

GELO Assessment Activities

LJML

2014-2015 Report

The LJML faculty are involved in three areas of GE Assessment: College Composition, Modern Languages, and Literature. Below you will find a description of the department faculty in these three areas.

College Composition (WRI110, WRI116, and WRI120):

GELOs Assessed: GELO 1A Written: Students will be able to effectively express ideas and information to others through written communication

GELO 1C Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources

Means of Assessment: GELO 1A: A common final exam is given to students in all sections. A random sample of this exam is scored using the AAC&U Written Communication Value Rubric. We will be using a new prompt at the end of the fall semester, 2015. The prompt is still being developed.

GELO 1C: The outcome will be measured using a combination of two assignments. The Library Exercise assignment will be used to measure competency for the first three categories of the Information Literacy Values Rubric (“Determine the Extent of the Information Needed,” “Access the Needed Information,” and “Evaluate Information and its Sources Critically”). See Appendix 1: Materials Associated with the Assessment of GELO 1C. The common final exam will be used to measure competency for the final two categories (“Use Information Effectively to Accomplish a Specific Purpose” and “Access and Use Information Ethically and Legally”). A random sample of these two assignments will be scored.

Criteria for Success: GELO 1A: 70% of the essays scored on the Written Communication Value Rubric will score achieve a score of at least 15.

GELO 1C: 70% of the Library Assignments scored will score at least 6 total points on the first three criteria. 70% of the essays scored will score at least 4 points on the final two categories.

Modern Languages (FRE 102, GER102, and SPA102):

GELO Assessed: GELO 2C: Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Means of Assessment: GELO 2C: Students in SPA102 write an essay responding to this prompt: Based your experiences with cultural readings, presentations or attendance to cultural

events, discuss your understanding of some of the differences in ideas, experiences, customs, habits and culture of the diverse groups studied.

Criteria for Success: GELO 2C: Written Essay as administered by a Writing Prompt, as part of Final Cultural Events Portfolio requirement. The Portfolio includes four assignments as evidence of cultural event attendance and participation, and one reflective writing piece in which students demonstrate cultural awareness and knowledge. The criteria set by the Department establish that 80% of students completing the Language sequence will reach Milestone 2 or higher as directed in the rubric. The criteria set by the Department are in accordance to the developmental stage in the Assessment Map.

Literature (LIT200, LIT325, LIT350, LIT351, LIT352, LIT353):

GELO Assessed: GELO 2B: Students will understand and appreciate diverse forms of artistic expression

Means of Assessment: GELO 2B: A common essay assignment is given to students in all sections of general education literature courses. . See Appendix 3: Materials Associated with the Assessment of GELO 2B. A sample of these essays are scored using the Critical Thinking Value Rubric and two categories from the Reading Value Rubric (“Comprehension” and “Interpretation”).

Criteria for Success: The total score of the essays scored in each section of General Education literature will average at least a 3.00 in all categories.

Appendix 1: Materials Associated with the Assessment of GELO 1C.

College Composition
Library Research Assignment
Date Due: _____

Assignment Overview

Based on what you learn in the Library Research Instruction Sessions, create an Annotated Bibliography of four sources directly related to your research topic. Include one of each of the following:

1. **Article from a Subject Encyclopedia** (book) found in the Reference Area of Ryan Library
2. **Book** found in Ryan Library using PHINEAS, Link+, ebrary or the ebook collection
3. **Full-Text Article** found in one of the Reference Databases available through the Ryan Library webpage
(Try *Academic Search Premier* or *JSTOR*)
4. **Internet Source** (site not provided by PLNU and not from one of the Reference Databases in #3 above)

Instructions

At the top of your **typed, double-spaced document**, include the following

- information:
- Your name
- Your professor's name and your class day/time
- Your research topic

For each source:

- **Cite each source** in proper MLA format (see Chapter 16 in St. Martin's Handbook).
- **Alphabetize the list of sources** as you would in any bibliography; **double-space** the document.

(Note: Citations in MLA style are always formatted using hanging indentation so every line after the first one is indented ½ inch. Use the paragraph settings in *Word* or the inspector settings in *Pages* to choose "hanging" from the special indentation pull-down menu. Annotations should be formatted as a continuation of the citation—same line, same indentation.)

- **Write a short paragraph that includes the following information** about each source:

- What **kind** of source is this (journal article, book, subject encyclopedia article, website)?
- What **type** of information will this source provide for the paper (statistics, overview, news info, etc.)?
- What **evidence** suggests that this source is trustworthy/credible?

- What **search tool** was used (e.g., PHINEAS, Link+, *Academic Search Premier*, JSTOR, Google, etc.)?
- What **search terms** were typed into that search tool to locate this source?

Appendix 2: Materials Associated with the Assessment of GELO 2C

Spanish 101

Cultural Events Portfolio

Students are required to attend 4 approved Cultural Events throughout the semester. Assignments for meeting this requirement will be given as the events arise. All 4 events will be collected together on the day of the Final as a portfolio. Events do not need to be held together in an actual portfolio folder or binder; stapled papers are acceptable.

Required Components:

- Cover Page with name, title and table of contents.
- Each event must be titled and have student's name on it.
- Any materials acquired from the event should be attached with their corresponding event. (e.g. ticket stubs, pictures, programs, etc.)
- Final Reflection:
Based your experiences with cultural readings, presentations and/or attendance to cultural events, discuss your understanding of some of the differences in ideas, experiences, customs, habits and culture of the diverse groups studied.

Rubric for GELO 2c and CLO5:

	Capstone 4	Milestones 3	Milestones 2	Benchmark
Complex Issues of Diverse Groups	Demonstrates evidence of deep reflection and adjustment in own attitudes and beliefs as a result of learning from diverse communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diverse communities and cultures.	Has awareness that own experiences, attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diverse communities and cultures.	Is indifferent or resistant to differences in cultural experiences. Expresses attitudes and beliefs that do not demonstrate awareness of differences in diverse communities and cultures.

Appendix 3: Materials Associated with the Assessment of GELO 2B

Spring 2015 Assignment Prompt:

Instructions: Choose one work from our course readings that has impacted your understanding and appreciation of cultural perspectives to some degree and write a response to the prompt below.

Prompt: In what ways and to what degree has this literary work (novel, play, poem, short story, essay, creative nonfiction, film) impacted your cultural perspectives, AND what connections have you made between this work and other university courses and/or your own life experience?

Specifications: Your essay response should be thesis-driven, elaborated by reasons, and supported with textual evidence properly cited with MLA style from the work itself. Length of essays should be 2-3 double-spaced pages in 12-point font type. Essays earning highest marks must address both aspects (impact, connections) of the prompt.