

Area E Schedule

GEO AREA	Assessment Year 2011-12 <i>Area A2, B, C1</i>	Assessment Year 2012-13 <i>Area E and D1</i>	Assessment Year 2013-14 <i>Area A1 & Area D2</i>	Assessment Year 2014-15 <i>Area C</i>	Assessment Year 2015-16
Area E Lifelong Understanding and Self-Development		X			

Area E Rubric

AREA E: LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT (2012-13)			
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: A variety of classroom activities or assignments addressing the GEO including the following rubric.			
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

Area E Courses

Area E Courses: AD 3, BIOL 5, BIOL 13, BIOL 15, BIOL 15H, BIOL 24, COUN 5, KIN 34, NF 10, NF 25H, NF 28, PSYC 14, PSYC 26, PSYC 33, SOC 15



Summary Comments – Area E Lifelong Understanding and Self-Development (September 2009)

KEY FINDINGS AND TRENDS: Of the 606 students assessed in 11 courses within Area E, 588 (97.0%) successfully met or exceeded expectations. Various styles were used to summarize and present the data. Most expressed simply the percentage of students who met the expectations. Some additionally indicated which skills from the rubric were more commonly displayed than others. Several faculty members shared a concern similar to the one voiced by a faculty member in Area B addressing the disparity in the number of students who were enrolled and the number who actually completed the assignment. One faculty member stated the inherent ease in being self-aware and thus, in meeting the expectations in this assessment and communicated that a GEO dealing with academic achievement may be more challenging. Many faculty members shared the intention to focus more heavily on analysis and/or application in future assignments. Several plan on reassessing in the fall of 2009. A couple of faculty members also addressed the research design aspect, commenting on increasing the sample size and assessing sections offered during different times of the day. Several specific considerations to the course material were also indicated.

Area E Lifelong Understanding and Self-Development Verbatim Use of Results from 2009 Meeting

- 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.

Area E Lifelong Understanding and Self-Development (May 2013)

Representatives from the GEO Area E members had a meeting on May 10, 2013 to discuss the findings and the GEO process. The group began the discussion with these general questions: 1) What were the most important findings? 2) What was learned as a result of doing the GEO assessment? 3) What are the

implications to faculty, curriculum, and/or students? 4) How does your division plan to use the results related to this course and the mt sac general education curriculum? 5) How could the GEO Assessment process and reporting forms be improved? 6) Any other thoughts to share?

Members described the overall purpose of the courses in each area: nutrition, kinesiology, psychology, and counseling, including how these areas interact with the outcome, "Students completing an assignment in Area E courses will demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being.

The group described the overall impact of outcomes in each of the different courses and believed that the courses selected align well with the goal of life-long learning. The overall specific impact of GEO learning on students was unclear, with faculty commenting that it is obvious that the courses further knowledge and provide the content needed for students to change their lives. However, faculty would not know if lifestyle changes transpired as a result of the course.

When asked about the GEO and the process to measure it, members mentioned that the rubric could be revised. Some faculty mentioned the difficulty in the collection portion of the rubric while others mentioned the usefulness of each rubric category. Analysis and application are more challenging aspects of the rubric criterion. The Criteria for success will be edited to read: Students will meet expectations by scoring a "3."

Members of the group felt that the process of outcomes was useful. They mentioned that they try best to accurately assess what students should be learning and need to identify authentic assessment. They recognize limitations to the data collection in outcomes but it is fair to recognize that most research studies have methodological limitations. Students may be meeting the area's outcomes but there are also general feasibility limitations to the outcomes data received. Members agreed that Lifelong learning is evident and circumstances are importantly. Lastly, a final faculty member recommended meeting more periodically perhaps at a mid-point within the 4 year assessment cycle.