



Program Review

Merced College

2015-16

Faculty/Program Manager View

I. Program Summary

1. Name of Program

General Education

2. Degrees, Certificates or Services Associated with the Program

Associate Degree Breadth Requirements

3. How does the program contribute to the mission of the college? [Merced College Mission Statement](#)

General Education at Merced College introduces students to the means through which people comprehend the modern world. Students must possess certain basic principles, concepts and methodologies unique to and shared by different fields of study. College-educated persons need to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, this education should lead to a better self-understanding, and encompasses the “Essential Education” that students will receive and take home from their experiences both in and out of the classroom at Merced College.

4. Faculty/Staff Involvement

The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

- with others in my program/department during meetings (i.e. cohort, area, department meetings, small groups etc.)
- during on-campus workshops (i.e. flex workshops)
- over email
- with colleagues from outside the district
- with my dean and/or colleagues in my division

- Other

- No dialogue occurred

List Faculty/Staff involved in the assessment in the table below. To add rows select **Insert Item**.

Name	Participation
Edward Modafferi	<input checked="" type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input type="checkbox"/> Data Contributor
Scott Coharan	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input checked="" type="checkbox"/> Data Contributor
Jeffrey Beuchler	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input checked="" type="checkbox"/> Data Contributor
Luis Flores	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input checked="" type="checkbox"/> Data Contributor
Jennifer Gardner	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input checked="" type="checkbox"/> Data Contributor
Natalie Sobalvarro	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input checked="" type="checkbox"/> Data Contributor

II. Assessment Summary

4. Please provide a status update of all course SLO assessments.

List the dates of the last two assessment reports, starting with the most recent. (Dates must be within the last five years.)

Course Number	Previous Assessment	Next Planned Assessment	Contact Faculty
see attached list			

5. Means of Assessment

List the program SLO/SAO in the space below.

Program SLO or SAO

Communication: Use language and non-verbal modes of expression appropriate to the audience and purpose.

Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

Additional Survey questions for graduating students

Benchmark Met

Program SLO or SAO

Computation: Use mathematical skills and various aspects of technology appropriate to the task.

Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
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- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

Additional Survey questions for graduating students

Benchmark Met

Program SLO or SAO

Cognition: Use critical thinking skills to analyze, synthesize, and evaluate ideas and information.

Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
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- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

Additional Survey questions for graduating students

Benchmark Met

Program SLO or SAO

Demonstrate understanding of different cultures and knowledge of historical eras and importance of community involvement.

Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
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- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

Anthropology 2:

Part 1: Student multiple-choice exam/fill in questions were analyzed to assess performance regarding each of the 8 skills outlined above. The number right and wrong were tallied for each question(s), and then the combined classes were assessed on each skill using the following ranges: < 50% correct = 0 Fail, if the percent correct was 50-59% = 1-Introduced; 60-69% = 2-Practicing; 70-84% = 3-Developing; 85-100% = 4-Capstone.

Part 2: Essay exams were given, where students wrote at least a page on their choice of three out of five essay questions from memory. These questions were graded by the instructor on a 75-point scale. The scores and both median and mean were compiled, facilitating assessment of the entire class based on the following ranges: median of 51-60% of total = 1-Introduced; median of 61-75% = 2-Practicing; median of 76-85% = 3-Developing; median of 86-100% = 4-Capstone.

Political Science 1: Activity associated with the “personal and social responsibility” portion of the GELO. The assessment had two parts. Part 1: Students were required to volunteer in their community through some local organization for 4 hours. Part 2: The students were asked to write a short reflection paper discussing what the experience taught them about the importance of civic engagement (the need to be active and involved in your local community), and what they learned about their local community organizations and the way they work. Using the attached AAC&U rubric, students were scored on a scale of 1-4.

Foreign Languages: Students in Spanish 1 class were evaluated with a 14 multiple choice questions to distinguish basic characteristics of the target culture. Results from the test were grouped into various range of scores, 10-12 = excellent, 6-9 = average, and 0-5 needs improvement.

PSYC-1-A Each team conducts a psychological experiment and presents a PowerPoint lecture indicating their team's : 1) Hypothesis; 2) Methodology, including selection of subjects, materials used, procedure; 3) Analysis of results; 4) Possible practical applications, if any.

Psyc 22 – 5 true/false questions

Psych 23 – 6 multiple choice questions, and group project to select a culture radically different from the students own, group project is to select a culture radically different from the students own. Any group that discusses specific points in a manner revealing good organization and adequate research receives credit.

