# GELO Assessment 2015-2016

## Areas of Focus for This Assessment: GELO 3a, 3b, and 4a

For the first official round of GELO assessment since CCC became its own college, the SLO Subcommittee of the Program Review Committee decided in its 5/2/17 meeting to focus on the GELOs that seemed to present the greatest challenge after looking at data from a roll-up of SLO data reported in TracDat for calendar years 2015-2016 (at the time of this report, there were no SUOs with reported results mapping to these GELOs). For those particular GELOs, the results from that roll-up along with results from the 2016 CCSSE Survey given to students are reported here.

*\* For a more comprehensive summary of all SLO data rolled up to each GELO along with CCSSE percentages, see the “SLOs Mapped to GELOs Summary Statement” on the last page of this document.*

| **GELO** | **% of SLOs mapped in TracDat that met criteria for attainment (2015-2016 calendar years)** | **% of students in CCSSE who self-reported GELO was attained (from 2016 CCSSE survey)** |
| --- | --- | --- |
| 3a – Global Awareness:  Use cultural, historic, or aesthetic perspectives to analyze the fine arts, humanities, and social sciences. | 67% | 61.5% (question #14) |
| 3b – Global Awareness:  Recognize and practice civic, environmental, and social responsibility. | 68% | 64.7% (question #16)  and 63.5% (question #18) |
| 4a – Personal Responsibility & Professional Development:  Use physical and psychological principles to make healthy lifestyle choices. | 60% | 69.2% (question #15)  82.4% (question #26)  78.4% (question #27)  74.5% (question #28) |

For **GELO** **3a – Global Awareness: Use cultural, historic, or aesthetic perspectives to analyze the fine arts, humanities, and social sciences**, the following disciplines had SLO results/data that mapped to this GELO in 2015/2016:

* Anthropology
* Communication
* Criminology
* French
* German
* History
* Music
* Philosophy
* Psychology
* Sociology
* Spanish

In examining results and discussion submitted by discipline experts for SLOs that map to this GELO, reasons for student inability to attain this SLO resulted from a range of factors such as:

* a better and more accurate assessment tool being needed
* more time needing to be spent on certain concepts in class
* “bad” timing of an assessment measure in relation to the semester schedule
* the weight of points on a particular assignment for assessment being too low
* a need to present instructional material in a different way to students
* more individual attention needed toward students
* more review of material with students
* sample of students assessed was too small

Statistically, students also agreed (self-reported through CCSSE Survey) that they did not attain this SLO.

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For **GELO 3b – Global Awareness: Recognize and practice civic, environmental, and social responsibility**, the following disciplines had SLO results/data that mapped to this GELO in 2015/2016:

* Anthropology
* Biology
* Communication
* Criminology
* Geography
* History
* Music
* Philosophy
* Psychology
* Sociology

In examining results and discussion submitted by discipline experts for SLOs that map to this GELO, reasons for student inability to attain this SLO resulted from a range of factors such as:

* a need to present instructional material in a different way to students
* a better and more accurate assessment tool being needed
* more hands-on tools/lessons needed for students
* slower and more careful instruction
* a need for more carefully crafted assignments and/or homework
* more time needing to be spent on certain concepts in class
* more variety in methods used to present material to students (guest speakers, homework, instructional technology, etc.)
* more review of material with students
* the difficulty of a course

Statistically, students also agreed (self-reported through CCSSE Survey) that they did not attain this SLO.

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For **GELO 4a – Personal Responsibility & Professional Development: Use physical and psychological principles to make healthy lifestyle choices**, the following disciplines had SLO results/data that mapped to this GELO in 2015/2016:

* Biology
* Communication
* Criminology
* Food and Nutrition
* Health
* Information Systems
* Music
* PE
* Psychology
* Sociology

In examining results and discussion submitted by discipline experts for SLOs that map to this GELO, reasons for student inability to attain this SLO resulted from a range of factors such as:

* basic knowledge is being attained, but “mastery” is desired
* “bad” timing of an assessment measure in relation to the semester schedule
* the timing of a class offering (summer, fall, etc.)
* a better and more accurate assessment tool being needed
* more review of material with students
* more variety in methods used to present material to students (guest speakers, etc.)
* the timing of an assessment in relation to the timing of a course (summer, fall, spring)
* the difficulty of a course
* more use of examples to teach a concept
* more emphasis being needed on certain concepts
* sample of students assessed was too small

Statistically, according to the CCSSE, students felt that they DID attain this SLO.

# SLOs mapped to GELOs 2015-2016

## Summary Statement

Using the red light / green light technique discussed in previous SLO Subcommittee meetings in regards to one measurement of GELO attainment across campus, the following is a summary report of the findings:

| GELO | % of SLOs mapped that met criteria for attainment |
| --- | --- |
| 1a - Communication & Literacy: Interpret various types of written, visual, and verbal information. | 75% |
| 1b - Communication & Literacy:  Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing. | 75% |
| 1c - Communication & Literacy:  Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion. | 74% |
| 2a – Critical Thinking:  Analyze quantitative and qualitative information and apply scientific methodologies. | 78% |
| 2b – Critical Thinking:  Use critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions. | 71% |
| 2c – Critical Thinking:  Integrate and apply knowledge, skills, and abilities gained in a variety of courses to new situations. | 77% |
| 3a – Global Awareness:  Use cultural, historic, or aesthetic perspectives to analyze the fine arts, humanities, and social sciences. | 67% |
| 3b – Global Awareness:  Recognize and practice civic, environmental, and social responsibility. | 68% |
| 3c – Global Awareness:  Demonstrate understanding and respectful treatment of diverse cultures of the world. | 76% |
| 4a – Personal Responsibility & Professional Development:  Use physical and psychological principles to make healthy lifestyle choices. | 60% |
| 4b – Personal Responsibility & Professional Development:  Use theoretical and practical knowledge to make ethical personal and professional decisions. | 78% |
| 4c – Personal Responsibility & Professional Development:  Use effective collaboration tactics when working with others. | 78% |