GEO Area C 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 C 1 Arts	X			X	
Area C 2 Humanities				X	

Area C Rubric

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: 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" 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 Courses

C Arts Courses: AHIS 1, AHIS 1H, AHIS 3, AHIS 3H, AHIS 4, AHIS 4H, AHIS 5, AHIS 5H, AHIS 6, AHIS 6H, AHIS 8, AHIS 9, AHIS 10, AHIS 11, AHIS 12, AHIS 14, AHIS 15, ARCH 31, ARCH 32, ARTB 1, ARTB 14, ARTD 15A, ARTD 20, ARTD 25A, ARTG 20, ARTS 22, ARTS 30A, ARTS 33, ARTS 40A, DN-T 20, ID 14, MUS 7, MUS 11A, MUS 11B, MUS 12, MUS 13, MUS 13H, MUS 14A, MUS 14B, MUS 15, PHOT 15, SPCH 4, THTR 9, THTR 10, THTR 11

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: 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" 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.*

Humanities Area C Courses: ARAB 1, ARAB 2, CHIN 1, CHIN 2, CHIN 3, CHIN 4, ENGL 1B, ENGL 1BH, ENGL 8E, ENGL 8F, FRCH 1, FRCH 2, FRCH 3, FRCH 4, FRCH 5, FRCH 60, GERM 1, GERM 2, GERM 3, HIST 1, HIST 3H, HIST 4H, HIST 7, HIST 7H, HIST 8, HIST 8H, HIST 10, HIST 11, HIST 35, HIST 39, HUMA 1, ITAL 2, ITAL 3, ITAL 4, ITAL 60, JAPN 1, JAPN 2, JAPN 3, JAPN 4, JAPN 5, LATN 1, LATN 2, LIT 1, LIT 2, LIT 3, LIT 6A, LIT 6B, LIT 11A, LIT 11B, LIT 14, LIT 15, LIT 20, LIT 25, LIT 36, LIT 40, LIT 46, LIT 47, PHIL 5, PHIL 5H, PHIL 12, PHIL 12H, PHIL 15, PHIL 15H, PHIL 20AH, PHIL 20B, PHIL 20BH, POLI 5, POLI 7, SPAN 1, SPAN 4, SPAN 11, SPAN 12

Summary Comments – Area C1 Arts (September 2009)

KEY FINDINGS AND TRENDS: A total of 53 students were assessed from one course, of which 37 met (69.8%) expectations.   A subgroup of the 17 students meeting expectations actually "exceeded" the faculty member's expectations (32.1%).   The faculty member's open-ended responses regarding these results indicate that the summary of GEO findings was communicated with the department. This faculty member also reported that his/her department acknowledged the predominance of the students' meeting expectations for the GEO. Finally, the faculty member expressed that the assessment of the GEO illustrated the students' "appreciation" for learning, which was considered "essential" to the course. Plans to continue this assessment were clearly articulated.

Area C1 Arts (Spring 2012)

1.) What has been done in Area C1 with GEOS?

The group discussed how the GEO work helps faculty to come together to see how different areas used the GEOs for assessment. One suggestion was to pull together Areas C1 and D1 since they are so similar. The group agreed that If courses are broad enough, then GEOs and SLOs can be the same. A similar issue is seen with the AHIS courses as the GEOs are the same.

2.) Are we using SLOs for our GEOs?

A few members discussed using the SLOs for the GEOs, but there are some variations in the rubrics.

3.) What are the most important discoveries/findings?

The most important discoveries when using this GEO process were sometimes the most disappointing ones. For example, students' knowledge of the GEO were low – their students couldn't write to the level required of faculty. While students' writing skills are low, their ability to analyze art form is high. It was also disappointing that when scholarly books were added to the curriculum that students' didn't read them, thus making it difficult to do analysis of application.

It was more helpful to faculty when at least 2 of faculty members taught sections of a course as they could discuss their results and use that discussion for professional growth and development.

4.) What was learned?

Surprisingly, everyone agreed that Adjunct faculty knew a lot more about SLOs than full-time faculty. Although Adjuncts are given SLOs to teach and are also told to create their own SLOs, Adjunct faculty members seem to have a "bigger picture" perspective of outcomes assessment.

5.) What changes are needed?

Although Adjunct seem to be more informed, they give opinions but rarely have discussions where there is give and take (e.g., dialogue). They are not involved in discussions where perceptions could possibly change because of them hearing others ideas or input on the subject. At departmental meetings, Adjuncts have been more focused and beneficial. Informally, Adjunct and full-time staff are discussing SLOs while en route to class, eating, breaks and in between classes. There seems to be an integrated feel with discussion between Adjuncts that wasn't there before. Perhaps there needs to be a more structured process/format to allow Adjuncts to be more integral to the conversations and change processes?

6.) How does your division plan to use Use of Results? Are the Use of Results useful?

Use of Results helps to decide whether faculty should take that same GEO one more time or create a new GEO. The information is then used to specify what they used to measure by being more specific and identifying the actual assessment method, thus opening up avenues in other areas.

In TracDat, read only access to other department information could potentially aide in improvement in individual area SLOs and GEOs. However, one person is concerned that giving everyone access gives the ability to have a lot of information taken off of campus. Maybe the department chairs can be given read only access to other departmental SLOs and be asked to use that information for growth and development purposes.

7.) How could reports be improved?

The faculty members suggested that the college stop using Tracdat and do PIE only in paper form. Tracdat has too many "drawers to assemble." For example, if you see a mistake on the report, it can't be corrected immediately. The paper form is easier.

For new GEOs, they suggested looking at Area C GEOs from other colleges and possibly using that.

Everyone was given an opportunity to look at the AAC&U *Civic Engagement VALUE Rubric* and felt it would be useful to have this format, or even the rubric itself. The definitions could potentially be used as the SLOs.

At the end of the meeting the group briefly discussed student involvement in the SLO/GEO process. The group was asked, "How could we involve students in the process?" They thought that students could be given a task that is directly related to the SLO/GEO to give students ownership of it. When students take ownership of something, it's more likely for them to continue to understand it for a longer period of time. For example, if they are in art, have them create an art piece with their hands that visually shows the SLO, in Theatre have them create a script, in music have them create a written piece, etc.

Area C2 Humanities

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