SOC 1 – 6 multiple choice questions

Social Science Club - no means of assessing students at this outcome have been used.

Additional Survey questions for graduating students (see attached)

Benchmark Met

Program SLO or SAO

Personal Development and Life-Long Learning: Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
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- Direct assessment of service activities

Other

Additional Survey questions for graduating students

Benchmark Met

6. Assessment Data and Results for each PLO/SAO

Anthropology 2: The results for a total of 30 student essays were as follows: mean score was 59.2/75 (78.9%) median score was 60/75 (80.0%). The range of scores went from 35 to 75 (46.7-100%).

The course goal is for at least 70% total combined correct answers for the combined set of questions pertaining to each skill, ideally 85% or higher. The results for a total of 61+ students were as follows with percentage correct answers:

- Global self-awareness: 30.8% Stage 0-Fail
- Perspective taking: 70.5% Stage 3-Developing
- Cultural diversity: 82.0% Stage 3-Developing
- Personal/Social responsibility: 92.6% Stage 4-Capstone
- Understanding global systems: 72.4% Stage 3-Developing
- Applying knowledge: 72.7% Stage 3-Developing
- Cultural self-awareness: 75.4% Stage 3-Developing
- Knowledge cultural frameworks: 87.5% Stage 4-Capstone

Political Science 1: All of the student responses were scored as a 1 out of a possible 4 on the rubric used to score essay responses. (50 responses in total)

Foreign Languages: Out of 195 students taking a cultural assessment test, 56 scored excellent (29%), 120 scored average (62%), 19 scored in the needs improvement category (10%). 17 students did not participate in the assessment.

Psychology 1 - 2 sections, 87% of students passed a Group Experiment Project

Psychology 22 – More than 80% of students correctly answered questions in all sections of the course

Psychology 23 – 2 sections with more than 50 students correctly answered embedded test questions (SLO3 – 82% correct, SLO 4 – 80% correct, SLO 5 – 74% correct, SLO 6 – 86% correct) For the group project over 98% of the groups met the criteria and passed.

Sociology 1: average correct responses to 6 embedded test questions - 80%

Social Science Club – 10-15 students participated in “civic engagement actions” - no formal assessment methodology was used to evaluate the student performance at achieving the outcome.

GELO Survey

Questions related to the GELOs were administered to graduating students - the survey was sent to 986 graduating students; 98 students responded (~10%), and 88 chose to answer the GELO questions.

"I feel my education at Merced College prepared me to...." (Mean, or average value for responses between 1-5; standard Likert scale, 1 = strongly disagree, disagree, neutral, agree, 5 = strongly agree)

1. Read and analyze written communication appropriate to the subject (3.87)
2. Construct and deliver oral communication appropriate to the audience (3.78)
3. Analyze and apply mathematical concepts to an appropriate task (3.76)
4. Use basic computer skills (4.06)
5. Analyze and solve problems using logical and creative methods (3.94)
6. Distinguish and understand diverse cultures (3.93)
7. Evaluate historical knowledge and relate it to current issues (3.95)
8. Demonstrate an understanding of life- long learning (4.00)
9. Relate a healthy lifestyle and wellness to personal choices (3.9)
10. Evaluate and adhere to professional and academic ethical standards (4.04)

GELO 1: Communication – Questions 1 and 2

GELO 2: Computation – Questions 3 and 4

GELO 3: Cognition – Question 5

GELO 4: Global Consciousness –Questions 6 and 7

GELO 5: Life-Long Learning - Questions 8, 9 and 10

The following comments were made:

1. The education was good however I seem to have missed out on the recent advanced fast track computer classes that would have helped with less time being needed for certificates and my degree.
2. Merced College did not educate me any more than high school did.
3. I developed a lot of skills, communication, computer skills, and developing good choices. I grew not just as a student but an individual.

7. **Analysis and Interpretation of Results for each PLO/SAO (include benchmarks)**

Anthropology 2: Based on our arbitrary assessment scale, the combined classes rated at Stage 3 or higher in all skills except one (global self-awareness), in which they failed miserably. These questions regarded aspects of state-type societies (which much of the world are members of), the details of which are sometimes hard for students to grasp, as they often take these aspects for granted and presume that they are features of all societies. The combined classes rated at Stage 3 for 5 of the skills (see above) and at Stage

4 for two (Personal/social responsibility and knowledge of cultural frameworks). Overall, the students could probably be seen as “developing” their cultural and global knowledge and awareness (stage 3), which is likely to be expected for students being introduced to cultural anthropology for the first time. The essay results showed students are doing fairly well in developing their cultural knowledge and understanding of global systems, however, the overall class average could be improved. This suggests we should assess the class as a whole to demonstrate stage 3 “development” of their cultural knowledge, perspective taking, and understanding of global systems skills.

