

### Area D 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 &amp; Area D2</i>	Assessment Year 2014-15 <i>Area C</i>	Assessment Year 2015- 16
<b>Area D 1 Social, Political, and Economic Institutions U.S. History and American Institutions</b>		X			
<b>Area D 2 Social, Political, and Economic Institutions: Elective Courses</b>			X		

### Area D Rubrics

<b>AREA D1: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS</b>			
<b>General Education Outcome: Students will be able to differentiate among changes in the American constitutional government over time.</b>			
<b>Means of Assessment: A variety of classroom activities or assignments addressing the GEO including the following rubric.</b>			
<b>Criteria for Success: Students will obtain a score of “3” or better on multiple-choice or essay item related to the GEO.</b>			
<b>PERFORMANCE LEVEL</b>			
<b>4 – Exceeding Expectations</b>	<b>3 – Meeting Expectations</b>	<b>2 – Approaching Expectations</b>	<b>1 – Not Meeting Expectations</b>
<b>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.</b>	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 D 1 Courses: ANTH 5, ANTH 22, ANTH 30, HIST 30, HIST 31, HIST 36, HIST 40, POLI 1, POLI 1H, POLI 35

**\*Note: There are 2 rubrics for separate Area D (D1 and D2) rubrics. However, webcms does not differentiate between the two areas.**

<b>AREA D2: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS (ELECTIVE COURSES)</b>		
<b>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.</b>		
<b>Means of Assessment: A variety of classroom activities or assignments addressing the GEO including the following rubric.</b>		
<b>Criteria for Success: Students must score at least a "1" to meet expectations.</b>		
<b>PERFORMANCE LEVEL</b>		
<b>0 - Below Expectations</b>	<b>1 - Meets Expectations</b>	<b>2 - Exceeds Expectations</b>
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 D 2 Courses: AGAG 1, AGFR 20, BUSC 1A, BUSC 1AH, CHLD 1, CHLD 10, CHLD 11, GEOG 2, GEOG 2H, GEOG 5, GEOG 30, GEOG 30H, HIST 3, HIST 4, HIST 19, HIST 44, JOUR 100, POLI 10, PSYC 1A, PSYC 1AH, PSYC 15, PSYC 25, SOC 1, SOC 1H, SOC 4, SOC 5, SOC 5H, SOC 14H, SOC 20, SOC 20H, SPCH 7, SPCH 7H, SPCH 26, SPCH 26H, SPCH 30

### **Summary Comments – Area D1 U.S. History and American Institutions (March 2010)**

- 1) Some faculty used multiple course embedded assessments and synthesized the results.
- 2) 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”.
- 3) Faculty felt that current Area D1 courses have been properly placed in the Mt. SAC general education pattern. They will explore the possibility of adding History 44 to Area D1.
- 4) Faculty reflected on the results and which sections they had assessed and decided that they would continue to advocate for including part-time instructors.
- 5) 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
- 7) Faculty believe that the Area D1 GEO 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.
- 8) 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.

### **Summary Comments – Area D2 Social, Political, and Economic Institutions (September 2009)**

KEY FINDINGS AND TRENDS: A total of 78 students from 4 courses were assessed, of which 75 students (96.2%) met expectations. Note that the four courses were actually two unique courses, each with an Honors course counterpart. The summaries of data indicate the general knowledge exhibited by the students. The use of results is the identically written for all four courses and indicates the intention to use the GEO results to inform changes.