

***Preliminary Report of the General
Education Outcomes Assessment Results
for the
2005-2006 Academic Year***

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Overview of General Education and General Education Assessment

Assessment of student achievement in the general education areas and the subsequent enhancement of the teaching and learning process are reflected at Metropolitan Community College (MCC) in annual program/department reviews that are completed by the faculty members from each discipline.

Prior to the 2005-2006 academic year, MCC appointed two faculty members to serve as Faculty Outcomes Assessment Coordinator and Chair-person of the Outcomes Assessment Committee respectively. Both faculty members were given partial release from teaching responsibilities to coordinate assessment activities and assessment reporting for MCC.

During the summer of 2005, the Vice President of Academic Affairs appointed one full-time faculty member to serve as the coordinator of The Center for Learning Effectiveness, Assessment, and Research (CLEAR), thus combining the two previous positions into a more centralized office to coordinate the assessment activities of the college programs and general education areas.

The coordinator of CLEAR works as a full-time resource for faculty engaged in assessing student learning from the course through the institutional level. One of the major responsibilities of the CLEAR coordinator is to create a more systematic method of collecting, assessing, and reporting MCCs general education outcomes based on a set of new general education competencies formulated during 2003-2004 school year. The new competencies were effective beginning with the publication of the 2005-2006 College Catalogue. MCCs general education core competencies require students to acquire skills in communication, critical thinking, numeracy, information literacy, social and cultural awareness, and scientific inquiry.

MCC students who complete either degrees or certificates are required to complete a general education core of courses. The general education requirements range from 13.5 hours for most certificate seekers; and an average of 27 hours for those earning Associate's degrees. Although the general education competencies are taught throughout the general education courses, they are also reinforced and practiced across the curriculum in program specific courses. With this in mind, the Center for Learning Effectiveness, Assessment, and Research in concert with the Outcomes Assessment Committee planned a new method of assessing the general education competencies that captured a clearer picture of how well students were learning. Perhaps more importantly the new method will allow us greater understanding and opportunities to know how well we are teaching.

Beginning in 2005-2006, CLEAR and The Outcomes Assessment Team members created expert teams of faculty from the general education disciplines and programs. Each team consisted of two members of the OAT and several selected faculty members from corresponding General Education disciplines and related programs (for example: the numeracy competency may be measured in math, business, health science etc.). Using a rubric, the teams identified courses in which the course objectives were consistent with the competencies learning requirements.

Upon completion of the identification and artifact location process, the CLEAR coordinator called for learning artifacts from the appropriate faculty teaching the courses identified by the expert teams. Artifact collection occurred during each

quarter with a larger collection process occurring in the spring term. The artifacts were photocopied and the originals returned to the faculty members.

During the spring term, the expert teams were assembled for a day-long scoring session. Artifacts were scored by expert teams according to a scoring rubric for each competency. Upon completion of scoring, the CLEAR coordinator compiled, analyzed, and reported the results of each Gen-Ed competency assessment to the faculty and the Vice President of Academic Affairs. Reports are stored in the CLEAR office and/or entered into appropriate databases for future reference, annual assessment reports, and the annual program reviews.

MCC's competency-based approach to general education assessment has provided some compelling advantages. The new competencies have united the faculty, regardless of academic area or program of study. Closer relationships between program faculty, general education faculty, and the Outcomes Assessment Committee have developed. Student learning is more focused on needed skills in the work place. The competency based approach has created a common learning theme in all programs and demonstrates that MCC values learning at the mastery skill level.

The results of the 2005-2006 assessment of MCCs six general education competencies are included in this report. Overall, there were 2138 student artifacts evaluated by six teams of approximately six faculty members. A percentage of the artifacts that reflected each skill statement are reported for each competency followed by percentages of the student achievement levels for each competency across the competency's skill statements. The evaluation rubrics for each competency are also included.

Communication Skills

1. Engage in the four stages of the communication process: collecting, shaping, drafting and revising.
 - 89% of communication skills artifacts reflected this skill
 - 72% were rated as having full understanding
 - 23% were rated as having partial understanding
 - 5% were rated as having no understanding
2. Select, organize and present details to support a main idea.
 - 92% of communication skills artifacts reflected this skill
 - 69% were rated as having full understanding
 - 27% were rated as having partial understanding
 - 4% were rated as having no understanding
3. Participate in groups using a variety of collaborative techniques.
 - 21% of communication skills artifacts reflected this skill
 - 57% were rated as having full understanding
 - 36% were rated as having partial understanding
 - 7 % were rated as having no understanding
4. Use knowledge of target audience expectations and values to shape a text.
 - 88% of communication skills artifacts reflected this skill
 - 77% were rated as having full understanding
 - 22% were rated as having partial understanding
 - 1 % were rated as having no understanding
5. Uses various techniques in writing and speaking including authority, point-of-view, style and voice.
 - 65% of communication skills artifacts reflected this skill
 - 72% were rated as having full understanding
 - 17% were rated as having partial understanding
 - 11 % were rated as having no understanding
6. Employ good mechanics and word usage.
 - 85% of communication skills artifacts reflected this skill
 - 42% were rated as having full understanding
 - 44% were rated as having partial understanding
 - 14 % were rated as having no understanding