Political Science 1: Despite the fact that the class was taking “action” most students did not connect their experience to global issues. Some students did connect what they learned to broader issues and concepts related to state and national politics. The question prompt for the written response could have been better designed to have students think more broadly about how the issues faced in their local community connect to broader national and even global issues.

Foreign Languages: No benchmark was mentioned by the foreign language faculty, but the data indicates 91% of students scored average to above average.

Social Sciences, including Psychology and Sociology, also did not have a formal benchmark for this assessment. Based on the data provided, students are participating in cultural events and demonstrating a developing an awareness of culture from the course tests (>80% correct responses for many of the questions) and with their group projects.

GELO Survey

Overall, 69.4% of respondents agreed that Merced College prepared them for the General Education outcomes during their time spent at Merced College. Interestingly, the Computation outcome relating to basic computer skills was rated the highest (mean = 4.06 out of a possible 5), while students felt their ability to analyze and apply mathematical concepts to an appropriate task was rated lowest. The personal development outcomes had mean scores of 4.06 and 3.9, while the life-long learning outcome question had a mean score of 4.0. The Global and cultural understanding outcomes produced mean scores of 3.93 and 3.95. Finally, the communication outcome was separated into writing or oral communication, which resulted in mean scores of 3.87 and 3.76 respectively.

8. **Do your program outcomes represent learning appropriate to the standards of your discipline or profession? (*This may not apply to all service areas.*)**

The general education learning outcomes articulate to both CSUs and UC, along with other schools, and satisfy their GE requirements.

9. Plans for Improvement

Anthropology: While the results are somewhat satisfactory, instruction should focus more on questions regarding the type of societies that we live in (state societies). This will allow students to understand features of the type of socio-political organization so relevant to their own culture(s) but not found in other types of societies, such as institutionalized hierarchy, governmental monopoly on the use of force, differential access to resources, economic specialization, etc. Students are doing fairly well in developing their cultural knowledge and understanding of global systems, the overall class average could be improved. More time spent in class outlining and discussing important themes and cultural aspects introduced by these ethnographies will go a long way toward improving these scores.

Political Science: A revision of the assessment question utilized this year is needed to be able to clearly identify how far the students have progressed on understanding the concepts related to personal and social responsibility. In addition, the course content needs to be examined to determine if there are more opportunities for connecting material to the larger global context.

Foreign Languages: The Global and Cultural Understanding outcome has been linked to 2 skills for foreign language courses, Cultural Diversity "Describes the experiences of others historically or in contemporary context primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews" and Global Self-Awareness, "Identifies some connections between an individual's personal decision-making and certain local and global issues." Faculty have discussed changing the current Speaking assessment to include evidence of GELO Global Learning, and discussed the possibility of beginning Spanish fitting in other categories of the GELO.

Social Sciences: More time will need to be spent designing Global Culture assessment methods to more directly demonstrate students are developing these skills and abilities as a result of their class work.

While the use of the AAC&U rubric has helped to provide categories with the knowledge, skills and abilities linked to the Global and Cultural GELO, more work will need to be done by the college to standardize this process. Assessment results need to be combined for a more broad view of student performance, and not based on a wide variety of scales. For example, faculty should identify a specific assignment or activity linked to the skills associated with the Global GELO (highlighted in the AAC&U rubric), and determine how the results will be ranked. Once this mapping process is completed, assessment results from different disciplines can be combined for a more effective analysis of students achieving the outcome. Additionally, the college needs to find a way to enlist more faculty participation in assessing the GE program - the courses cross disciplines and meetings need to take place to determine the means of assessment in advance.

The survey asking students to rank how they felt Merced College prepared them for the various General Education outcomes

yielded positive results overall. With less than 10% of graduates responding, the small sample size of the survey is troubling, potentially introducing a bias in the collected responses. The results did suggest the college focus on communication and mathematical concept applications in the future and identify why these GELOs resulted in the lowest student satisfaction scores.

Overall the GE Program assessment needs to be better organized with a benchmark set up for the number, or percentage of courses and activities to be assessed every year.

Program Review Data:

To view the relevant data for the following questions select the link below, log into the MC4MePortal, then choose your area.

