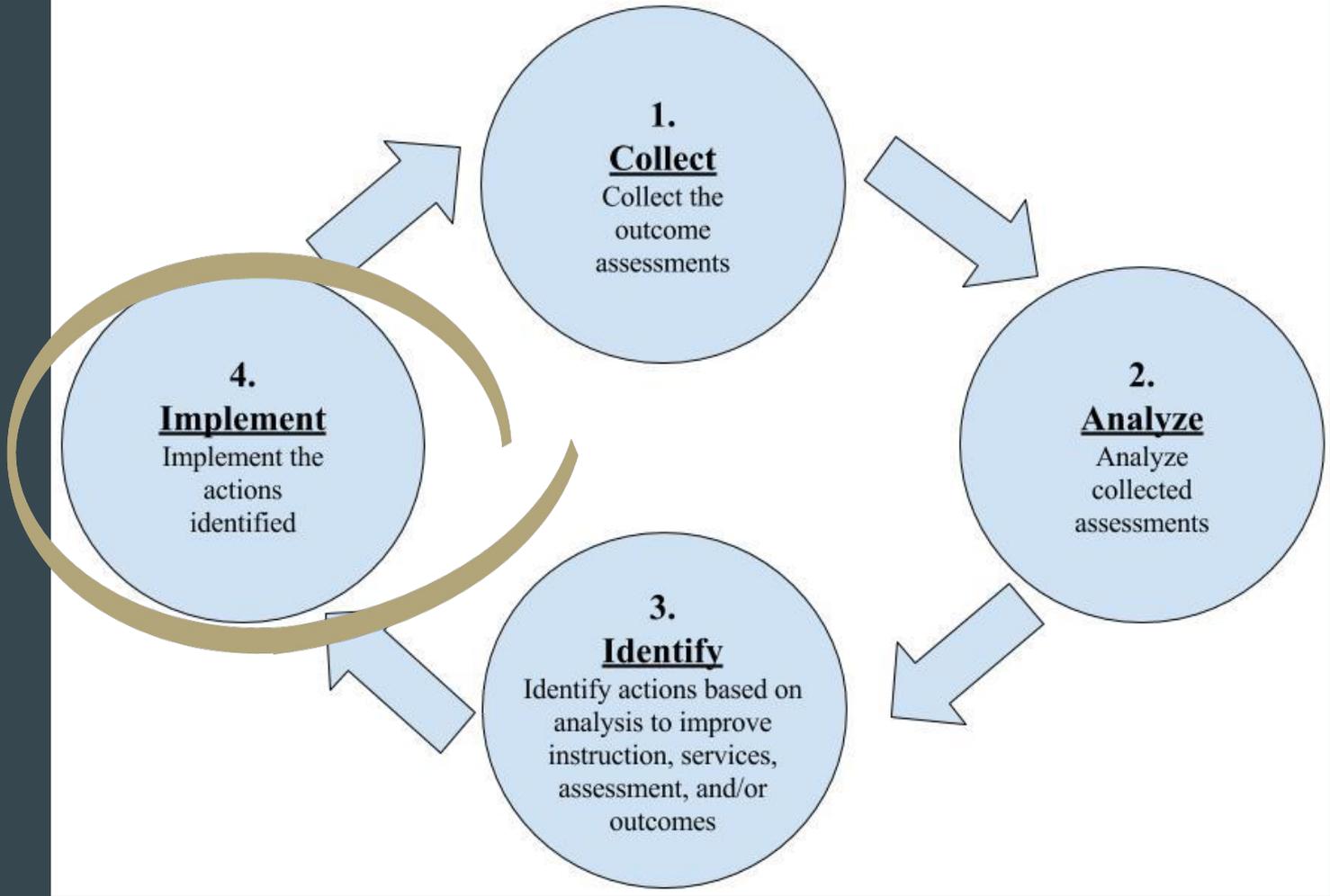




Part 2



GELO #2— Critical Thinking

Implementation Plan

1. Map Music 111, Anthropology 105, and Child Development 223 to a different GELO (Melissa will re-map these before next meeting)

ANTH 105 SLO #2

Describe patterns of pre-European contact cultural development of Native cultures in North America.

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Communication— Students will read, write, speak, and listen effectively.

Critical Thinking— Students will think independently, creatively, and critically so they can make informed and logical judgments of the arguments of others, arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.

Scientific and Quantitative Reasoning— Students will understand and apply mathematical and scientific principles and methods.

Technology, Information Literacy, and Information Competency— Students will effectively use multiple formats, including print, computer and emerging technologies, to locate, access, analyze, evaluate, and utilize information that facilitates learning and critical inquiry.

Social and Cultural Understanding and Ethical Development— Students will understand and be prepared to actively participate as informed and responsible citizens in political, social, cultural, and environmental matters, both locally and globally.

Personal Development— Students will have the ability to adapt to change, learn effectively, establish a framework for aesthetic responsiveness, enhance wellness, and set personal and professional goals.

MUSC 111 SLO #1 — Recognize and recall terms that are specific to the musical topics being studied, including rhythm, melody, and basic musical forms.

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CHDV 223 SLO #1 — Identify and compare major theoretical frameworks related to the study of human development.

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1. Map Music 111, Anthropology 105, and Child Development 223 to a different GELO (Melissa will re-map these before next meeting)
2. Discuss ways to better assess critical thinking and make sure we complete the correct form (Curriculum Committee and OC representatives will talk to their divisions before next meeting)

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3. Remap math and science to the GELOs (Teresa and Cindy will task their divisions before next meeting)
4. Break down GELOs into parts to assess (Melissa will bring a sample and plan to the next meeting)

GELO Breakdown

Plan for assessment:

1. First meeting of the semester— Map relevant SLOs to section of GELO
2. Most of the semester— Assess for part of the GELO focusing on a handful of SLO cycles
3. Remaining meetings of the semester— Put together the items we've identified and create an implementation plan

GELO #2— Critical Thinking

Students **1** think independently, creatively, and critically so they can make informed and logical judgments of the arguments of others, **2** arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts. **3** **4** **5** **6**

GELO Breakdown

1. Are students thinking independently?
2. Are they thinking creatively?
3. Are they thinking critically?
4. Are they making informed and logical judgments of the arguments of others?
5. Are they able to arrive at reasoned and meaningful arguments and positions?
6. Are they able to formulate and apply ideas to new contexts?

GELO #3—Scientific and Quantitative Reasoning

Students will understand and apply
mathematical and scientific
principles and methods.

Four teal starburst icons with black numbers are overlaid on the text. Starburst 1 is above the word 'and' in the first line. Starburst 2 is above the word 'and' in the second line. Starburst 3 is above the word 'mathematical' in the second line. Starburst 4 is above the word 'scientific' in the second line.

GELO Breakdown

1. Do students understand mathematical principles and methods?
2. Do students understand scientific principles and methods?
3. Are students applying mathematical principles and methods?
4. Are students applying scientific principles and methods?

Should we do a GELO breakdown?



Final Notes on GELO #2 Implementation Plan

On the next episode of GELOs...

- GELO assessment timeline
- Preview and discussion of GELO #3