Communication Artifact Scoring Rubric

The student will be able to:	Full Understanding	Partial Understanding	No Understanding
Engage in the four stages of the communication process: collecting, shaping, drafting and revising.			
Select, organize and present details to support a main idea.			
Participate in groups using a variety of collaborative techniques.			
Use knowledge of target audience expectations and values to shape a text.			
Uses various techniques in writing and speaking including authority, point-of-view, style and voice.			
Employ good mechanics and word usage.			

Critical Thinking

1. Interpret and evaluate statements, theories, problems and observations from different points of view or perspectives.
 - 77% of critical thinking artifacts reflected this skill
 - 52% were rated as having full understanding
 - 31% were rated as having partial understanding
 - 19% were rated as having no understanding
2. Question the validity of assumptions, evidence and data.
 - 56% of critical thinking artifacts reflected this skill
 - 37% were rated as having full understanding
 - 48% were rated as having partial understanding
 - 15% were rated as having no understanding
3. Assesses the value or importance of positions, policies, and formulated solutions.
 - 67% of critical thinking artifacts reflected this skill
 - 39% were rated as having full understanding
 - 41% were rated as having partial understanding
 - 20 % were rated as having no understanding
4. Employ the logic of argument.
 - 78% of critical thinking artifacts reflected this skill
 - 56% were rated as having full understanding
 - 39% were rated as having partial understanding
 - 6 % were rated as having no understanding

Critical Thinking Artifact Scoring Rubric

The student will be able to:	Full Understanding	Partial Understanding	No Understanding
Interpret and evaluate statements, theories, problems and observations from different points of view or perspectives.			
Question the validity of assumptions, evidence and data.			
Assesses the value or importance of positions, policies, and formulated solutions.			
Employ the logic of argument.			

Information Literacy

1. Determine the extent of information needed.
 - 89% of information literacy artifacts reflected this skill
 - 47% were rated as having full understanding
 - 31% were rated as having partial understanding
 - 22% were rated as having no understanding
2. Critically evaluate information and its sources.
 - 79% of information literacy artifacts reflected this skill
 - 47% were rated as having full understanding
 - 48% were rated as having partial understanding
 - 5% were rated as having no understanding
3. Incorporate selected information into a personal knowledge base.
 - 21% of information literacy artifacts reflected this skill
 - 59% were rated as having full understanding
 - 31% were rated as having partial understanding
 - 10 % were rated as having no understanding
4. Use information ethically and legally.
 - 32% of information literacy artifacts reflected this skill
 - 58% were rated as having full understanding
 - 31% were rated as having partial understanding
 - 11 % were rated as having no understanding
5. Utilize software to manage, present and store information.
 - 11% of information literacy artifacts reflected this skill
 - 43% were rated as having full understanding
 - 39% were rated as having partial understanding
 - 18 % were rated as having no understanding

Information Literacy Artifact Scoring Rubric

The student will be able to:	Full Understanding	Partial Understanding	No Understanding
Determine the extent of information needed.			
Critically evaluate information and its sources.			
Incorporate selected information into a personal knowledge base.			
Use information ethically and legally.			
Utilize software to manage, present and store information.			

Numeracy

1. Interprets and analyzes applied problems
 - 72% of numeracy artifacts reflected this skill
 - 29% were rated 4
 - 31% were rated 3
 - 25% were rated 2
 - 15% were rated 1

2. Solves basic numerical problems
 - 88% of numeracy artifacts reflected this skill
 - 48% were rated 4
 - 17% were rated 3
 - 18% were rated 2
 - 17% were rated 1

3. Estimates the reasonableness of an answer
 - 89% of numeracy artifacts reflected this skill
 - 32% were rated 4
 - 28% were rated 3
 - 24% were rated 2
 - 16% were rated 1