Instructional Program Review Data

10. What trends, if any did you identify in
 - a. student demographics for your program compared to the district?

Not surprisingly, the demographics for the GE program paralleled the demographics for Merced College as a whole. (See attached GELO program Datasets document). The most dramatic changes over the past 5 years was seen with an increase in the number of Hispanic students taking GELO courses, from 50% to 58% of total students at the college (from approximately 18,000 to 26,000). The majority of students are in the <19-24 age group (~76%) and are female (~58%).

When examining the GELO survey results based on ethnicity, African American, Asian and Multiethnic students responded favorably to Merced College preparing them for the GE outcomes (means 4.0 or higher). Of the Filipino students who responded, written communication, mathematical concept applications, and relating historical knowledge to current issues were ranked the lowest. (mean 3.5 for all). Hispanic students identified low rankings for the following GELOs: personal responsibility (3.95 and 3.81), understanding diverse cultures (3.85), and preparation in oral communication the lowest (mean 3.71). Among white, non-Hispanic students there were 2 low GELO satisfaction rankings, the ability to analyze and solve problems using logical and creative methods (3.85) and life-long learning (3.81).

The GELO survey results were also examined based on the students age groups, and students in the <50 age category ranked multiple GELOs with the lowest mean scores, including written communication, mathematical concepts, computer skills, understanding diverse cultures and personal responsibility and healthy life styles. This age group did rank their ability to construct and deliver oral communications the highest, while students in the 40-49 age group ranked it the lowest (mean = 3.33). Students in the <20 age group ranked their preparation to "Evaluate historical knowledge and relate it to current issues" the lowest (mean = 3.5)

Overall satisfaction with the GELOs is similar for males to females. Both ranked their preparation in using basic computer skills the highest out of all the GELOs (mean scores over 4.0). There was a noticeable difference in the satisfaction amongst female respondents for preparation in analyzing and applying mathematical concepts (mean 3.67 vs 3.93 for males) and evaluating and adhering to ethical standards (mean 3.98 vs 4.14 for males). Male survey respondents identified weaknesses in separate GELO categories compared to the females, including understanding of life-long learning (mean = 3.9 for males, 4.05 for females), relating a healthy lifestyle to personal choices (mean = 3.83 for males, 3.94 for females), and their ability to construct and deliver oral communications (mean = 3.65 for males, 3.85 for females). Additionally, males ranked both of the questions related to the global and cultural understanding lower compared to females.

b. instructional demographics for your program compared to the district?

These demographics were analyzed using 2 separate measures - demographics were collected using either the groups of courses linked to the separate GELOs, which included some overlap, or for the GE program as a whole by location/modality. Please see attached GELO program datasets documentation.

Each group of GELO courses displayed similar course completion and success rates over the past 5 years, although courses in the Communication GELO were consistently lower for both of these parameters. Likewise, GELO courses taught via Distance Education were also consistently lower for retention and success rates.

While the overall trend for the number of sections offered for courses at the college has trended upwards over the past 5 years, courses associated with the Communication and Personal Responsibility GELOs displayed a marked increase compared to the other GELOs. GELO courses offered as distance education courses have doubled over the past 5 years, from 64 to 129.

Productivity measures show that courses in the Global and Cultural GELO group have consistently higher productivity numbers (average 874 over the past 5 years) compared to the other groups of GELO courses, with the lowest productivity for courses in the cognition group (average 525 over the past 5 years). Each group of GELO courses have had consistently lower productivity compared to the district as a whole, with the exception of DE courses that showed a noticeable increase in productivity during the 2015-16 school year.

The class size over the past 5 years for courses in each GELO group has decreased over the past 5 years, with the average ranging from 22 in cognition up to 40 for courses offered in the Global and Cultural GELO group. Similar to the district as a whole, average class size has decreased over the past 5 years.

The percentage of filled classes has decreased for each GELO group over the past 5 years, with Distance Education GELO courses consistently lower than face-to-face course offerings.

11. Are there any factors influencing the student access to services/programs?

III. Planning Summary

Remember to attach your goals sheet(s) in the Attachments section below. Please click here: [An example of a template](#) for an example of a template to use for recording your program goals.



GE Program Planning Goals for 15-16 PR.pdf
 Adobe Acrobat Document
 77.1 KB

Or for **the LRC, AV, or ITS** click on the link below to add your goals:

- Have there been any internal/external changes to this program/department which have had a significant impact on the program's goals and/or effectiveness? If so, please explain.

Include changes in budget, staffing, facilities and legislation.

Resource Allocation

- Complete the table for each resource request. Please rank in order of priority according to your program assessment results.

