

GPAC Student Learning Outcome	Assessment Plan	Assessment Findings	Interpretation of Findings	Action Plan
1. Analyze and evaluate abstract information Semester: Spring Year: 2017	Measure A (must be direct) <i>Examples of Direct: scores on presentations, papers, or performances using a rubric; pre-post test scores or scores on specific exam questions.</i>			
	Paper #2: Analysis of Sethian reinterpretations of a text -See attached writing prompt -Administered mid November -Students had to analyze several texts containing abstract concepts, theories and ideas as well as restate those ideas in non-technical language.	Out of 19 students (scored using the CCAS Critical Thinking rubric) Score of 1 - 0 students (0%) Score of 2 - 1 student (5%) Score of 3 - 5 students (26%) Score of 4 - 13 students (68%)	I am satisfied with the results. 1) Particularly strong class as this is a Dean's seminar. 2) Sethian texts are particularly difficult. We spent a lot of time in class analyzing them line by line. That may have helped students perform well.	Ensure all students are engaged in the analysis of the text in class. Participation by all would improve performance, particularly of those who scored 3.
	Measure B may be direct or indirect; indicate which it is: indirect <i>Examples of Indirect: participation scores, student course evaluation questions referring to student learning (as opposed to questions about the instructor).</i>			
Relevant Questions from Course Evaluations 1. Which of the following were significant aspects of the efforts you put in for the course? (Check all that apply) 2. Increased conceptual understanding and/or critical thinking (scale of 1-5)	<u>Responses for Question 1:</u> a) Synthesizing and organizing ideas, information or experiences -65% b) Thinking creatively or critically - 82% c) Memorizing facts and repeating ideas from the readings and lectures - 12% <u>Responses for Question 2:</u> 1- 0 students 2 - 0 students 3 - 2 students 4 - 5 students 5 - 12 students Average - 4.5	It is clear students felt they spent more time on critical thinking than memorization. This was important to me because critical thinking was a goal of this class.	Continue to use assignments that encourage synthesizing and thinking critically rather than memorizing.	

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2. Understand and analyze scholarly literature and argument, particularly with respect to theoretical orientation and sources of support Semester: Spring Year: 2017	Measure A (must be direct) <i>Examples of Direct: scores on presentations, papers, or performances using a rubric; pre-post test scores or scores on specific exam questions.</i>			
	Journal Assignment that asks students to compare and contrast two different scholarly interpretations of the same text. -See attached writing prompt -Administered Nov. 15	Out of 19 students (scored using the CCAS Critical Thinking rubric) Score of 1 - 0 students (0%) Score of 2 - 4 student (21%) Score of 3 - 7 students (37%) Score of 4 - 8 students (42%)	Those who did not score a 3 or 4 on the rubric were unable to recognize in any detail the differences in the scholarly interpretations.	To better prepare students, change the assignment - rather than have them compare and contrast the two interpretations on their own, discuss one of the two interpretations in class (possibly using small groups) and have the assignment ask for comparison/contrast of the one they read at home to the one they worked on in class.
	Measure B may be direct or indirect; indicate which it is: indirect <i>Examples of Indirect: participation scores, student course evaluation questions referring to student learning (as opposed to questions about the instructor).</i>			
Relevant Question from Course evaluations 1. Which of the following were significant aspects of the efforts you put in for the course? (Check all that apply)	<u>Responses:</u> a) Making judgments about the value of information, arguments or methods - 41% b) Reading for deep understanding - 82% c) Memorizing facts and repeating ideas from the readings and lectures - 12%	Students tend not to disagree with scholarly literature. Are they just hesitant or actually unable to take a different stance?	Emphasize that students should be able to make value judgments of the scholarly arguments they read by doing more close readings and discussion during class.	