4. Interprets, evaluates and presents graphic/tabular data
 - 34% of numeracy artifacts reflected this skill
 - 60% were rated 4
 - 35% were rated 3
 - 2% were rated 2
 - 3% were rated 1

Numeracy Artifact Scoring Rubric

	Beginning	Developing	Accomplished	Exemplary	Score
	1	2	3	4	
Interprets and analyzes applied problems.	Student is not able to interpret the problem nor analyze the given information.	Student is able to interpret the problem, but not analyze the given information.	Student is able to interpret the problem and analyze the given information into 'like' categories.	Student is able to interpret the problem and analyze the given information into 'what we know' and 'what we need to find' to obtain solution.	
Solves basic numerical problems.	Student made many numerical errors and performed all operations out of order.	Student made some numerical errors and performed some operations out of order.	Student made some numerical errors, but performed operations in correct order.	Student made no numerical errors and performed all operations in correct order.	
Estimates the reasonableness of an answer.	Answer is unreasonable with incorrect labeling and no justification.	Answer is unreasonable but with correct labeling and some justification.	Answer is reasonable with incorrect labeling and some justification.	Answer is reasonable and correctly labeled with justification.	
Interprets, evaluates and presents graphic/tabular data.	Student is unable to interpret and evaluate data from a graph/table, nor present data in graphic/tabular form.	Student is able to evaluate data from a graph/table, but not interpret the data nor present data in graphic/tabular form.	Student is able to evaluate data from a graph/table and present data in graphic/tabular form but not interpret the data.	Student is able to evaluate and interpret data from a graph/table and present data in graphic/tabular form.	

Written by Darlene Hatcher. Last updated 09/24/05. Approved by the faculty

Scientific Inquiry

1. Apply the scientific inquiry process to a situation.
 - 87% of scientific inquiry artifacts reflected this skill
 - 46% were rated as having full understanding
 - 41% were rated as having partial understanding
 - 13% were rated as having no understanding
2. Solves basic numerical problems
 - 56% of scientific inquiry artifacts reflected this skill
 - 46% were rated as having full understanding
 - 37% were rated as having partial understanding
 - 17% were rated as having no understanding
3. Estimates the reasonableness of an answer
 - 12% of scientific inquiry artifacts reflected this skill
 - 82% were rated as having full understanding
 - 12% were rated as having partial understanding
 - 6 % were rated as having no understanding
4. Interprets, evaluates and presents graphic/tabular data
 - 54% of scientific inquiry artifacts reflected this skill
 - 76% were rated as having full understanding
 - 21% were rated as having partial understanding
 - 8 % were rated as having no understanding

Scientific Inquiry Artifact Scoring Rubric

The student will be able to:	Full Understanding	Partial Understanding	No Understanding
Apply the scientific inquiry process to a situation.			
Communicate the importance of science in daily life.			
Evaluate societal issues from a scientific perspective.			
Make informed judgments about science-related topics and/or policies.			

Social Cultural Awareness

1. Demonstrate Appreciation for the influence of history, geography, the arts, humanities and the environment on individual cultural development.
 - 54% of social cultural awareness artifacts reflected this skill
 - 49% were rated as having full understanding
 - 32% were rated as having partial understanding
 - 18% were rated as having no understanding
2. Distinguish subjective opinions and ideology from objective findings and data.
 - 56% of social cultural awareness artifacts reflected this skill
 - 46% were rated as having full understanding
 - 31% were rated as having partial understanding
 - 23% were rated as having no understanding
3. Recognize social and individual biases.
 - 47% of social cultural awareness artifacts reflected this skill
 - 71% were rated as having full understanding
 - 12% were rated as having partial understanding
 - 17 % were rated as having no understanding
4. Develop personal and social responsibility and participates as an engaged citizen.
 - 23% of social cultural awareness artifacts reflected this skill
 - 54% were rated as having full understanding
 - 19% were rated as having partial understanding
 - 26 % were rated as having no understanding
5. Recognizes individual differences, values diversity and displays global awareness.
 - 32% of social cultural awareness artifacts reflected this skill
 - 35% were rated as having full understanding
 - 14% were rated as having partial understanding
 - 3 % were rated as having no understanding

Social Cultural Awareness Artifact Scoring Rubric

The student will be able to:	Full Understanding	Partial Understanding	No Understanding
Demonstrate Appreciation for the influence of history, geography, the arts, humanities and the environment on individual cultural development.			
Distinguish subjective opinions and ideology from objective findings and data.			
Recognize social and individual biases.			
Develop personal and social responsibility and participates as an engaged citizen.			
Recognizes individual differences, values diversity and displays global awareness.			