Area B Schedule

GEO AREA	Assessment Year 2011-12 *Area A2, B, C1*	Assessment Year 2012-13 *Area E and D1*	Assessment Year 2013-14 *Area A1 & Area D2*	Assessment Year 2014-15 *Area C*	Assessment Year 2015-16
Area B The Physical Universe and Life	X				X

Area B Rubric

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: A variety of classroom activities or assignments addressing the GEO including the following rubric.			
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 B Courses

Area B Courses: AGOR 1, ANAT 10A, ANAT 10B, ANAT 35, ANAT 36, ANTH 1, ANTH 1H, ANTH 1L, ASTR 5, ASTR 5H, ASTR 5L, ASTR 7, ASTR 8, BIOL 1, BIOL 2, BIOL 3, BIOL 4, BIOL 4H, BIOL 6, BIOL 6L, BIOL 17, BIOL 20, BIOL 21, BIOL 34, BIOL 34L, CHEM 10, CHEM 20, CHEM 40, CHEM 50, CHEM 50H, CHEM 51, GEOG 1, GEOG 1H, GEOG 1L, GEOG 1LH, GEOL 1, GEOL 7, GEOL 8, GEOL 8H, GEOL 8L, GEOL 9, GEOL 10, METO 3, METO 3L, MICR 1, MICR 22, OCEA 10, OCEA 10H, OCEA 10L, PHSC 3, PHSC 7, PHSC 7L, PHYS 1, PHYS 2AG, PHYS 2BG, PHYS 4A, PSYC 1B

Summary Comments – Area B The Physical Universe and Life (September 2009)

KEY FINDINGS AND TRENDS: The Mt. SAC five-column model was used instead of the GEO reporting form. Thus, the numbers of sections and students assessed are not provided. The majority of students assessed met the expectations. In one assessment, the percentage of those who completed the assignment versus those who were enrolled in the course was identified. Good examples of ways to apply the results were offered.

Area B (Spring 2012)

Representatives from the GEO Area B members had a meeting to discuss the findings and the GEO process. Overall, most students met the GEO thus the findings did not easily allow the instructor to determine what actions were necessary for improvement. The true impact of GEO learning on students was unclear. As a teacher's focus tends to be on a student's major course work and not necessarily the GE component, it is important for faculty to re-think the GE impact on students.

When asked about the GEO and the process to measure it, the group indicated that the GEO might be too broad in scope especially as it is used across many courses. The group found that using only one question on a test to measure the GEO was insufficient. A more comprehensive/holistic approach to assessment would improve the usefulness of the findings as would the proposed different GEO: Students in Area B courses will demonstrate how science applies to their daily lives.

A few members of the group felt that the outcomes assessment process was not yet authentic in their areas. Others felt that they have to continue to work at outcomes assessment in order to make it authentic and they gave an example of using formative assessment to evaluate students' learning and how they provided opportunities for students' improvement using different curriculum and pedagogical techniques. A final faculty member quote was "You get what you put in; you have to make it useful".

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