

Assessment of Student Learning Outcomes in General Education Summary Report

Use this form to provide a summary report on campus-based assessment of student learning outcomes in General Education

GER (name and #): GER 5 –Western Civilization Academic Year: 2018-2019

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Improvements Made as a Result of Previous Assessment

Recommendations from GER Assessment Subcommittee made in previous assessment report (please copy and paste below):

I cannot locate recommendations from the GER Assessment Subcommittee regarding the previous GER 5 assessment report. GER summary reports for the 2015-2016 cycle are not included in the Academic Assessment Repository on Blackboard at this time.

1. What program improvements in curriculum and/or teaching were made as a result of the previous assessment of General Education? If no program improvements were made, please provide a rationale for why recommendations made in previous assessment report were not implemented.

Since the last assessment cycle in 2015-2016, the outlines for H101 and H102 were revised to make the material covered in each course more manageable by adjusting the time frame covered over the semester.

Deviations from Approved Methodology

2. Were there any significant deviations from the GER assessment plan that was approved by the Academic Assessment Committee? If so, please comment on why these changes were necessary and how these changes may have affected the reported results, if at all.

There were no deviations.

Major Findings of this Assessment

3. Please include the numerical data from last cycle's report and the current cycle's report below. What are the major findings for the assessment of all GER SLOs assessed? Please include a comprehensive narrative or discussion outlining these findings and a complete interpretation of these results in addition to completing the table.

Previous Year's Result

SLO	# Students Assessed	% Exceeding Standards	% Meeting Standards	% Not Meeting Standards
Students will demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western Civilization.	Not reported on summary report.		80 (data for exceeding and met combined into one percentage)	13.5
Students will relate the development of Western Civilization to that of other regions of the world.	Not reported on summary report.		80 (data for exceeding and met combined into one percentage)	13.5

Current Year's Assessment Results

SLO	# Students Assessed	% Exceeding Standards	% Meeting Standards	% Not Meeting Standards
Students will demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western Civilization.	107	63	18	19
Students will relate the development of Western Civilization to that of other regions of the world.	105	56	22	22

Assessment Results Narrative and Interpretation (i.e., What conclusions can be drawn from the numbers above, including a comparative analysis with last year's data?)

Assessment results in this cycle mirror those of the previous cycle. In the 2015-2016 cycle, 80% of students met or exceeded the standard for both of the GER 5 SLOs and 13.5% did not meet the standard. In the 2018-2019 cycle, 81% of students met or exceeded the standard for SLO 1 and 19% did not meet the standard. Based on the met or exceeded rate, faculty continue to achieve excellent outcomes meeting the first SLO standard. While there is an apparent increase in the rate of "did not meet," the cause of this increase is not clear. The percentages for the 2015-2016 cycle add up to 93.5% and it is unclear how the other 6.5% of students were classified in the assessment. I suspect that the difference between rates reported could be the result of faculty taking a different approach to students who did not complete the assessment from cycle to cycle. There was a slight decrease in the assessment result for GER 5 SLO 2 in the 2018-2019 cycle, but the results continue to reflect positively on the methods used by faculty. In the 2015-2016 cycle 80% of students met or exceeded the standard and 13.5% of students did not meet the standard. In the 2018-2019 cycle, 78% of students met or exceeded the stand and 22% of students did not.

Recommendations for Improvement in Student Learning

4. Based on the assessment results, what changes to curriculum and/or teaching should be made to improve student learning?

No changes need to be made because faculty attained their targets.

- 4a. Based on the assessment results, what other resources, if any, are needed to improve student learning? Please check all that apply and include a rationale below (academic support services, equipment, software, etc.) are needed

No additional resources are required.

- Academic support services (tutoring, accommodative services, etc.) Classroom equipment needed Software needed Other (please specify below)

Closing the Loop

5. What mechanisms are in place for documenting and sharing assessment results, closing the loop processes, and intended changes resulting from these assessment results? (i.e., presentations, school meetings, etc.)

Faculty continue to report assessment results using Taskstream each semester to document and share assessment results. There is currently only one full-time faculty member teaching face-to-face versions of the courses assessed in this cycle so all discussions of results with the faculty concerned would need to take place electronically. Since faculty have met the assessment targets, that does not seem necessary at this point.

6. What closing the loop activities, such as ongoing professional development activities for faculty and staff, will be implemented as a result of these assessment results?

None

7. What changes to the assessment process should be made for the following cycle? If methodology revisions are needed, please submit a proposal to GER Assessment Subcommittee.

No changes needed at this point. Given the diversity of the material taught in the range of courses for this GER, the use of a standard assessment rubric is not feasible. It is best to allow each instructor the freedom to implement the assessment tool most applicable to their course.