PSYC 33	Students completing assignments in Area E courses will demonstrate meaningful self – evaluation related to increasing their lifelong personal well – being.	Student product was assessed using a rubric that was collaboratively created by Area E faculty. Skills assessed were Collection, Analysis, and Application. Based on performance levels 0, 1, and 2, the collaboratively determined criteria is that students will score a "1" or more in at least two of the three categories.	*Number of students assessed:* 1316 *Number of students who met criteria:* 1249 *Conclusions:* 1) 95% of students assessed met criteria. 2) Faculty were pleased with the number of students who met criteria. Sub – scores for the skills assessed were analyzed to come up with alternate pedagogical strategies to increase student performance in lower scoring categories.	1) Some of the faculty revised the assignments to enhance students' self-awareness. 2) Some of the faculty are re-assessing using different assignments to see if they get the same results. 3) Faculty reflected on the results and which sections they had assessed and decided that the next assessment would include sections taught at different times of the day so it might include a more diverse set of students. 4) Faculty suggested that the information required for reporting the results by course be augmented to include the "total enrollment" along with the number who "completed" the assessment, and the number who "met" the rubric criteria for success. The addition of this piece will allow faculty to reflect more on how many students did not complete the assignment. Analysis could then include: Why did they not? What factors could be contributing toward this non-completion? What is the role of faculty versus the role of the student? 5) Faculty reflected on the rubric, means of assessment and criteria for success and decided no changes were needed for the next assessment period. 6) Faculty suggested that the Area E GEO be assessed on a two-year cycle. The first phase of assessment for Area E should be completed by June 30, 2010. The next phase of assessment will begin on July 1, 2010 with completed assessments for all Area E GE courses (at least one section for each) due by June 30, 2012.