Resource	Learning Outcomes Select all that apply	Reason for Resource Select all that apply	Comments
Membership in RP Group, \$350 annual dues	Outcomes/Goals All GELOs Institutional SLOs <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Computation <input checked="" type="checkbox"/> Cognition <input checked="" type="checkbox"/> Global Consciousness <input checked="" type="checkbox"/> Personal Development	<input type="checkbox"/> Safety <input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Maintain Program <input checked="" type="checkbox"/> Grow Program	Training in research and planning, conferences and resources available for faculty and staff at the college
Membership in AAC&U, based on	Outcomes/Goals All GELOs		Training in assessment, with conferences and resources available for faculty and staff at the college

FTEs

Institutional SLOs

- Communication
- Computation
- Cognition
- Global Consciousness
- Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

GELO academy

Outcomes/Goals

All GELOs

Institutional SLOs

- Communication
- Computation
- Cognition
- Global Consciousness
- Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

Workgroup of faculty and staff to organize and plan annual GELO assessment - would like to offer food and drink to increase participation, along with stipend to members for participation

Prizes for GELO Icon competition

Outcomes/Goals

All GELOs

Institutional SLOs

- Communication
- Computation
- Cognition
- Global Consciousness
- Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

Students design icons for GE outcomes to use in marketing campaign

Outcomes/Goals

Marketing of GE program

All GELOs

Institutional SLOs

- Communication
- Computation
- Cognition
- Global Consciousness
- Personal Development

- Safety
- Compliance
- Maintain Program
- Grow Program

Include why the item is needed, how it will grow/maintain the program and how it will improve student success, and how you will measure it's effect on student success.

13. Were any of your resource allocation requests fulfilled in the last year? YES NO N/A

- If yes, explain why the item was needed, how it affected student success and how you measured student success related to the requested resource.

14. How is your program leveraging other resources?

More collaborations need to be formed across the campus to increase awareness of GE program and how to assess GE outcomes.

15. List any resources your students would benefit from having in the LRC. (i.e. books, journals, media, etc.)

Assessing GE Programs by Mary J. Allen, ISBN 1882982959
Assessing Student Achievement in GE, edited by Trudy Banta, ISBN 0787995738
Assessing and Improving Student Writing in College e14, by Barbara Walvoord; ISBN 1118557360
Assessing Student Learning in GE: Good Practice Case Studies, 2007; ISBN 9781933371207
Assessing Complex General Education Student Learning Outcomes, edited by Jeremy Penn;
Journal of General Education, contact participation@jstor.org for Archival Capital Fee to participate

IV. Additional Information

16. Is there anything else you would like to be considered in the annual planning document?

Describe here.

Attachments

Please attach any relevant documents to the program review.

Include items like, current outcomes mapping, rubrics, assessment data, and the previous assessment, if possible.
To attach multiple files select Insert Item.



List of Courses linked to the
General Education Learning
Outcomes.pdf
Adobe Acrobat Document
67.3 KB



GELO program datasets 2015-
16.pdf
Adobe Acrobat Document
184 KB



Results of the General
Education Program Survey
2016.pdf
Adobe Acrobat Document
149 KB

V. Document Evaluation

Self - Evaluation of Program Review

Please perform a self-evaluation of the completed annual program review using the criteria for proficiency below. The purpose of the self-evaluation is to improve the quality of program review reports.

Criteria for Proficiency in Program Outcomes Assessment

Reviewers: Select the score from the columns that best reflects the content of the report being reviewed

1. Means of Assessment

2 - Basic assessment procedure is clearly described.

2. Assessment Data and Results

1 - Some results are reported, but incomplete. Not clear how results provide information about student learning on the stated outcome.

3. Analysis and Interpretation of Results

2 - Analyses and interpretation/reflection on the assessment results clearly articulated. Unclear if it was collaborative.

4. Plans for Improvement

1 - Some indication of a need for improvement; Plans not provided or overly generalized.

Process Evaluation

Please provide feedback to the Office of Institutional Effectiveness regarding the assessment process:

1. What changes to the review process or template would make program assessment more meaningful or useful to you?

2. What difficulties (if any) did you experience in completing the program review?

3. What resources (if any) would make the review easier to complete?

4. Do you have further comments or suggestions?

Once complete, submit by choosing one of the options below:

For All other programs:

Select your COHORT from the list below:

MAKE SURE TO SAVE YOUR COMPLETED FORM BEFORE SUBMITTING FOR REVIEW:

