

WCC General Education Requirements and the Michigan Transfer Agreement (MTA)

In 2012, the Michigan legislature included boilerplate language in the community college appropriations bill that focused on improving the transferability of core college courses by revising the current Michigan Association of Collegiate Registrars & Admissions Officers (MACRAO) agreement. The language created a state committee that included five community college representatives, five individuals from the public universities, and four legislators (two from each chamber).

Guiding principles and recommendations for a revised "Michigan Transfer Agreement" (MTA)

- Make the agreement simple and easy to understand
- Keep the agreement student-focused
- Treat transfer students the same as native students at the receiving institution
- Acknowledge the distinction between the MTA and degree requirements
- Promote transparency among institutions to ensure accurate transfer information for students

How the MTA Agreement Works

To fulfill the Michigan Transfer Agreement (MTA), students must successfully complete at least 30 credits, with at least a 2.0 in each course and at least one credit completed at WCC. These credits should be met according to the following distribution:

- One course in English Composition
- A second course in English Composition or 1 course in Communications
- One course in Mathematics from one of three pathways: Pathway to Calculus (includes College Algebra), Statistics or Quantitative Reasoning
- Two courses in Social Sciences (from two disciplines)
- Two courses in Humanities and Fine Arts (from two disciplines, excluding studio and performance classes)
- Two courses in Natural Sciences including one with laboratory experience (from two disciplines)

The MTA took effect for students who began their studies in fall 2014 semester. Students who started prior to fall 2014 were able to complete the existing MACRAO Agreement until the end of the summer 2019. Students could also choose to follow the MTA.

Changes effective 2016-2017

The MTA 2.0 Ad Hoc Committee was established in an effort to address topics that were unable to be discussed and/or resolved during the Agreement's initial development and implementation. Based on the Committee's work, the following updates or clarifications were made to the MTA agreement.

1. A course geared towards a specific career, and uses it in the title (e.g., Mathematics for Teachers), is to be treated as an occupational course; thus, it cannot be applied towards the MTA.
2. Out of state credit is applicable towards the MTA when deemed appropriate by the sending institution.
3. Dual enrollment credit is applicable towards the MTA when deemed appropriate by the sending institution.
4. Advanced Placement (AP) credit is applicable towards the MTA when deemed appropriate by the sending institution; however, the receiving institution may determine transferability contingent upon its current AP acceptance policy. It is incumbent upon sending institutions to advise transferring students accordingly. NOTE: Additional areas of prior learning are not applicable to the MTA at this time (e.g., International Baccalaureate-IB, College-Level Examination Program-CLEP, DANTES Subject Standardized Test-DSST, etc.).

WCC's Evaluation of Current General Education Requirements and Impact of MTA

Once these changes were initiated by the State of Michigan, WCC took the opportunity, as part of our Assessment Academy projects, to review our general education requirements. Beginning in 2016, a thorough review of WCC's current General Education requirements was undertaken. As a result, general education assessment activities were postponed pending a conclusion.

Through informative presentations, Town Hall meetings and surveys, the faculty were engaged in discussions ranging from the goals and purpose of general education, the requirements of the Michigan Transfer Agreement (MTA) and establishing how to meet the needs of WCC students. Several options began to appear in the conversations, ranging from keeping WCC's current general education requirements, adding the additional MTA requirements to WCC's general education requirements, adding other (global diversity and cultural diversity) requirements and switching to align with the MTA agreement.

As these conversations progressed. It became clearer that aligning WCC's general education requirements with the MTA requirements would be in the best interest of WCC students. Of the 57 faculty members who responded to a survey, 38 (67%) agreed that aligning with MTA would be the best. Nineteen (33%) of those responding to the survey did not agree. While there are advantages and disadvantages to all general education structures, the team recommended to the Vice President for Instruction that we change our general education requirements to align with MTA. Working through the executive leadership team, this proposal was presented to the WCC Board of Trustees.

Change in General Education Requirements effective Fall 2018

On September 19, 2017, the Washtenaw Community College Board of Trustees approved a revision to WCC's General Education Requirements for its associate degree programs effective fall 2018. This change allowed students to transfer seamlessly to four-year programs across the state by better aligning our requirements with the Michigan Transfer Agreement.

Most of the changes impact the 30 hours of general education courses required to earn an Associate in Arts (AA) or Associate in Science (AS) degree. They include:

- An increase in Natural Science credits from 4 to 7-8.
- A reduction in Writing credits from 6-7 to 3-4.
- The choice of a second Composition/Writing course (3-4 credits) or Speech (3-4 credits).
- The elimination of the Computer and information Literacy requirement.
- The elimination of the separate Critical Thinking requirement
- The addition of a General Education elective to reach 30 credits.

Transition for Current Students

Students who enrolled in a program prior to Fall 2018 have until the end of summer 2022 to complete their programs using the general education/core requirements of the programs in which they enrolled. Students who change to a different program will have to fulfill the new general education requirements. Beginning Fall 2022, all students earning an associate degree will be required to meet the new general education requirements to graduate. Academic advisors and counselors will assist students in selecting appropriate courses and making a smooth transition.

General Education Course Requirements

Students pursuing associate degrees are required to meet general education requirements in six areas. Some classes are limited to a specific degree such as an AAS degree. In addition, requirements may be different depending upon the degree chosen.

- Writing/Composition - Develop, organize, and express thoughts in writing using Standard English.
- 2nd Writing/Composition or Speech - Develop, organize, and express thoughts in writing using Standard English or Speak in an organized and effective manner and listen critically and with comprehension.
- Mathematics - Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Science - Understand principles and applications of modern science.
- Natural Science with a Laboratory Experience - Understand principles and applications of modern science.
- Social and Behavioral Science - Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities - Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.

The general education requirements are met through class distribution requirements (successfully completing classes from restricted distribution lists). A course can be used in only one content area.

Course Distribution Requirements

Associate degree students must complete courses from each of six General Education content areas. The requirements vary, depending on which degree the student earns. The number of general education credit hours required for each degree is as follows.

	AA	AS	AAS & AGS
Composition/Writing	3-4 credits	3-4 credits	3-4 credits
2 nd Composition/Writing or Speech	3-4 credits	3 credits	3 credits
Mathematics	3-4 credits	3-4 credits	3-4 credits
Natural Science ¹	7-8 credits	7-8 credits	3-4 credits
Social & Behavioral Science ²	6 credits	6 credits	3 credits
Arts and Humanities ³	6 credits	6 credits	3 credits
General Education Electives to reach 30 credits	0–2 credits	0–2 credits	N/A
Minimum	30 credits	30 credits	18 credits

Beginning in winter semester 2019, the WCC faculty began the process of establishing assessment plans for each one of the general education areas. These plans were completed and implemented in fall 2019.

Previous Assessments

Writing: The Writing strand was assessed in winter 2007 and fall 2010. Data from the CAAP was collected and an assessment report was written for ENG 226 in winter 2014 but the General Education Assessment Report was never completed.

Speech: The Speech strand was assessed in winter 2007 and fall 2012. Data from speeches was collected and an assessment report was written for COM 101 in winter 2016 but a General Education Assessment Report was never completed.

Mathematics: The Mathematics strand was assessed in winter 2008. The Math Department attempted to use CAAP mathematics data collected in winter 2013 but the results provided by the vendor didn't provide actionable information.

Natural Science: The Natural Science strand was assessed in winter 2007, fall 2010 and winter 2014.

Social and Behavioral Sciences: The Behavioral Science portion of the strand was assessed in winter 2004, winter 2007 and winter 2013. The Social Science portion of the strand was assessed in winter 2004, winter 2009 and winter 2013.

¹ Two courses in Natural Science including one with laboratory experience (from 2 disciplines)

² From two disciplines

³ From two disciplines

Arts and Humanities: The Arts and Humanities strand was assess in winter 2003 and 2004, winter 2007, winter 2012.

Fall 2019
Overview of General Education Assessment
Larry David, Mathematics and Anne Garcia, Psychology

At Washtenaw Community College (WCC), our general education outcomes are divided into six categories; two of these overarching categories are further divided into two divisions. Thus, this report summarizes our results across eight different groups of data. The various academic disciplines that teach the relevant coursework for each of these categories developed “performance indicators” for each of these outcomes. They then identified which of their respective courses address at least one or more of these performance indicators (see attached). In this report, we discuss the assessments conducted most recently at WCC to determine how well each performance indicator was addressed and the results that were obtained. Below we list these six outcomes and their associated eight sets of performance indicators.

Category 1

Writing Outcome

Develop, organize, and express thoughts in writing using Standard English.

Performance Indicators:

1. Write a multi-paragraph essay/report that is clear, organized, complete and appropriate for the intended audience.
2. Respond to an idea in a thorough, logical, and credible manner.
3. Provide support for statements and/or opinions.
4. Write with minimal grammatical or mechanical errors.

Category 2

Writing Composition/Communication Outcome

Develop, organize, and express ideas in standard written English or verbal/non-verbal communication.

Division 1: Written Composition Performance Indicators:

1. Write a competent academic argumentative essay.
2. Demonstrate critical thinking skills applied to writing.

Division 2: Verbal and non-verbal Communication Performance Indicators

1. Prepare and deliver a researched, organized, and purposeful speech.
2. Speak clearly, succinctly, and appropriately before an audience.
3. Demonstrate critical and comprehensive listening through evaluating messages conveyed by others.

Category 3

Mathematics Outcome

Recognize the applications and perform computations using the concepts of college-level mathematics.

Performance Indicators:

1. Interpret and draw inferences from mathematical models such as formulas, graphs, tables and/or schematics.
2. Represent mathematical information symbolically, visually, numerically and/or verbally.
3. Employ quantitative methods such as arithmetic, algebra, geometry or statistics to solve problems.
4. Estimate and check mathematical results for reasonableness.

Category 4

Natural Sciences Outcome

Apply the principles of modern science

Performance Indicators:

1. Recognize the principle concepts within a natural science discipline.
2. Use the scientific method to propose and test hypotheses through the interpretation of experimental data.
3. Apply the concepts of a natural science to interpret observations and make inferences based on experimental results.
4. Recognize the impact and importance of sustainability in a field of science.

Category 5

Arts and Humanities Outcome

Recognize and interpret concepts related to the nature and variety of the human experience through literature, language, communication, humanities, and the arts.

Performance Indicators:

1. Recognize distinctive cultural perspectives and human experiences through the study of language, arts, works, and texts.
2. Identify the origin, context and value of works as they relate to their respective cultures.
3. Identify the work presented and the method, technique or concept utilized in the work.
4. Interpret and apply linguistic structures, idiomatic tools, and cultural cues for effective communication.
5. Communicate effectively using verbal and nonverbal discourse adapted for diverse audiences and purposes.

Category 6

Social and Behavioral Science Outcome

Apply the principles of social and behavioral science in exploring the dynamics of human behavior.

Division 1: Social Sciences Performance Indicators:

1. Recognize the forms, functions and purposes of government.
2. Recognize the differences between peoples and cultures in past environments, and how and why those cultures changed over time.

Division 2: Behavioral Sciences Performance Indicators

1. Recognize and apply psychological and sociological perspectives to the understanding of human behavior.
2. Distinguish between non-scientific approaches to attaining knowledge (anecdotal, evidence, rumors and common sense) as compared with scientific approaches (theory-driven methods based on empirically based data).
3. Recognize that human behavior is a function of the dynamic interplay of factors at both the micro and macro level.

RESULTS

Here are summaries of results of the general education assessment reports for the six categories.

Writing Outcome: *Develop, organize, and express thoughts in writing using Standard English.*

English faculty identified three courses to assess whether students had achieved this outcome: English 100: Introduction to Technical and Workplace Writing, English 107: Technical Writing Fundamentals, and English 111: Composition I. A total of 1138 students from 66 total sections were enrolled in one of these three courses in the Winter of 2019. Approximately ten sections were selected, all five of the two technical writing courses and approximately five sections from English 111. The fifth student in each section was chosen for assessment. The total sample was 120 of the possible 1383 or 8.7% of the population.

Four performance indicators were established for this general education outcome:

- (1) write a multi-paragraph essay that is clear, organized complete, and appropriate for the intended audience,
- (2) respond to an idea in a thorough, logical and credible manner,
- (3) provide support for statements and/or opinion, and
- (4) write with minimal grammatical or mechanical errors.

A rubric was then developed with 8 criteria, which were roughly matched to those four performance indicators. These rubric items are listed below with their corresponding performance indicators:

Rubric to Performance Indicator mapping:

1. Does the artifact contain an introduction that presents the topic and contains a clear controlling idea? *Performance Indicator #2*
2. Does the artifact consist of a series of well-organized, fully developed body paragraphs (minimum of four) that adequately address the artifacts' controlling idea? *Performance Indicator #1*
3. Does the artifact contain a variety of effective and appropriate sentence styles and syntactical structures? *Performance Indicators #1 and #2*
4. Does the artifact contain a logical conclusion based on the information contained within the body of the artifact? *Performance Indicator #2*
5. Does the artifact follow established grammatical conventions? *Performance Indicator #4*
6. Is the artifact free of spelling and usage errors? *Performance Indicator #4*
7. Does the Works Cited page/References page conform to MLA/APA standards? *Performance Indicator #3 and #4*
8. Do in-text citations conform to MLA/APA standards? *Performance Indicator #3 and #4*

Reversing this mapping, we can connect the eight items to the four performance indicators; the success rate, based on two raters' agreement, is next to each rubric item.

Performance Indicators to Rubric Mapping

1. Write a multi-paragraph essay/report that is clear, organized, complete and appropriate for the intended audience. (Rubric items 2 (74%) & 3 (83%))
2. Respond to an idea in a thorough, logical, and credible manner. (Rubric items 1 (76%), 3 (83%) & 4 (73%))
3. Provide support for statements and/or opinions. (Rubric items 7 (82%) & 8 (62%))
4. Write with minimal grammatical or mechanical errors. (Rubric items 5 (83%), 6 (81%), 7 (82%), & 8 (62%)).

Based on these results, students achieved success overall on all four performance indicators. However, the one area of relative weakness was rubric item 8—which linked to performance indicators 3 and 4—in-text citations conforming to MLA or APA standards.

Lastly, the faculty who graded these papers used their judgement to decide if each paper passed overall, in a holistic sense. They reported that 86% of the sample passed.

In reviewing their analyses, they decided that in the future they would encourage everyone teaching these courses to place more emphasis on the in-text citations so that they conform to MLA and/or APA standards.

Writing Composition/Communication Outcome: Develop, organize, and express ideas in standard written English or verbal/non-verbal communication

Division 1: Written Composition

To assess this outcome, expressing ideas in written English, members of the English faculty began by randomly selecting eight of 47 (17%) sections of English 226: Written Composition II. After these sections were selected, one was cancelled, resulting in seven sections, with an average of 18 students enrolled initially per section. The assessment took place at the end of the term; the essays from one of the sections could not be used. The essays were submitted by a total of 75 students from the remaining six sections, just under 10% of the students enrolled in English 226 that semester.

There were two performance indicators for this outcome:

- (1) write a competent academic argumentative essay
- (2) demonstrate critical thinking skills in the written product.

These two indicators were assessed in an integrated fashion by the criteria in the rubric described below. Each essay was scored by two raters, who had to reach consensus as to whether or not each essay achieved success. The essays were rated on four criteria:

- (1) comprehension and use of at least two sources,
- (2) focus on a specific topic,
- (3) demonstration of a primary argument or line of reasoning,
- (4) credibility as to knowledge of the topic.

Based on these criteria, 64 essays (85%) passed. Thus, the goal of at least 70% of the students achieving success was realized.

Although this assessment indicated overall achievement of the outcome of successful written communication, the faculty who conducted the assessment noticed that the errors that were made usually involved criteria 2 and 3. Specifically, the focus (topic) indicated at the beginning of the essay was not always consistent with the reasoning used throughout the rest of the essay. The plan that was laid out was for faculty who teach ENG 226 would meet and review the problematic essays to stimulate possible solutions in the future.

Division 2: Verbal and Non-verbal Communication

In order to determine if students could “develop, organize and express ideas through verbal and non-verbal communication,” the Communication faculty began by establishing the communication courses that contribute to this outcome. They selected COM 101: Fundamentals of Speaking (7 out of 33 sections); COM 102: Interpersonal Communication (4 out of 14 sections); COM 142: Oral Interpretation of Literature (the one section offered), COM 210: Nonverbal Communication (2 out of 2 sections) and COM 225 Intercultural Communication (2 out of 3 sections). From these 19 sections, they selected every third student for assessment, resulting in 99 students as their sample.

The first performance indicator for this outcome was for the student to be able to “*prepare and deliver a researched, organized, and purposeful speech*”. The speeches were scored using a rubric (range of 0 to 3) on each of four qualities, where a score of at least two indicated success.

- (1) did the student’s presentation show evidence of advanced preparation (97% success)
- (2) did the presentation include citation of fact/quotes from published sources (92% success)
- (3) were the student’s ideas organized (97% success)
- (4) did the student’s presentation contain a clear purpose (99% success)

The second performance indicator for this outcome was for the student’s delivery of the speech to be clear, succinct, and appropriate for the audience. This aspect of the speech was also scored with a rubric (range 0 to 3) on each of three qualities, with a score of at least two indicating success.

- (1) was the student’s delivery effective (99% success);
- (2) did the presentation meet the time limit, i.e. succinct? (93% success); and
- (3) was the use of vocal/nonverbal dynamics appropriate and effective for the audience (93% success)

For the third performance indicator, “*the student will demonstrate critical and comprehensive listening through evaluating messages conveyed by others*”, the rubric was again scored from 0 to 3, based on two qualities, with a score of at least two indicating success.

- (1) did the listener provide critical analysis in response to a speaker’s message (97% success)
- (2) did the listener demonstrate comprehensive listening in response to a speaker’s message (97% success)

While the faculty who performed this assessment were gratified to see the success achieved by their students, they became aware that the students in courses other than public speaking did not receive the same emphasis on the skills being assessed. They plan to create a departmental standardized instructional guide for use in the “non-speech” based courses. This tool would be made available in all Communication Blackboard sites.

Mathematics Outcome: Recognize the applications and perform computations using the concepts of college-level mathematics.

The population for math general education assessment is all students in the following courses:

MTH 125 Everyday College Math
MTH 160 Basic Statistics
MTH 176 College Algebra
MTH 178 General Trigonometry
MTH 180 Precalculus
MTH 191 Calculus I
MTH 192 Calculus II
MTH 197 Linear Algebra
MTH 293 Calculus III
MTH 295 Differential Equations

We chose a stratified sample consisting of the courses MTH 160 Basic Statistics, MTH 176 College Algebra, and MTH 192 Calculus II. MTH 160 is the largest college-level course in terms of number of sections and enrollment. It is a terminal course taken by many students to fulfill the General Education math requirement, who do not need any more math for their program. MTH 176 is a mid-level course and MTH 192 is an upper level course, both in the algebra-calculus sequence taken by students in STEM programs. These three courses give a representative sample of the population. For each course, random samples were chosen from recent semesters, for a total sample of 321 students.

The math department uses common final exams for all course assessments, and these common finals were also used for the general education assessment. Every section of MTH 160 was given the same final exam, and these exams were scored by department faculty using a departmental 4-point rubric. The same was done for MTH 176 and MTH 192, with their respective common final exams.

The standard of success used for all three courses was: 70% of students who take the exam will score 70% or higher on the questions used to measure each performance indicator.

The standard of success was met in all performance indicators, in all four courses assessed, as indicated in the aggregate table below. (*Note: Performance Indicator 4 was not assessed in MTH 192 since none of the final exam questions were considered to address it sufficiently.*)

Performance Indicators:

1. Interpret and draw inferences from mathematical models such as formulas, graphs, tables, and/or schematics.
2. Represent mathematical information symbolically, visually, numerically, and/or verbally.
3. Employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.
4. Estimate and check mathematical results for reasonableness.

Aggregate Success Rates			
Performance Indicator	MTH 160 Basic Statistics	MTH 176 College Algebra	MTH 192 Calculus II
1	79%	94%	71%
2	92%	82%	78%
3	71%	82%	74%
4	72%	80%	NA

Besides the fact that the standard of success was met in all courses, the main takeaway from the assessment was that using an embedded assessment instrument like final exams for both course and general education assessment might not be ideal. It may be better to use different instruments for each assessment, or to find ways to write final exams that specifically address the general education performance indicators, in addition to the course outcomes, while maintaining them as an appropriate tool for student grading.

Other ideas for future improvement of the assessment process were to automate as much of the process as possible, to improve data collection (all final exams for all sections), and use the new general education assessment report template currently being developed by the college general education assessment team.

Natural Sciences Outcome: Apply the principles of modern science

Performance Indicators:

1. Recognize the principle concepts within a natural science discipline.
3. Use the scientific method to propose and test hypotheses through the interpretation of experimental data.
4. Apply the concepts of a natural science to interpret observations and make inferences based on experimental results.
5. Recognize the impact and importance of sustainability in a field of science.

All four Performance Indicators were assessed using embedded assessments within a spectrum of classes in the Natural Sciences: Biology, Chemistry, Physics, Environmental Sciences, and Geology.

The following table summarizes the findings:

Performance Indicator	How assessed	Standard of Success	Was Standard met?
1. Recognize principle concepts within a natural science discipline.	Selected exam questions from PHY 111.	70% of students score 100%.	Yes
2. Use the scientific method to propose and test hypotheses through the interpretation of experimental data.	Lab report, BIO 101.	70% of students score 70% or better.	Yes
2. Use the scientific method to propose and test hypotheses through the interpretation of experimental data.	Lab report, CEM 111.	75% of assessed students score 70% or better.	Yes
3. Apply the concepts of a natural science to interpret observations and make inferences based on experimental results.	Scientific article, discussion board responses, BIO 104.	70% of students score 70% or better.	Yes
3. Apply the concepts of a natural science to interpret observations and make inferences based on experimental results.	Scientific article, discussion board responses, BIO 110.	70% of students score 70% or better.	Yes

4. Recognize the impact and importance of sustainability in a field of science.	Lakesopoly activity, ENV 101.	70% of students score 70% or better.	Yes
4. Recognize the impact and importance of sustainability in a field of science.	Sustainability paper, GLG 100.	70% of students score 70% or better.	Yes

Performance Indicator 1 was assessed using final exam questions in Physics 111. The sample was all 120 students in Physics 111 in the fall 2015 semester. Three specific concepts were assessed on the final exam: kinematics, temperature and heat, and wave motion. A one point rubric was used (right or wrong), hence the standard of success “70% of students will score 100%”. The success rates (percent of students who scored 100%) are as follows:

Kinematics: 75.9%

Temperature and Heat: 99.1%

Wave Motion: 79.7%

No changes or improvements were identified for future assessments.

Performance indicator 2 was assessed using lab reports in Biology 101 and Chemistry 111. The sample was all 519 students in Biology 101 and all 109 students in Chemistry 111 in the fall 2018 semester. 84% of the Biology 101 students scored 70% or higher and 77% of the Chemistry 111 students scored 70% or higher. No changes or improvements were identified for future assessments.

Performance indicator 3 was assessed using discussion boards on scientific journals in Biology 110 and 104. The sample was 35 students in BIO 110 and 42 students in BIO 104, for 77 students. Individuals in the sample were chosen from sections of BIO 110 and 104 in the fall 2018 and winter 2019 semesters. Eighty-five (85%) percent of the students in BIO 110 scored 70% or higher on the discussion board, and 73% of the students in BIO 104 scored 70% or higher. No changes or improvements were identified for future assessments.

Performance indicator 4 was assessed using writing assignments in Environmental Science 101 and Geology 100. The sample was 116 students from ENV 101 and 191 students from GLG 100 in the winter 2019 semester, for a total sample of 307. 89.6% of the ENV 101 students scored 70% or higher. Only an overall average was obtained from the GLG 100 students, which was 88%. Therefore, we do not know what percentage of students scored above 70%. It is reasonable to assume however, that the distribution of scores was approximately normal, or skewed to the left, as distributions of scores on graded assessments often are. If the distribution was Normal, then 50% of the scores would be above 88%, and

more than 70% of scores would be above one standard deviation below the mean. It is reasonable to assume that the standard deviation was much less than 18%, and therefore that more than 70 of scores were above 70%. If the distribution was skewed left, then an even higher percentage of scores would be above the mean of 88%, and almost certainly more than 70% of scores would be above 70%. No changes or improvements were identified for future assessments.

Arts and Humanities Outcome: *Recognize and interpret concepts related to the nature and variety of the human experience through literature, language, communication, humanities, and the arts.*

The Arts and Humanities outcome is one of the most challenging to assess as the courses that are designated to fulfill this requirement span across 11 different disciplines and, at the time of this assessment, six different departments. The performance indicators and their accompanying rubrics are as follows:

Performance Indicator 1 – Recognize distinctive cultural perspectives and human experiences through the study of language, arts, works, and texts.

Little or no recognition	Partial recognition	Adequate recognition	Complete recognition
1	2	3	4

Performance Indicator 2 – Identify the origin, context and value of works as they relate to their respective cultures.

Partial identification of Origin. No identification of context or value	Full identification of origin. No identification of context and value.	Full identification of origin. Partial identification of context and value	Full identification of origin, context and value
1	2	3	4

Performance Indicator 3 – Identify the work presented and the method, technique or concept utilized in the work.

Partial identification of work. No identification of method, technique or concept.	Full identification of work. No identification of method, technique or concept.	Full identification of work. Partial identification of method, technique or concept.	Full identification of work as well as of method, technique or concept.
1	2	3	4

Performance Indicator 4 – Interpret and apply linguistic structures, idiomatic tools, and cultural cues for diverse audiences and purposes.

Partial interpretation. No application of linguistic structures,	Full interpretation. No application of linguistic structures, idiomatic tools,	Full interpretation. Partial application of linguistic structures, idiomatic tools,	Full interpretation. Full application of linguistic structures, idiomatic tools,
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idiomatic tools, and cultural cues for effective communication	and cultural cues for effective communication	and cultural cues for effective communication	and cultural cues for effective communication
1	2	3	4

Performance Indicator 5 – Communicate effectively using verbal and nonverbal discourse adapted for diverse audiences and purposes.

Little or no effective communication.	Partial effective communication.	Adequate effective communication.	Completely effective communication.
1	2	3	4

For each of these performance indicators, the criterion for success was the same; on the 1-4 scale, the student had to get at least a “3” to achieve the goal.

In Table 1 below, we display the courses that were listed as meeting the criteria for the Arts and Humanities general education content by performance indicator, department, and discipline.

TABLE 1. Selection of courses and sections

Bold indicates courses assessed

Performance Indicator	Department	Discipline	Specific course
*1, 3	English	English	ENG 140, 160, 170, 181, 200 , 211, 212, 213, 214, 222, 223, 224, 240, 242 <i>3/14 courses; 4/17 sections</i>
*1, 2 & 5	Performing Arts	Music	MUS 180 <i>1/1 courses/3/3 sections</i>
*3	Performing Arts	Music	MUS 140/142 <i>1/1 course/3/3 sections</i>
*3	Performing Arts	Drama	DRA 180 <i>1/1 courses; 3/3 sections</i>
3	Performing Arts	Dance	DAN 180
4	Language	Language	ARB111, 122, CHN 111, 122, 201, FRN 111, 122, GRM 111, 122, SPN111, 122, 201, 202, 205, 224
*3	Humanities	Philosophy	PHL 101 , 123, 200, 205 , 244, 245, 250 <i>4/7 courses; 7/25 sections</i>

5	Humanities	Communication	COM 101, 102, 130, 142, 183, 200,210, 225,
*2	Humanities	Humanities	HUM 101, 102,103,120, , 145, 146 , 160, 175, 185, 221 <i>1/10courses;3/23sections</i>
*2	Humanities	Art	ART 130 , 131, 143, 150 <i>2/2 courses; 2/6 sections</i>
1, 2, 3, & 5	Digital Media Arts	Graphic Design	GDT 101
2, 3, & 5	Digital Media Arts	Photography	PHO 103

*Represents if data were collected

As seen in Table 1, of the 11 disciplines that include courses meeting the Arts and Humanities general education requirements, faculty from six disciplines collected data: English, Music, Drama, Philosophy, Humanities, and Art. While not as complete as we intended, we were able to gather information across an adequately wide swath of the areas that contribute to this category. Within each discipline, faculty chose courses that the majority of students take and that consistently fill so they could be sure they would not be cancelled. Below we report the results of the analyses of these data sets.

In Table 2 below, we present the data that were collected to assess the Arts and Humanities outcome, broken down by performance indicator, course, artifact and success rate, which, across disciplines, was defined as the number of students who received a “3” or higher on the artifact under study.

Table 2. Arts & Humanities success rates across performance indicators

Perform. Indicator	Course/section	Sample size	Artifact	Success Rate
1	ENG 170 W ‘19 Introduction to Literature: Short Story and Novel (2 sections)	22	Write an analysis of one or more works of fiction that we have read this semester.	82%
1	MUS 180 W ‘19 Music Appreciation (3 sections; 2 OL)	45 (15F2F & 30OL)	In response to a musical selection, identify how it connects to “universals”.	86% F2F/84% (OL)
2	HUM 146 W ‘19 Mythology (1 section)	23	Discuss whether myths express the values and ideas of cultures	81%

2	ART 130 W '19 Art Appreciation (1 section)	19	Analyzing differences between Western and African art.	84%
2	ART 150 W '19 Monuments and Culture (1 section)	18	Discussing whether monuments express the values and ideas of their cultures	100%
2	MUS 180 W '19 Music Appreciation (3 sections; 2 OL)	45 (15F2F & 30OL)	In response to a musical selection, identify how it connects to "universals".	86% F2F/84% (OL)
2	ENG 181 W '19 African-American Literature (1 section)	9	Write an analysis of one of the works or authors that we have read this semester.	87%
3	ENG 200 W '19 Shakespeare (1 section)	15	Write an analysis of any topic related to Shakespeare or his work covered thus far.	89%
3	MUS 140/142 F '18 Music Theory I & II	42	Analysis of sonograph/map	90%
3	MUS 180 W '19 Music Appreciation (3 sections/2OL)	45 (15F2F & 30OL)	Discuss a musical selection in terms of its purpose, symbols, style, etc.	86%/80% (OL)
3	DRA 180 , F '17, W '18, and F' 18 Theater Appreciation (3 sections over time)	63	Identify the performance genre/identify performance technique	86%
3	PHL 101 W '19 Introduction to Philosophy (2 sections)	46	In response to an essay prompt, define and apply central concepts.	69.5%
3	PHL 200 W '19 Existentialism (1 section)	12	In response to an essay prompt, define and apply central concepts.	75%
3	PHL 205 W '19 Ethics (2 sections)	32	In response to an essay prompt, define and apply central concepts.	71.8%
3	PHL 250 W '19 Logic (2 sections; different semester)	27	In response to sample arguments, identify and define the logical fallacies involved.	92.5%
4	MUS 140/142 F '18 Music Theory I & II	42	Quizzes on pitch & rhythm/meter&keys/scale	76%
4	MUS 140/142 F '18 Music Theory I & II	42	Musical demonstration of reading.	86%

5	MUS 140/142 F '18 Music Theory I & II	42	Phases and regimen	95%
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As seen in Table 2, the students exceeded the 70% criteria for performance indicators 1, 2, and 3 for each course (69.5% for one course). It should be noted that for performance indicators 4 & 5, we only acquired data from three sections of one course; for this relatively limited data set, students exceeded 70% for all of the measures that were employed.

Social and Behavioral Science Outcome: Apply the principles of social and behavioral science in exploring the dynamics of human behavior.

Division 1: Social Sciences

At Washtenaw Community College, the “social sciences” are located in one department—Social Science. It is comprised of several disciplines as follows: history, political science, geography, economics, and anthropology. Data for this report was obtained from the winter of 2019. Of the 65 sections across those five disciplines offered that winter, 16 (25%) were randomly selected which resulted, as expected, in a representative sample of face to face/online courses, day and night courses, and courses taught by full time and part-time faculty.

The first performance indicator for the social sciences was whether the students could “*recognize the forms and functions and purposes of government*”. This indicator was intended to be assessed in nine of the selected 16 sections, five economic courses and four political science courses; one of the political science courses did not end up contributing data, so the analysis for this performance indicator was based on eight sections, with 149 students supplying data.

The assessment of the five economic sections were based on cumulative exam scores. The assessment for the three political science sections was based on embedded exam questions. The criterion for all social science assessment was that 70% of the sample would receive 70% or higher. This outcome was achieved for the political science courses, with an average of 75% of the students meeting this criterion. However, it was not achieved in the five economic courses

The second performance indicator for the social sciences was to “*recognize the differences between peoples and cultures in past environments, and how and why those cultures changed over time.*” This indicator was intended to be assessed from data collected from seven sections, two anthropology sections, one geography section, and four history sections. However, an instructor for two of the history sections did not provide appropriate data. So, this analysis was based on the remaining five sections, with 84 students supplying data.

Based on the analysis of the cumulative quiz (anthropology) and embedded questions (geography and history), over 70% of the students in the tested sections exceeded 70% on their respective tests.

Going forward, the social science faculty identified a few areas for improvement in the assessment process itself. (1) The goal is to move to embedded assessment for both performance indicators for all courses. (2) To improve communication with the participating faculty so that all data are gathered appropriately. (3) To consider increasing their sample size to accommodate errors in data collection and student attrition. In particular, the cumulative test for the economics sections included many items that were beyond the scope of this performance indicator. In future assessments, the goal will be to examine targeted questions for this indicator specifically.

Division 2: Behavioral Sciences

Performance Indicators:

1. Recognize and apply psychological and sociological perspectives to the understanding of human behavior.
2. Distinguish between non-scientific approaches to attaining knowledge (anecdotal evidence, rumors and common sense) as compared with scientific approaches (theory-driven methods, based on empirically based data).
3. Recognize that human behavior is a function of factors at both the micro and macro level.

The population for the behavioral science general education assessment is all students enrolled in psychology and sociology courses during the winter 2019 semester.

A stratified random sample was chosen from the 109 sections offered in the winter of 2019 in Behavioral Sciences. The following sections were included in the sample, with a total sample size of 284 students:

PSY 100 (Introduction to Psychology) – 3 sections
PSY 200 (Child Psychology) – 1 section
PSY 220 (Human Development and Learning) – 1 section
PSY 206 (Life Span Development Psychology) – 1 section
PSY 240 (Drug, Society and Human Behavior) – 1 section online
PSY 251 (Education of Exceptional Children) – 1 section

SOC 100 (Principles of Sociology) – 4 sections [1 section online (no data) 1 face-to-face section (no data)]
SOC 205 (Race & Ethnic Relations) – 2 sections
SOC 207 (Social Problems) – 1 section
SOC 225 (Family Social Work) – 1 section

The instructor of each section in the sample chose an assessment instrument based on their teaching style and what their students were familiar with. These ranged from test questions, essays, projects, and other assignments.

The standard of success for all the instruments was 70% of students will score 70% or higher. This standard was met for all performance indicators, as summarized in the table below.

Aggregate Success Rates		
Performance Indicator	Number of Sections Assessed	Success Rate
1	14	93%

2	8	89%
3	11	90%

The success rates are all encouragingly high. It is difficult to conclude that the assessment was a success overall because there were many different instruments used to assess the same performance indicators, and the raw data was not collected from the instructors, only the success rates.

The main improvement identified for future assessments is to develop a single, uniform instrument for all sections. In addition, not all instructors used a clear rubric in scoring the instruments, so this is another area for improvement. Finally, the department will investigate the Blackboard Goals tool to see if it can be used to automate all or part of the data collection.

Conclusion and Future Plans

This was the first college-wide general education assessment since 2003-2004, and the first assessment in which so many disciplines participated. This is a great milestone for the college and the greatest success of this round of assessment. We have established a strong foundation upon which future assessments will be able to build.

In addition, the measure of success was met for almost every performance indicator in every general education area. We also made significant gains in cultivating a culture in which general education assessment is valued.

Since this was in many ways the first assessment of its kind at the college, there are several areas for future improvement. These include continuing to understand and value assessment in general and general education assessment in particular. We have some of the greatest faculty in our respective disciplines, who have a passion and talent for teaching. There may not be as much passion for general education assessment however, which may seem far removed from teaching. There is great potential for growth if we can present a vision of general education assessment as part of our teaching, and approach it with the same passion with which we approach what we do in the classroom.

The major area for improvement is probably in the faculty's use of statistics. Necessarily, statistics is used at every stage of assessment, from planning to data collection to data analysis and interpretation. The goal of assessment is to draw meaningful conclusions that can be applied to help us achieve the college's mission "to make a positive difference in people's lives through accessible and excellent educational programs and services". Without the rigorous use of statistics, we cannot draw meaningful conclusions from the data we collect.

One specific way we can improve our use of statistics is to better understand and apply the principles of sampling. This includes knowing how to choose a representative sample from the populations of students in our courses, and even what those populations are (and are not) to begin with. For example, a random sample is generally better than a larger convenience sample. This is typically counterintuitive to the layperson, including any faculty member with minimal to no exposure to statistics.

Then we need to make sure that the measurement instruments we design actually measure the performance indicators they are intended to measure. The tools need to align with the outcomes. This requires more planning ahead of time, rather than after the fact. We also need to understand what data to collect in order to calculate descriptive statistics like measures of center and spread. Finally, we need to understand which, if any, of those statistics are appropriate to measure any given performance indicator.

Those of us who were coordinating this round of assessment erred on the side of academic freedom. We assumed the entire faculty involved in the assessment process had a significant level of competence with basic statistics. In hindsight, this was a mistake on our part. Many faculty do not use statistics and have never needed to study statistics to become experts in their content areas. Nor do they usually need this knowledge to become excellent instructors. It

is unreasonable to expect these colleagues to have this competency just because they volunteered to participate in general education assessment.

Going forward this may be our biggest opportunity for improvement. The people who design the assessment, and analyze and interpret the data, need to have competency in basic statistics. Ideally, this would be the faculty themselves. In the Math department, this is a reasonable expectation. This may also be true in the Sciences. However, we now realize it is not true in all disciplines.

In conclusion, we believe we need to either provide training in basic statistics for faculty doing assessment, or have them partner with other faculty or staff that have this competency, or perhaps a combination of those things. It is a challenge but also an opportunity to learn and grow, which is after all, why we do what we do.

General Education Assessment will be schedule in three years, for winter 2022 and fall 2022. In the interim, we will devote time to form redesigns, training and additional planning. In addition, we are researching strategies for collecting and storing assessment data every semester in preparation for the next assessment cycle.

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2nd Writing (Composition) or Communication** - Develop, organize, and express thoughts in writing using Standard English or Speak in an organized and effective manner and listen critically and with comprehension
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.

*Descriptions of strands from WCC Board Policy #3045.
<http://www.wccnet.edu/trustees/policies/index.php?policy=3045>*

2. Review previous assessment reports submitted for this course and provide the following information. Was this course previously assessed and if so, when?

Yes, the writing general education area was assessed in fall 2010. The assessment used the CAAP (ACT) test to provide writing samples that were reviewed and scored by the vendor and submitted to the college.

3. Briefly describe the results of previous assessment report(s).

Based on the fall 2010 assessment, students met the standard of success. At that time, the standard of success was “more than 50% of the students will score within 5% of the national mean”. 57% of the students scored at or above the national mean for the compiled scores of Essay 1 and Essay 2.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

No weaknesses were identified so no changes were recommended

5. Semester(s) assessment data was collected (check all that apply):

- Fall 20_____
- Winter 2019_____
- Spring/Summer 20_____

6. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 20_____
- Spring/Summer 2019_____

GENERAL EDUCATION ASSESSMENT REPORT

7. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Essay	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Project	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Report	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.</i>	

8. Please list the course(s) in which this tool was administered.

ENG 100-Introduction to Technical and Workplace Writing, **ENG 107**-Technical Writing Fundamentals, and **ENG 111**-Composition I were used to assess this general education area.

9. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

The students who participated in the assessment exam (artifact) were registered in **ENG 100**, **ENG 107**, and **ENG 111**. There were 1,138 total students enrolled in the ENG 100 (57), ENG 107 (38) and ENG 111 (1043) courses. The teaching method was further broken down by:

- three (3) sections of ENG 100 (all online),
- two (2) sections of ENG 107 (1 section face-to-face and 1 section online,
- sixty-one (61) sections of ENG 111 (43 face-to-face, 15 online and 3 mixed mode)

The Final Essays #10 was collected from all ENG 100, 107 and 111 sections. The papers were assembled in one pile and every fifth paper was chosen for review.

10. Indicate the number of students assessed.

120 (10.5%) of 1,383 students were selected to include in the assessment.

II. Results

1. Briefly describe the changes that were implemented as a result of the previous assessment and how they affected the current assessment results.

No changes were recommended in the previous assessment.

2. State the outcomes and performance indicators that were assessed for the General Education strand:

GENERAL EDUCATION ASSESSMENT REPORT

General Education Outcome: Develop, organize, express thoughts in writing using Standard English, establishing grammatical conventions free of spelling and usage errors, and conforming to MLA/APA standards.

Performance Indicators:

1. Write a multi-paragraph essay/report that is clear, organized, complete and appropriate for the intended audience.
2. Respond to an idea in a thorough, logical, and credible manner.
3. Provide support for statements and/or opinions.
4. Write with minimal grammatical or mechanical errors.

Departmental Rubric:

In addition, the department used a rubric to analyze and score each essay. The rubric contained nine different items and eight of the items were aligned with one or more performance indicator

1. Does the artifact contain an introduction that presents the topic and contains a clear controlling idea? *Performance Indicator #2*
 2. Does the artifact consist of a series of well-organized, fully developed body paragraphs (minimum of four) that adequately address the artifact's controlling idea? *Performance Indicator #1*
 3. Does the artifact contain a variety of effective and appropriate sentence styles and syntactical structures? *Performance Indicators #1 and #2*
 4. Does the artifact contain a logical conclusion based on the information contained within the body of the artifact? *Performance Indicator #2*
 5. Does the artifact follow established grammatical conventions? *Performance Indicator #4*
 6. Is the artifact free of spelling and usage errors? *Performance Indicator #4*
 7. Does the Works Cited page/References page conform to MLA/APA standards? *Performance Indicator #3 and #4*
 8. Do in-text citations conform to MLA/APA standards? *Performance Indicator #3 and #4*
 9. Overall assessment of the artifact. *Overall Student Learning Outcome*
3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. **Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.**

All selected essays were read by at least two full- and/or part-time English instructors. They determined how well the students performed on each of the rubric items to identify areas of strength and weakness. Then, each instructor

GENERAL EDUCATION ASSESSMENT REPORT

applied their profession judgement and determined whether the paper met the overall standard of success.

Rubric Results

Rubric Item	% of Students Who Scored 73% or Higher
1. Does the artifact contain an introduction that presents the topic and contains a clear controlling idea?	76% of students
2. Does the artifact consist of a series of well-organized, fully developed body paragraphs (minimum of four) that adequately address the artifacts' controlling idea?	74% of students
3. Does the artifact contain a variety of effective and appropriate sentence styles and syntactical structures?	83% of students
4. Does the artifact contain a logical conclusion based on the information contained within the body of the artifact?	73% of students
5. Does the artifact follow established grammatical conventions?	83% of students
6. Is the artifact free of spelling and usage errors?	81% of students
7. Does the Works Cited page/References page conform to MLA/APA standards?	82% of students
8. Do in-text citations conform to MLA/APA standards?	62% of students
9. Overall assessment of the artifact.	86% of students

- For each outcome assessed, indicate the standard of success used and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***

For each of the outcomes, performance indicators and rubric items, the standard used was that 70% of the students would score 73% or higher. The student learning outcome met the standard of success with 86% of the students scoring 73% or higher on the overall assessment of the artifact. In addition, students met the standard of success with an overall average of more than 70% of the students scoring 73% or higher on the performance indicators. Students met the standard of success on seven of eight rubric items. Only 62% of the students scored 73% or higher on the in-text citations conforming to MLA/APA standards.

- Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths:

GENERAL EDUCATION ASSESSMENT REPORT

Overall, students performed very well on the various aspects of the outcome, performance indicators and the rubric items. They did particularly well on using a variety of effective and appropriate sentence styles and syntactical structures, following established grammatical conventions and using cited page/references pages that conform to MLA/APA standards.

Weaknesses:

Students had more difficulty using in-text citations that conformed to MLA/APA standards.

III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

More emphasis will be placed on using in-text citations that conform to MLA/APA standards. In addition, the department will propose additional worksheets or assignment that will require students to practice and demonstrate the use of these citations.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

Master syllabi
Rationale: _____

Curriculum
Rationale: _____

Outcomes, performance indicator or assessment tool
Rationale: _____

Course assignments
Rationale: **Students need more help on in-text MLA/APA citations.**

Teaching methodology
Rationale: _____

Other: _____
Rationale: _____

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

GENERAL EDUCATION ASSESSMENT REPORT

This will be discussed at a faculty department meeting in the fall 2020.

IV. Future plans

- 1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

The assessment tool was effective in determining whether students were meeting the standard of success for both the student learning outcome and the performance indicators. Additional work will be done in preparation for the next general education assessment to collect information that is more granular. This would allow us to determine if there are variations between courses as a means providing feedback to course instructors.

- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

N/A

Submitted by:

Preparer:	Margaret Green		Date:	08/02/19
	<i>Print</i>	<i>Signature</i>		
Dept. Chair(s):	Carrie Krantz		Date:	
	<i>Print</i>	<i>Signature</i>		
Dean:	Scott Britten		Date:	
	<i>Print</i>	<i>Signature</i>		

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 257.

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information – 2nd Writing (Composition) or Communication Report

NOTE: In an effort to clearly evaluate and articulate the results of assessment in the “2nd Writing (Composition) of Communication Strand, Washtenaw Community College faculty determined it would present the Composition and the Oral Communication Reports in two segments of the same report: Writing (Composition) appears first and the results of the Communication Assessment appear in Part Two of Communication.

PART ONE - WRITING (COMPOSITION)

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2nd Writing (Composition) or Communication** - Develop, organize, and express thoughts in writing using Standard English or Speak in an organized and effective manner and listen critically and with comprehension
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Review previous assessment reports submitted for this course and provide the following information. Was this course previously assessed and if so, when?

This course has been assessed in a variety of ways – regular 3-year assessment, as part of strand assessment and also as part of general education assessment.

3. Briefly describe the results of previous assessment report(s).

Previous assessment reports provided opportunity for targeted student opportunities to better achieve standards expressed in the master syllabus.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Action plans in previous assessment included regular training of part-time instructors, creation of departmental tools and routine mini-assessments conducted by faculty.

GENERAL EDUCATION ASSESSMENT REPORT

5. Semester(s) assessment data was collected (check all that apply):

- Fall 20_____
- Winter 2019
- Spring/Summer 20_____

6. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 20_____
- Spring/Summer 2019

7. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Essay	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Project	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Report	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.	

Artifacts, academic argumentative essays employing two sources, were solicited from eight randomly chosen sections of the course in winter semester 2019 at Washtenaw Community College. Since one of the sections was canceled due to low enrollment, artifacts were obtained from the seven remaining sections.

In the rubric, attempts were made to break down critical thinking skills into inclusive and appropriate criteria:

1. Comprehension and Use of Sources. Essays that constituted assessment artifacts must exhibit a minimum of two researched sources cited as either direct quotation or paraphrase. Essays must demonstrate understanding of the facts, theories, and/or opinions expressed in the sources. This is a crucial component of critical thinking because understanding of research is essential to writing critically.
2. Focus. Essays must exhibit a focus on a specific subject that pervades the essay. Most often this means a clear thesis statement. A student’s ability to stay on topic and make a salient point is essential to critical thinking skills.
3. Argument. Essays must exhibit an argument or line of reasoning. Making a case about a subject with inductive and deductive reasoning is essential to competence in critical thinking.

GENERAL EDUCATION ASSESSMENT REPORT

- 4. Audience. Essays must exhibit credibility, which means a broad understanding of the subject and its issues. This criterion is important in that its absence—misunderstanding of or not understanding the subject—sabotages critical thinking.

A score of two or three (on a 0 – 3 scale) on at least three out of four criteria meant success.

- 8. Please list the course(s) in which this tool was administered.

ENG 226: English Composition 2

- 9. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

821 students enrolled in ENG 226.

- 10. Indicate the number of students assessed.

Assessment began with the random selection of eight sections of winter semester 2019 ENG 226. Anticipated enrollment in all sections of the course was a maximum of 1,000 students based on 20 students per section. Eight sections would produce a maximum of 150 students or 15% of total. With student withdrawals and course cancelations, the total number of students enrolled in all sections was 821. One of the randomly chosen sections was canceled, leaving seven sections with a total of 125 students in the study. These numbers dropped considerably by semester end.

Section Number	Initial Enrollment	Final Enrollment
A	18	13
B	16	11
C	21	17
D	20	13 but 0 included
E	19	12
F	14	9
G	17	13
Total	125	75

Note that section “D” submissions did not represent the assignment solicited, so its artifacts were not assessed.

II. Results

GENERAL EDUCATION ASSESSMENT REPORT

1. Briefly describe the changes that were implemented as a result of the previous assessment and how they affected the current assessment results.

No changes were recommended as a result of the previous assessment.

2. State the outcomes and performance indicators that were assessed for the General Education strand:

2nd Writing Composition/Communication Outcome: Develop, organize, and express ideas in standard written English or verbal/non-verbal communication.

Performance Indicators – 2nd Writing Composition:

1. Write a competent academic argumentative essay.
2. Demonstrate critical thinking skills applied to writing.

3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***

The number of artifacts assessed was 88. Of these, the submissions of section 8 did not comply with the guidelines given and were unusable. The final count of essays was 75 or 9.3% of total ENG 226 enrollment in ENG 226 in winter semester 2019. Though less than ideal, we believe this number is representative for the purpose of assessment.

Two raters evaluated each of the 75 essays. They reached consensus on the relative success of each one. A total of 11 essays failed to meet the rubric. The remaining 64 essays met the rubric, which was 85.3%, exceeding the 70% defined as success.

4. For each outcome assessed, indicate the standard of success used and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***

In the rubric, attempts were made to break down critical thinking skills into inclusive and appropriate criteria:

1. Comprehension and Use of Sources. Essays that constituted assessment artifacts must exhibit a minimum of two researched sources cited as either direct quotation or paraphrase. Essays must demonstrate understanding of the facts, theories, and/or opinions expressed in the

GENERAL EDUCATION ASSESSMENT REPORT

- sources. This is a crucial component of critical thinking because understanding of research is essential to writing critically.
2. Focus. Essays must exhibit a focus on a specific subject that pervades the essay. Most often this means a clear thesis statement. A student's ability to stay on topic and make a salient point is essential to critical thinking skills.
 3. Argument. Essays must exhibit an argument or line of reasoning. Making a case about a subject with inductive and deductive reasoning is essential to competence in critical thinking.
 4. Audience. Essays must exhibit credibility, which means a broad understanding of the subject and its issues. This criterion is important in that its absence—misunderstanding of or not understanding the subject—sabotages critical thinking.
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: In general, raters were pleased and impressed with artifacts submitted. They were overall well written, coherent, cohesive, and purposeful. The 85.3% success rate indicates this.

Weaknesses: Raters found all essays exhibited criterion 4. This may indicate success, but it may mean the criterion is insufficient to the assessment process and should be revised. A few essays either did not exhibit criterion 1 or failed to document sources adequately to be assessed. In general, there were few misses on this criterion. Most of the 11 misses involved a combination of criteria 2 and 3. The essays had difficulty staying on topic or there was a mismatch between focus and argument. The essays established focus in the introduction but developed an argument in subsequent paragraphs that deviated from the commitment made in the introduction. As is evident from the numbers, these issues were not pervasive.

III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

The best way to address any shortcomings is through meetings of ENG 226 instructors, preferably at the English Department Winter Orientation in January, to share problematic essays from the previous semester and possible ways to deal with them.

GENERAL EDUCATION ASSESSMENT REPORT

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

Master syllabi
Rationale:

Curriculum
Rationale:

Outcomes, performance indicator or assessment tool
Rationale:

Course assignments
Rationale:

Teaching methodology
Rationale:

Other: Conversation with faculty
Rationale: Since the assessment was overall successful, we recommend a discussion with faculty to identify problematic essays and identify ways to improve them..

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

Annual basis. See above.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

Highly effective.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

GENERAL EDUCATION ASSESSMENT REPORT

PART TWO – COMMUNICATION

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2nd Writing (Composition) or Communication** - Develop, organize, and express thoughts in writing using Standard English or Speak in an organized and effective manner and listen critically and with comprehension
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Review previous assessment reports submitted for this course and provide the following information. Was this course previously assessed and if so, when?

A sample of Oral Communication Courses offered by Washtenaw Community College were assessed for this project. Previous General Education Assessments did not include some of the current Oral Communication Courses because they did not exist. Therefore, past and current comparisons of this regard would not provide accurate or comprehensive analysis.

3. Briefly describe the results of previous assessment report(s).

Not Applicable – see note above.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Not Applicable – see note above.

5. Semester(s) assessment data was collected (check all that apply):

- Fall 20_____
- Winter 2019
- Spring/Summer 20_____

6. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 20_____
- Spring/Summer 2019

GENERAL EDUCATION ASSESSMENT REPORT

7. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Essay	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Project	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Report	<input type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Other: Rubric Attached	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.</i>	

8. Please list the course(s) in which this tool was administered.

- A. COM 101, Fundamentals of Public Speaking – Approximately 34% of the section offerings of this course were assessed. (Seven Face-to-face and Three On-line sections)
- B. COM 102, Interpersonal Communication – Approximately 27% of the section offerings of this course were assessed (Three Face-to-Face and One On-line sections)
- C. COM 142, Oral Interpretation of Literature - 100% of the section offerings of this course were assessed. (One Section was offered of this course)
- D. COM 210, Nonverbal Communication - 100% of the sections offered (Two Sections)
- E. COM 225, Intercultural Communication – Approximately 69% of the section offerings of this course were assessed (Two Sections)

Courses selected were taught by both Full-Time and Part-Time Instructors in the sample and included both on-line and face-to-face sections.

9. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

- A. 99 Students were randomly selected from 19 Sections of four different Communication Courses offered at WCC during the WI 2019 Term.
- B. The random selection of students was completed as follows: every third student appearing on each designated section’s course roster, who completed an assigned presentation, was assessed.

10. Indicate the number of students assessed.

GENERAL EDUCATION ASSESSMENT REPORT

99 randomly selected students, enrolled in 19 sections of Communication courses, created and delivered presentations which were assessed for this project.

II. Results

1. Briefly describe the changes that were implemented as a result of the previous assessment and how they affected the current assessment results.

Not Applicable – A sample of Oral Communication Courses offered by Washtenaw Community College were assessed for this project. Previous General Education Assessments did not include some of the current Oral Communication Courses because they did not exist. Therefore, past and current comparisons of this regard would not provide accurate or comprehensive analysis.

2. State the outcomes and performance indicators that were assessed for the General Education strand:

Success is defined as 70% of all students scoring 2 or 3 on the identified indicators.

Outcome 1: Organization – Prepare and deliver a researched, organized and purposeful speech.

Performance Indicators:

- A. Preparation – Did the presentation contain evidence of advanced preparation?
- B. Research – Did the presentation include citation of facts, data, and/or quotes in the speech from published sources?
- C. Organization – Were the ideas contained in the presentation well organized?
- D. Purpose – Did the presentation contain a clear purpose?

Outcome 2: Delivery – Speak clearly, succinctly, and appropriately before an audience.

- A. Clear Speaking – Did the speaker deliver the message using language effectively?
- B. Succinct – Did the message meet the presentation time limit?
- C. Audience – Did the speaker convey the message with the appropriate vocal and nonverbal dynamics before the audience?

Outcome 3: Listening – Demonstrate critical and comprehensive listening through evaluating messages conveyed by others.

- A. Did the listener provide critical analysis in response to a speaker's message?
- B. Did the listener demonstrate comprehensive listening in response to a speaker's?

GENERAL EDUCATION ASSESSMENT REPORT

message?

3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. **A summary of the data collected is attached to this report in Attachment A.**

Success is defined as 70% of all students scoring 2 or 3 on the identified indicators, on a scale of 0-3. The scores of 0-3 were designated and defined as follows:

- 0 – No evidence
- 1 – Limited evidence
- 2 – Average evidence
- 3 – Superior evidence

Outcome 1: Organization – Prepare and deliver a researched, organized and purposeful speech.

Performance Indicators:

- A. Preparation – Did the presentation contain evidence of advanced preparation?

- 1. 74% of all students assessed scored Superior evidence of advanced preparation.
- 2. 23% of all students assessed scored Average evidence of advanced preparation.

Result Total: 97% of student presentations exhibited Superior to Average evidence of advanced preparation, exceeding the 70% threshold established for success.

- B. Research – Did the presentation include citation of facts, data, and/or quotes in the speech from published sources?

- 1. 64% of all students assessed scored Superior evidence of published citations.
- 2. 28% of all students assessed scored Average evidence of published citations.

Result Total: 92% of student presentations exhibited Superior to Average evidence of including published citations, exceeding the 70% threshold established for success.

- C. Organization – Were the ideas contained in the presentation well organized?

- 1. 74% of all students assessed scored Superior evidence of organized presentations.

GENERAL EDUCATION ASSESSMENT REPORT

2. 23% of all students assessed scored Average evidence of organized presentations.

Result Total: 97% of all student presentations exhibited Superior to Average evidence of clearly organized presentations, exceeding the 70% threshold established for success.

D. Purpose – Did the presentation contain a clear purpose?

1. 88% of all students assessed scored Superior evidence of containing a clear purpose.
2. 11% of all students assessed scored Average evidence of containing a clear purpose.

Result Total: 99% of all student presentations exhibited Superior to Average evidence of containing a clear purpose within presentations, exceeding the 70% threshold established for success.

Outcome 2: Delivery – Speak clearly, succinctly, and appropriately before an audience.

A. Clear Speaking – Did the speaker deliver the message using language effectively?

1. 78% of all students assessed scored Superior evidence of effective use of language.
2. 21% of all students assessed scored Average evidence of effective use of language.

Result total: 99% of all student presentations exhibited Superior to Average evidence of clear language usage, exceeding the 70% threshold established for success.

B. Succinct – Did the message meet the presentation time limit?

1. 65% of all students assessed scored Superior evidence of effective time management.
2. 28% of all students assessed scored Average evidence of effective time management.

Result total: 93% of all student presentations exhibited Superior to Average evidence of effective time management in presentations, exceeding the 70% threshold established for success.

GENERAL EDUCATION ASSESSMENT REPORT

C. Audience – Did the speaker convey the message with the appropriate vocal and nonverbal dynamics before the audience?

1. 2% of all students assessed scored Superior evidence of effective use of vocal/nonverbal dynamics.
2. 24% of all students assessed scored Average evidence of effective use of vocal/nonverbal dynamics.

Result total: 89% of all student presentations exhibited Superior to Average evidence of appropriate vocal and nonverbal dynamics before an audience, exceeding the 70% threshold established for success.

Outcome 3: Listening – Demonstrate critical and comprehensive listening through evaluating messages conveyed by others.

A. Did the listener provide critical analysis in response to a speaker’s message?

1. 80% of all students assessed scored Superior evidence of effective critical analysis in response to a speaker’s message.
2. 17 % of all students assessed scored Average evidence of effective critical analysis in response to a speaker’s message.

Result total: 97% of all student presentations exhibited Superior to Average evidence of effective critical analysis in response to a speaker’s message, exceeding the 70% threshold established for success.

B. Did the listener demonstrate comprehensive listening in response to a speaker’s message?

1. 77% of all students assessed scored Superior evidence of demonstrating comprehensive listening in response to a speaker’s message.
2. 20 % of all students assessed scored Average evidence of demonstrating comprehensive listening in response to a speaker’s message.

Result total: 97% of all student presentations exhibited Superior to Average evidence of demonstrating effective comprehensive listening in response to a speaker’s message, exceeding the 70% threshold established for success.

4. For each outcome assessed, indicate the standard of success used and the percentage of students who achieved that level of success.

The rubric/scoring guide used for the assessment appears at the back of this document as Attachment B.

GENERAL EDUCATION ASSESSMENT REPORT

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
 - A. **Strengths:** Students displayed clear, consistent strength in advanced preparation, organization, clear purpose, clear language, critical analysis and comprehensive listening.
 - B. Areas that were included in successes, but were slightly lower than other elements, include citing published citations, effective time management and vocal and nonverbal dynamics.

III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

Students did meet expectations for the items listed under weakness, as they measured slightly lower than the strengths. We did note, however an important pattern: The COM101 Fundamentals of Speech students, ranked higher than students in classes where verbal citations, time management and delivery are not a major focus of instruction. Creating and incorporating a departmental standardized instructional guide to presentations for non-speech classes should positively impact the outcomes of the non-speech classes. This tool can be collaboratively developed by COM Discipline Faculty and could be incorporated in all individual COM Blackboard sites as reference and tool for students.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

Master syllabi
Rationale:

Curriculum
Rationale:

Outcomes, performance indicator or assessment tool
Rationale:

Course assignments
Rationale:

Teaching methodology
Rationale:

Other: Provide non-speech focused classes with a success guide for speaking.

GENERAL EDUCATION ASSESSMENT REPORT

Rationale: Curriculum in non-speech classes have limited time to instruct in specific public speaking techniques or guidelines. Providing a standardized tool for all courses will assist all instructors with a consistent approach to encouraging enhanced success.

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

A success guide will be completed by the end of Winter 2020 to be distributed in Fall of 2020.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

Assessment tools were understood with minimal confusion. Terminology was familiar and grading was completed with ease and consistency. Compiling the data provided valuable confirmation that students are exceeding expectations. In addition, the analysis of the data enabled us to consider the development of a useful tool for using in all non-Speech classes which will assist us with achieving a greater level of consistency in organization, support citations and delivery for all COM courses.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

N/A

Submitted by:

Preparers:	Jean Miller, ENG	Jean Miller (retired)	Date:	1/20/2020
	<i>Print</i>	<i>Signature</i>		
	Claire Sparklin, COM			
	<i>Print</i>	<i>Signature</i>		
	Bonnie Tew, COM			
	<i>Print</i>	<i>Signature</i>		
Dept. Chair(s):	Carrie Krantz		Date:	
	<i>Print</i>	<i>Signature</i>		
	Allison Fournier			
	<i>Print</i>	<i>Signature</i>		
Dean:	Scott Britten		Date:	
	<i>Print</i>	<i>Signature</i>		

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 257.

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2nd Writing (Composition) or Communication** - Develop, organize, and express thoughts in writing using Standard English or Speak in an organized and effective manner and listen critically and with comprehension
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Review previous assessment reports submitted for this course and provide the following information. Was this course previously assessed and if so, when?

The last assessment of the general education mathematics outcome was in 2008.

3. Briefly describe the results of previous assessment report(s).

All performance indicators were measured as a success. No reference to previous general education assessments were made in that report. No plans to implement any changes to course curricula or department practice were made as a result of the report, nor were any changes proposed to the general education assessment process.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

N/A

5. Semester(s) assessment data was collected (check all that apply):

- Fall 2018
- Winter 2019
- Spring/Summer 20_____

6. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 20_____
- Spring/Summer 2019

GENERAL EDUCATION ASSESSMENT REPORT

7. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input checked="" type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
<input type="checkbox"/> Essay	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Project	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Report	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.</i>	

8. Please list the course(s) in which this tool was administered.

Population:

The population for math general education assessment is all students in the following courses that meet the WCC General Education requirement as well as the Michigan Transfer Agreement:

- MTH 125 Everyday College Math
- MTH 160 Basic Statistics
- MTH 176 College Algebra
- MTH 178 General Trigonometry
- MTH 180 Precalculus
- MTH 191 Calculus I
- MTH 192 Calculus II
- MTH 197 Linear Algebra
- MTH 293 Calculus III
- MTH 295 Differential Equations

The following courses meet the WCC General Education math requirement for certain degrees but not all, and do not meet the Michigan Transfer Agreement, so it is arguable whether they are part of the math General Education population or not:

- MTH 148 Functional Math for Elementary Teachers I
- MTH 149 Functional Math for Elementary Teachers II
- MTH 169 Intermediate Algebra

Sample:

We chose a stratified sample consisting of the courses MTH 160 Basic Statistics, MTH 176 College Algebra, and MTH 192 Calculus II. MTH 160 is the largest college-level course in terms of number of sections and enrollment. It is a terminal course taken by many students to fulfill the General Education math requirement, who do not need any more math for their program. MTH 176 is a mid-level course and MTH 192 is an upper

GENERAL EDUCATION ASSESSMENT REPORT

level course, both in the algebra-calculus sequence taken by students in STEM programs. These 3 courses give a representative sample of the population.

Within each course, random samples were chosen as follows:

MTH 160 Basic Statistics

There are 3 modalities for this course: face-to-face, online, and blended (half online, half face-to-face). Face-to-face sections use a paper final exam, online sections use an online final, and blended sections can use either version. Prior to Winter 2019, the online and paper exams were well-matched and met department standards for the cumulative final exam, but they did have small differences in coverage. For Winter 2019, the online and paper final exams were updated so as to match as closely as possible on every question. Both versions use pools of versions of the same question or have algorithmically generated versions of the same question. With the matched final exams and the large enrollment in the course, it was decided that using data from the Winter 2019 semester was ideal for this assessment.

There were 26 sections of MTH 160 in the Winter 2019 semester, with 562 students completing the final exam. For this assessment, 20% of the final exams from each section (rounding up to a whole number) were randomly selected, which identified 120 exams in all for scoring.

MTH 176 College Algebra

Data from the most recent two course assessments of MTH 176, from Fall 2014 and Winter 2016, were used for this General Education assessment. All the final exams from every section of the course from these two semesters were combined, and a random sample of 100 students was chosen.

MTH 192 Calculus II

12 sections from Winter 2018, Spring/Summer 2018, Fall 2018, and Winter 2019 were used for this assessment. Approximately 40% of the students from each section were randomly selected for a total sample of 101.

9. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

See above

10. Indicate the number of students assessed.

321

II. Results

1. Briefly describe the changes that were implemented as a result of the previous assessment and how they affected the current assessment results.

GENERAL EDUCATION ASSESSMENT REPORT

N/A

2. State the outcomes and performance indicators that were assessed for the General Education strand:

Performance Indicators:

1. Interpret and draw inferences from mathematical models such as formulas, graphs, tables, and/or schematics.
 2. Represent mathematical information symbolically, visually, numerically, and/or verbally.
 3. Employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.
 4. Estimate and check mathematical results for reasonableness.
3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***
 4. For each outcome assessed, indicate the standard of success used and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***

Results:

Note: "Success rate" is defined to be the proportion of students who scored 70% or higher on the final exam questions used to measure the given performance indicator.

MTH 160 Basic Statistics

5 questions for each of the 4 performance indicators were identified and scored. (See attachment for the data.). The results are summarized below:

Performance Indicator	Success Rate
1	79%
2	92%
3	71%
4	72%

The standard of success was met for all 4 performance indicators.

MTH 176 College Algebra

GENERAL EDUCATION ASSESSMENT REPORT

8 course outcomes were mapped to the 4 performance indicators. The average success rate for the outcomes corresponding to each performance indicator are listed below:

Performance Indicator	Success Rate
1	94%
2	82%
3	82%
4	80%

The standard of success was met for all 4 performance indicators.

MTH 192 Calculus II

2 questions were selected for each of performance indicators 1 and 2, and 6 questions were selected for indicator 3, and average scores for each set of questions were used to measure success for each student. No exam questions were identified to measure performance indicator 4. Results below:

Performance Indicator	Success Rate
1	71%
2	78%
3	74%

The standard of success was met for the 3 performance indicators measured.

Summary:

The standard of success was met in all performance indicators, in all four courses assessed, as indicated in the aggregate table below.

Aggregate Success Rates			
Performance Indicator	MTH 160 Basic Statistics	MTH 176 College Algebra	MTH 192 Calculus II
1	79%	94%	71%
2	92%	82%	78%

GENERAL EDUCATION ASSESSMENT REPORT

3	71%	82%	74%
4	72%	80%	NA

Course outcomes are very specific and the measurement instruments used (final exam questions) for course assessment are written specifically to address each course outcome (analogous to performance indicator in this context). In contrast, the general education performance indicators are necessarily more general, so that they are relevant in all college level courses. As such, there are many different final exam questions that fall under each performance indicator. In addition, the same performance indicators are measured in courses of widely varying difficulty. This may make it more difficult to extract meaning from our general education assessment than for course assessment.

For example, in a Calculus course, probably every question on the final exam measures each of the 4 general education performance indicators, to varying degrees. There is often wide variation in student performance on these questions however, so depending on which question is chosen to measure a given performance indicator, the results could also vary widely. If a relatively easy question that measures performance indicator 1 is chosen for example, the results would be higher than if a relatively difficult question were chosen to measure the same performance indicator.

Moreover, if a calculus student were to take an easier algebra exam, they would likely score higher than on a difficult calculus exam. If both exams measure the same performance indicators, which one is the most appropriate measure for that student?

Course assessment is embedded into course final exams by design, and general education assessment is similarly embedded by mapping course outcomes to general education performance indicators, or by mapping individual exam questions to performance indicators. Final exams are therefore used for course and general education assessment, in addition to their primary purpose of student grading. The math department is committed to embedded assessment. However, using the same instrument for general education and course assessment may not be best, for the reasons stated above.

- Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths:

Weaknesses:

III. Changes influenced by assessment results

GENERAL EDUCATION ASSESSMENT REPORT

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

Master syllabi
Rationale:

Curriculum
Rationale:

Outcomes, performance indicator or assessment tool
Rationale:

Course assignments
Rationale:

Teaching methodology
Rationale:

Other: _____
Rationale:

Here are some improvements that we could make to our general education assessment process, based on this round of assessment:

1. Find a way to target general education performance indicators in our embedded assessments, while maintaining the rigor and specificity of course assessment. Some ideas:
 - 1.1. Write separate final exam questions to measure general education performance indicators and course outcomes.
 - 1.2. Use a different instrument for general education assessment, and use the same instrument in all courses. I.e. the same questions for each performance indicator, whether it's a statistics class or a calculus class.
 - 1.3. Use a different instrument for general education assessment, but modified to match content students will have seen recently in their course. For example, ask statistics students to interpret a histogram, and ask calculus students to interpret the graph of a function.
2. Automate as much of the data collection and data analysis process as possible. Some ways to do that:
 - 2.1. Implement the Blackboard Goals tool to automate the collection of Blackboard data into a central Blackboard course specifically for assessment, that all math faculty can access at any time.

GENERAL EDUCATION ASSESSMENT REPORT

- 2.2. Develop or source an app, or capability within Blackboard, that would extract general education assessment data from course assessment data, as well as perform elementary statistical analysis on the data automatically. This would probably require some preliminary metadata input, but hopefully only once, and then the process would be automated (at least until a course or general education outcome/performance indicator were changed, in which case the metadata would need to be updated).
- 2.3. Adopt department policies that motivate faculty, especially part-time instructors, to turn in final exams to course mentors at the end of the semester, so that course mentors don't have to hunt them down from various individuals. This is our course and general education assessment data, and we don't have a 100% collection rate at this point.

3. Use the new general education assessment report template that the Assessment Academy team is developing, so that all data from all departments is in a uniform format, with all the information needed for the overall general education assessment report.

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

See above

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

See above

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Submitted by:

Preparer:	Larry David			Date:		
	<i>Print</i>		<i>Signature</i>			
Dept. Chair(s):	Lisa Manoukian			Date:		
	<i>Print</i>		<i>Signature</i>			
Dean:	Victor Vega			Date:		
	<i>Print</i>		<i>Signature</i>			

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 257.

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2nd Writing (Composition) or Communication** - Develop, organize, and express thoughts in writing using Standard English or Speak in an organized and effective manner and listen critically and with comprehension
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.

Descriptions of strands from WCC Board Policy #3045.

<http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Review previous assessment reports submitted for this **strand** and provide the following information. Was this **strand** previously assessed and if so, when?

The current Natural Sciences strand performance indicators were only written during the 2018-19 academic year so strictly speaking they have not been previously assessed.

3. Briefly describe the results of previous assessment report(s).

The Natural Sciences Strand was assessed in 2012 using CAAP test data collected in Fall 2010 and Winter 2011 from a variety of classes. CAAP assesses “scientific reasoning”. WCC’s standard of success was that 70% of students would score above the national mean. The standard was met.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

No changes were proposed, other than ditching the CAAP.

5. For the Natural Sciences Strand, there are 4 performance indicators:

- 1. Recognize the principle concepts within a natural science discipline
- 2. Use the scientific method to propose and test hypotheses through the interpretation of experimental data.
- 3. Apply the concepts of a natural science to interpret observations and make inferences based on experimental results.
- 4. Recognize the impact and importance of sustainability in a field of science.

Note: The rest of this document addresses Performance Indicator 1.

GENERAL EDUCATION ASSESSMENT REPORT

6. Semester(s) assessment data was collected (check all that apply):

- Fall 2015
- Winter 20_____
- Spring/Summer 20_____

7. Semester assessment report was prepared (check one):

- Fall 2016
- Winter 20_____
- Spring/Summer 20_____

8. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input checked="" type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
<input type="checkbox"/> Essay	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Project	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Report	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no

PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.

9. Please list the course(s) in which this tool was administered.

PHY 111

10. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

All students taking PHY 111 in Fall 2015

11. Indicate the number of students assessed.

120

II. Results

1. Briefly describe the changes that were implemented as a result of the previous assessment and how they affected the current assessment results.

N/A

2. State the outcomes and performance indicators that were assessed for the General Education strand:

GENERAL EDUCATION ASSESSMENT REPORT

Outcome = Understand principles and applications of modern science.

Performance Indicator 1. Recognize the principle concepts within a natural science discipline

- 3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. **Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.**

The exam scores for three different concepts in Physics were compiled. Over 75% of students scored 75% or better in each of the three concepts:

- Kinematics – 75.9%
- Temperature and Heat – 99.1%
- Wave Motion – 79.7%

- 4. For each outcome assessed, indicate the standard of success used and the percentage of students who achieved that level of success. **Please attach the rubric/scoring guide used for the assessment to the back of this document**

The standard of success for Performance Indicator 1 was 70% of students will score 70% or better. The standard was met. There isn't a rubric/scoring guide for this performance indicator; questions on the final exam were either wrong or right.

- 5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Temperature and Heat

Weaknesses: Kinematics.

III. Changes influenced by assessment results

- 1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

When we assess general education in the future it would be good to have data from more than one discipline.

- 2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change. None.

Master syllabi
Rationale:

GENERAL EDUCATION ASSESSMENT REPORT

- Curriculum
Rationale:
- Outcomes, performance indicator or assessment tool
Rationale:
- Course assignments
Rationale:
- Teaching methodology
Rationale:
- Other: _____
Rationale: _____

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

Exam questions are a reasonable way to assess this outcome.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

N/A

Submitted by:

Preparer:	Robert Hagood		Date:		
	<i>Print</i>		<i>Signature</i>		
Dept. Chair(s):	Susan Albach		Date:		
	<i>Print</i>		<i>Signature</i>		
Dean:	Victor Vega		Date:		
	<i>Print</i>		<i>Signature</i>		

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 257.

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2nd Writing (Composition) or Communication** - Develop, organize, and express thoughts in writing using Standard English or Speak in an organized and effective manner and listen critically and with comprehension
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.

*Descriptions of strands from WCC Board Policy #3045.
<http://www.wccnet.edu/trustees/policies/index.php?policy=3045>*

2. Review previous assessment reports submitted for this **strand** and provide the following information. Was this **strand** previously assessed and if so, when?

The current Natural Sciences strand performance indicators were only written during the 2018-19 academic year so strictly speaking they have not been previously assessed.

3. Briefly describe the results of previous assessment report(s).

The Natural Sciences Strand was assessed in 2012 using CAAP test data collected in Fall 2010 and Winter 2011 from a variety of classes. CAAP assesses “scientific reasoning”. WCC’s standard of success was that 70% of students would score above the national mean. The standard was met.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

No changes were proposed, other than discontinuing the use of the CAAP test.

5. For the Natural Sciences Strand, there are 4 performance indicators:

- 1. Recognize the principle concepts within a natural science discipline
- 2. Use the scientific method to propose and test hypotheses through the interpretation of experimental data.
- 3. Apply the concepts of a natural science to interpret observations and make inferences based on experimental results.
- 4. Recognize the impact and importance of sustainability in a field of science.

The rest of this document addresses Performance Indicator 2.

GENERAL EDUCATION ASSESSMENT REPORT

6. Semester(s) assessment data was collected (check all that apply):

- Fall 2018
- Winter 20_____
- Spring/Summer 2019_____

7. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 20_____
- Spring/Summer 2019

8. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Essay	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Project	<input type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Lab Report	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no

PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.

9. Please list the course(s) in which this tool was administered.

BIO 101, CEM 111

10. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

All students taking BIO 101 in Fall 2018, All students taking CEM 111 in Fall 2018.

11. Indicate the number of students assessed.

BIO 101: 519 students. CEM 111: 109

II. Results

1. Briefly describe the changes that were implemented as a result of the previous assessment and how they affected the current assessment results.

N/A

2. State the outcomes and performance indicators that were assessed for the General Education strand:

Outcome = Understand principles and applications of modern science.

GENERAL EDUCATION ASSESSMENT REPORT

Performance Indicator 2: Use the scientific method to propose and test hypotheses through the interpretation of experimental data.

- Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***

In BIO 101, 84% of students who wrote the assigned lab report scored a 70% or better.

In CEM 111, 77% of students scored 70% or better on the Stoichiometry Lab Report.

- For each outcome assessed, indicate the standard of success used and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***

In BIO 101, the standard of success was that 70% of students would score a 70% or better on their Daphnia experiment lab report. The rubric is attached to the end of this document.

In CEM 111, the standard of success was that 75% of students would score a 70% or better on the lab report.

- Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

The BIO 101 data are summed over 25 sections using scores reported in Blackboard grade books. I don't know what student strengths and weaknesses are within the Daphnia project.

In CEM 111, the strengths were in stating the purpose, conclusion, and answering questions. Students also did well with data presentation. Weaknesses were showing their arithmetic work and sometimes in assembling components of the lab report in the correct sequence. As specifically applies to the general education performance indicator of proposing and testing hypotheses, I believe the student strengths in stating the purpose and conclusions demonstrates they did satisfy the performance indicator.

III. Changes influenced by assessment results

- If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

Standard of success was met in both BIO 101 and CEM 111.

- Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change. **N/A.**

GENERAL EDUCATION ASSESSMENT REPORT

- Master syllabi
Rationale:
- Curriculum
Rationale:
- Outcomes, performance indicator or assessment tool
Rationale:
- Course assignments
Rationale:
- Teaching methodology
Rationale:
- Other: _____
Rationale:

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

Success writing a lab report is a good way to assess this performance indicator.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Submitted by:

Preparer:	<u>Anne Heise</u>	<u>Signature</u>	Date:	<u> </u>
	<u>Print</u>			<u> </u>

Preparer:	<u>Tracy Schwab</u>	<u>Signature</u>	Date:	<u> </u>
	<u>Print</u>			<u> </u>

Dept. Chair(s):	<u>Anne Heise</u>	<u>Signature</u>	Date:	<u> </u>
	<u>Print</u>			<u> </u>

Dean:	<u>Victor Vega</u>	<u>Signature</u>	Date:	<u> </u>
	<u>Print</u>			<u> </u>

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 257.

GENERAL EDUCATION ASSESSMENT REPORT

Bio 101 Scientific Method Paper: GRADING RUBRIC (30pts)

Title Page (2 pts)

- *The Title should have fewer than 12 words (count them!), it should be specific, and scientific (e.g., what species are you dealing with?) *The Title should also reflect the content of the paper

Abstract (3 pts)

- Please **summarize** the major points (including hypothesis, material and methods, and results).
- The abstract must be 100-200 words (count them!) and it should be written in complete sentences after the entire report is completed.

Hypothesis (2 pts)

- *The hypothesis should be in “if. . .then” format.
- *The hypothesis should match the experiments performed.

Materials and Methods (4 pts)

- *Describe the materials used in **sentences (not lists)**.
- *How were materials used for the experimental and control conditions?
- *How were measurements made?

Results (7 pts)

- *Please describe the results in words.
- *Graph the data; only standard graphs (no bar graphs) will be accepted.
The graph must be full-page size.
- *The graphs must have a title of the form “dependent variable versus independent variable” (put in your dependent and independent variables.)
- *The graph y-axis must list “Dependent variable, units.” (Put in your dependent variable.)
- *The graph, x-axis must list “Independent variable, units.” (Put in your independent variable.)
- *The graph must plot data obtained.

*The standard graph for the kind of data we are collecting today must use a straight line (use a ruler) that averages the data points for a linear relationship or a curved line to average data for a curvilinear relationship.

(Note: bar graphs are used for discrete data, e.g. data given by year. Our data is continuously varying and it is not appropriate to put it on a bar graph.)

(Note: do not “connect-the-dots”; instead average the data points. Remember you could test the heart-rate at 100 different alcohol concentrations between 0% and 6% alcohol and the line would be smooth; your line should be smooth for continuously-varying data.)

GENERAL EDUCATION ASSESSMENT REPORT

Discussion (7 pts)

- *Please relate the data to the hypothesis for both experiments. You must say whether you accept or reject your hypothesis! (Remember you cannot prove a hypothesis true; you can only accept the hypothesis or say the data supports your hypothesis. Or, if it is false, you can say you do not accept the hypothesis because the data do not support it.)
- Suggest one additional experiment using water fleas to clarify your results for alcohol. What results do you expect and why?
- Suggest one additional experiment using water fleas to clarify your results for caffeine. What results do you expect and why?
- Please extend the results to other systems, for example humans. What happens (look it up) when humans drink increasing amounts of caffeine? Please list your sources.
- Please extend the results to other systems, for example humans. What happens (look it up) when humans drink increasing amounts of alcohol? Please list your sources.

Writing Center Review (5 pts)

GENERAL EDUCATION ASSESSMENT REPORT

CEM 111 Lab Report Scoring Rubric (10 pts possible)

Report Item				
Purpose (R1)		Yes 1	No 0	
Procedure (R2)		Enough detail given 1	0 Not enough detail given Did not mention recording any buret volumes Did not mention how they were titrating (add base to light pink etc.) 0	
Headers and Format (R3)		0-1 headers missing, correct format 1	>1 header missing and /or incorrect format (such as calculations after result table etc.) 0	
Data				
	<i>Proper SF (R4)</i>	0-1 error 1 all volumes shown to 2 decimal places	>1 error, more than one volume not shown to two decimal places 0	
	<i>Correct Units (R5)</i>	0-1 missing 1	>1 missing 0	
Calculations (R6)		All shown or minor errors 1 stoichiometric calculations must be correct all calculations must be shown and including mole ratios all volume subtractions and average volume calculations	Significant errors or not shown 0 missing volume subtractions missing volume averages mole ratios not shown stoichiometry incorrect	
Results				
	<i>Proper SF (R7)</i>	0-1 error 1	>1 error 0	
	<i>Correct Units (R8)</i>	0-1 missing 1	>1 missing 0	
Conclusion (R9)		Answers purpose, not just restates 1	Restates, not answers, purpose or not given 0 no molarity of sulfuric acid given	
Questions (R10)		All attempted with no or some minor errors 1 correct reactions, and no more than one question in #2 incorrect	Not all attempted or major errors in one or more questions 0 1 reaction incorrect/1part in 2 incorrect both reactions correct/2 or more parts in question 2 incorrect	
			Grand Total (out of 10)	

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2nd Writing (Composition) or Communication** - Develop, organize, and express thoughts in writing using Standard English or Speak in an organized and effective manner and listen critically and with comprehension
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Review previous assessment reports submitted for this **strand** and provide the following information. Was this **strand** previously assessed and if so, when?

The current Natural Sciences strand performance indicators were only written during the 2018-19 academic year so strictly speaking they have not been previously assessed.

3. Briefly describe the results of previous assessment report(s).

The Natural Sciences Strand was assessed in 2012 using CAAP test data collected in Fall 2010 and Winter 2011 from a variety of classes. CAAP assesses “scientific reasoning”. WCC’s standard of success was that 70% of students would score above the national mean. The standard was met.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

No changes were proposed, other than ditching the CAAP.

5. For the Natural Sciences Strand, there are 4 performance indicators:

- 1. Recognize the principle concepts within a natural science discipline
- 2. Use the scientific method to propose and test hypotheses through the interpretation of experimental data.
- 3. Apply the concepts of a natural science to interpret observations and make inferences based on experimental results.
- 4. Recognize the impact and importance of sustainability in a field of science.

The rest of this document addresses Performance Indicator 3.

GENERAL EDUCATION ASSESSMENT REPORT

6. Semester(s) assessment data was collected (check all that apply):

- Fall 2018
- Winter 2019
- Spring/Summer 20_____

7. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 20_____
- Spring/Summer 2019

8. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Essay	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Project	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Report	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other: Discussion Board entries	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.	

9. Please list the course(s) in which this tool was administered.

BIO 104, BIO 110

10. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

All students taking BIO 110 in Fall 2018 and Winter 2019, all students taking BIO 104 in Winter 2019.

11. Indicate the number of students assessed.

BIO 110: 35 students. BIO 104: 42. Grand total = 77

II. Results

1. Briefly describe the changes that were implemented as a result of the previous assessment and how they affected the current assessment results.

N/A

GENERAL EDUCATION ASSESSMENT REPORT

2. State the outcomes and performance indicators that were assessed for the General Education strand: Outcome = Understand principles and applications of modern science.
3. Apply the concepts of a natural science to interpret observations and make inferences based on experimental results.
3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***

For BIO 110, students read three (3) different scientific journal articles and made discussion board entries in Blackboard. Combining data for the three (3) assignments, 85% achieved a discussion board score above 70%.

For BIO 104, students read three (3) different scientific journal articles and made discussion board entries in Blackboard. Combining data for the three (3) assignments, 73% achieved a discussion board score above 70%.

4. For each outcome assessed, indicate the standard of success used and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***

The standard of success in both courses was 70% of students will score 70% or better across the discussion board assignments. As noted above, 85% of the BIO 110 students and 73% of the BIO 104 students scored 70% or higher on the discussion board postings.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

An assignment called "Well Know" had the weakest performance.

III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

Standard of success was met.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change. **N/A.**

GENERAL EDUCATION ASSESSMENT REPORT

- Master syllabi
Rationale:
- Curriculum
Rationale:
- Outcomes, performance indicator or assessment tool
Rationale:
- Course assignments
Rationale:
- Teaching methodology
Rationale:
- Other: _____
Rationale:

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

Success analyzing journal articles is a good way to assess this performance indicator.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Submitted by:

Preparer:	Marvin Boluyt			Date:		
	<i>Print</i>		<i>Signature</i>			
Dept. Chair(s):	Anne Heise			Date:		
	<i>Print</i>		<i>Signature</i>			
Dean:	Victor Vega			Date:		
	<i>Print</i>		<i>Signature</i>			

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 257.

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2nd Writing (Composition) or Communication** - Develop, organize, and express thoughts in writing using Standard English or Speak in an organized and effective manner and listen critically and with comprehension
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Review previous assessment reports submitted for this **strand** and provide the following information. Was this **strand** previously assessed and if so, when?

The current Natural Sciences strand performance indicators were only written during the 2018-19 academic year so strictly speaking they have not been previously assessed.

3. Briefly describe the results of previous assessment report(s).

The Natural Sciences Strand was assessed in 2012 using CAAP test data collected in Fall 2010 and Winter 2011 from a variety of classes. CAAP assesses “scientific reasoning”. WCC’s standard of success was that 70% of students would score above the national mean. The standard was met.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

No changes were proposed, other than discontinuing the use of CAAP.

5. For the Natural Sciences Strand, there are 4 performance indicators:

1. Recognize the principle concepts within a natural science discipline
2. Use the scientific method to propose and test hypotheses through the interpretation of experimental data.
3. Apply the concepts of a natural science to interpret observations and make inferences based on experimental results.
4. Recognize the impact and importance of sustainability in a field of science.

GENERAL EDUCATION ASSESSMENT REPORT

The rest of this document addresses Performance Indicator 4.

6. Semester(s) assessment data was collected (check all that apply):

- Fall 2018_____
- Winter 2019
- Spring/Summer 2019_____

7. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 20_____
- Spring/Summer 2019

8. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?	
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input checked="" type="checkbox"/> Essay	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no
<input type="checkbox"/> Project	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Report	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes	<input type="checkbox"/> no
<i>PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.</i>		

9. Please list the course(s) in which this tool was administered.

ENV 101, GLG 100

10. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

All students taking ENV 101 in Winter 2019; All students taking GLG 100 in Winter 2019.

11. Indicate the number of students assessed.

ENV 101: 116 + GLG 100: 191 = 307

II. Results

1. Briefly describe the changes that were implemented as a result of the previous assessment and how they affected the current assessment results.

N/A

GENERAL EDUCATION ASSESSMENT REPORT

2. State the outcomes and performance indicators that were assessed for the General Education strand:

Outcome = Understand principles and applications of modern science.

Performance Indicator 4: Recognize the impact and importance of sustainability in a field of science.

3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. **Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.**

In ENV 101, students did a writing activity within a lab exercise, “Lakesopoly”. They were asked to identify components of sustainability such as the triple bottom line.

In GLG 100, students wrote a research paper applying sustainability concepts to water use.

4. For each outcome assessed, indicate the standard of success used and the percentage of students who achieved that level of success. **Please attach the rubric/scoring guide used for the assessment to the back of this document**

In ENV 101, T=the standard of success was that 70% of students would score 70% or better on the Lakesopoly activity. Over all students in all sections, 89.6% met the standard.

In GLG 100, the standard of success was that 70% of students would score 70% or better on the research paper. However, I have not been given results in that form. I *can* say that the average score for all students over all sections was 88% so it is very likely that 70% of the students met the threshold.

5. Describe the areas of strength and weakness in students’ achievement of the learning outcomes shown in assessment results.

In ENV 101, Students had a good understanding of sustainability but could use more guidance in articulating trade-offs.

In GLG 100, although the overall score of 88% indicates a solid understanding of sustainability, the goal is for even better.

III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

GENERAL EDUCATION ASSESSMENT REPORT

Standard of success was met.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change. **N/A.**

Master syllabi
Rationale:

Curriculum
Rationale:

Outcomes, performance indicator or assessment tool
Rationale:

Course assignments
Rationale:

Teaching methodology
Rationale:

Other:

Rationale:

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

Success analyzing journal articles is a good way to assess this performance indicator.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

GENERAL EDUCATION ASSESSMENT REPORT

Submitted by:

Preparer:	Suzanne Albach			Date:		
	<i>Print</i>		<i>Signature</i>			
Preparer:	Smita Malpani			Date:		
	<i>Print</i>		<i>Signature</i>			
Dept. Chair(s):	Anne Heise			Date:		
	<i>Print</i>		<i>Signature</i>			
Dean:	Victor Vega			Date:		
	<i>Print</i>		<i>Signature</i>			

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 257.

GENERAL EDUCATION ASSESSMENT REPORT

ATTACHMENTS

Great Lakesopoly, the Resource-Use Simulation Game (v.19)

Game and prompts by Jessica A. Shoemaker, Nebraska College of Law, and modified and used by Emily Thompson, Ph.D., Washtenaw Community College, with permission.

Part I: Group Report Sheet (Report on the Game) (50%)

Take notes on the spaces you visited, the issue and resolution, the common ground and the conflicts you encountered. Write in phrases and star the issue that took most of the group's energy. Complete and turn in one sheet per group. Group member names:

Space/Issue/Resolution	Common Ground	Conflicts

GENERAL EDUCATION ASSESSMENT REPORT

Great Lakesopoly, the Resource-Use Simulation Game (v. 19)

Your Name: _____

Part II: Individual Reflection (at Conclusion of the Game) (50%)

After playing Great Lakesopoly and examining a number of resource-use issues, write a cohesive statement of your overall vision for the Great Lakesopoly region. Specifically address how your vision for this region incorporates sustainable use of natural resources to “meet the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland Commission, 1987). Make sure your answer includes information about at least three (3) of the spaces you visited, about current needs and future needs. Write in sentences and make sure you tell me the numbers of the spaces you’re writing about.

Great Lakesopoly Grading Rubric

Scoring would be out of ten points.

Score	Criteria	Comments
10/10	Specifically addresses sustainability, and identifies interconnections/ challenges between people, planet, profit	
7/10	Discusses some part of sustainability and 2 of the 3 “Ps”	
5/10	Describes an overall vision that implies sustainability, but does not rely on the triple bottom line or a full understanding of the concept	
3/10	Describes what happened in each of the three scenarios without referring to an overarching concept of sustainability	

GENERAL EDUCATION ASSESSMENT REPORT

Environmental Science General Education Assessment

Performance Indicator 4: Recognize the impact and importance of sustainability in a field of science.

Success threshold: 70% of students score 70% or better on Lakesopoly activity. All students from all sections assessed.

Assessment data collected: Winter 2019. Assessment data prepared: Winter 2019

Assessment tool used for this assessment: Writing activity within lab exercise (see attached)

Course(s) in which this tool was administered: All ENV 101 sections, Winter 2019

Describe the total population of students eligible to be assessed and how this group was selected for assessment: All active students, in all sections of ENV 101 were assessed.

Total number of students assessed: 116

Overall (all sections/students) Average score: 8.96/10, or 89.6%

Data:

Sec 01: 156 raw score/17 students (9.18 average score)

Sec 02: 194 raw score/ 21 students (9.24 average score)

Sec 03: 123 raw score/ 15 students (8.20 average score)

Sec 04: 204 raw score/ 21 students (9.71 average score)

Sec. 05: 180 raw score/ 20 students (9.00 average score)

Sec. 06: 102 raw score/ 12 students (8.50 average score)

Sec. Y1: 80 raw score/ 10 students (8.00 average score)

Overall: 8.96 average score/116 students

Comments from Smita Malpani, lead instructor:

To introduce this activity, instructors shared two definitions of sustainability: the Brundtland Commission definition as well as the triple bottom line definition. The class engaged in discussion about the meaning of sustainability and how to apply it. The instructors then introduced the activity, which allowed students to explore application of the meaning of sustainability to various scenarios. In addition, the instructors shared the rubric for grading individual reflections to be used in this assessment.

Strengths: Environmental science students met the threshold with an overall average of 90% on this assignment, which shows that most environmental science students clearly understood sustainability, and that it both encompassed and went beyond “environmentally friendly” to include meeting the needs of people. Students also understood the concept, implicit in definitions, that something sustainable is something that can be done ad infinitum.

GENERAL EDUCATION ASSESSMENT REPORT

Weaknesses: To strengthen the assignment in the future, instructors may want to walk through an example scenario to model discussion of various ways to come up with how something is sustainable and how to balance tradeoffs.

GLG 100: Sustainability Research Paper Directions

Overview: The purpose of the assignment is to show you understand what is meant by the term sustainability, and that you can apply it to one of our most essential resources on Earth—water. Your paper will investigate three examples of unsustainable water use in three different areas affecting Americans (individual homes, agriculture and in business) and suggest solutions for each of these that could influence Americans to alter their behavior to help sustain this resource.

Things that should be included in the paper are (and their point values are as follows):

- Demonstrating that you understand the term sustainability and can apply it appropriately. A solid good paragraph expected here, and can be used in the introduction. **(10 points)**.
- Your paper should provide three specific examples of unsustainable water practices in the U.S. Please choose one specific example from each of three areas: individual homes, agriculture and energy production **(12 points)**.
- Your paper should provide examples of solutions that Americans and businesses can adopt to alter their behavior to sustain water (from the unsustainable examples you chose for your paper) **(12 points)**.
- Please shoot for one full page for each unsustainable practice example and solution.
- Provide at least three quality references (use reputable sites, like .gov, or .edu) and include a references page using APA citation guidelines. You should include citations (references) in the body of the text, where you use the information from your sources (see these websites for how to include In-text citations: "[The basics](#)" and "[author/authors](#)". To include references at the end of the paper see this website for [examples of how to format](#). Other reference styles can also be found using the menu on the left of the links above. Maps and other figures should be labeled as Figure 1, Figure 2, etc. and should be referenced in the text. **(3 points)**.
- Grammar and spelling and correct paper format. Your paper should be about five pages, typed and double-spaced, with one-inch margins and no larger than 12-point font (including a cover page and a reference page) **(3 points)**.

GENERAL EDUCATION ASSESSMENT REPORT

Geology General Education Assessment

Performance Indicator 4. Recognize the impact and importance of sustainability in a field of science.

Success threshold: 70% of students score 70% or better on Sustainability Paper. All students from all sections assessed.

Assessment data collected: Winter 2019. Assessment data prepared: Winter 2019

Assessment tool used for this assessment: Research Paper (see attached)

Course(s) in which this tool was administered: All GLG 100 sections, Winter 2019

Describe the total population of students eligible to be assessed and how this group was selected for assessment: All active students, in all sections of GLG 100 were assessed.

Total number of students assessed: 191

Overall (all sections/students) Average score: 35.1/40, or 87.9%

Data (out of 40 possible points):

Sec 01: 29.1 (average score)/ 14 students
 Sec 02: 38.6 (average score)/ 22 students
 Sec 03: 35.9 (average score)/ 18 students
 Sec D01: 40 (average score)/ 14 students
 Sec. D02: 35.6 (average score)/ 15 students
 Sec. D03: 37.6 (average score)/ 13 students
 Sec. D05: 33 (average score)/ 15 students
 Sec. D06: 34 (average score)/ 16 students
 Sec. DY1: 35 (average score)/ 14 students
 Sec. M01: 37.9 (average score)/ 13 students
 Sec. M02: 34.6 (average score)/ 18 students
 Sec. Y01: 30.6 (average score)/ 19 students

Overall: 35.1 average score/191 students

Comments from Suzanne Albach, lead instructor:

Throughout the semester, the concept of sustainability was interjected into many of the objectives taught in GLG 100. This includes topics related to Earth materials and water. GLG 100 students were tasked with using the information learned to write a research paper at the end of the semester that specifically focused on sustainability issues with water. The purpose of the assignment was to show students understand what is meant by the term sustainability, and can apply it to one of Earth's most essential resources, water. The paper required that students include three examples of unsustainable water use in three different areas affecting Americans (individual homes, agriculture and in business) and, finally, to suggest solutions

GENERAL EDUCATION ASSESSMENT REPORT

for each of these that could influence Americans to alter their behavior to help sustain this resource.

Strengths: Geology students met the threshold with an overall average of 87.9% on this assignment, which shows that most geology students clearly understood and could define sustainability, and could apply the associated concepts to identify both the impacts and importance of sustainable practices as it relates to water.

Weaknesses: While the vast majority of students clearly showed they understand the concept and can apply it appropriately; we think it is important that all students clearly understand this very important concept. To strengthen the assignment in the future, instructors will include additional lecture notes to be covered in class to emphasize the concept of sustainability and how it applies to all of Earth's resources. Currently, we discuss these ideas as part of covering the content in various chapters, but will work to include it in additional lecture materials and activities.

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2nd Writing (Composition) or Communication** - Develop, organize, and express thoughts in writing using Standard English or Speak in an organized and effective manner and listen critically and with comprehension
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Review previous assessment reports submitted for this course and provide the following information. Was this course previously assessed and if so, when?

The social and behavioral sciences department was last assessed Winter 13, and the report prepared Fall 16. Prior to the 2016 assessment report, the department was assessed in Winter of 2007 and Winter 2004.

3. Briefly describe the results of previous assessment report(s).

The Fall 2004 report was based on a survey. According to the report, using 70% as the criterion of success, 21% of psychology students passed the psychology subtest while 10% passed the sociology subtest. In total, only 20% met the department objectives, falling severely below the criterion.

The Fall 2007 assessment report was based on a comprehensive multiple-choice assessment test. The average score for the 288 tests was 15.5 out of 20 or 77.5%. The raw data for the report was not available therefore, how many students achieved a score of 75% or better could be determined. Overall, the students seemed to have a general understanding of the theories and methods used in psychology and sociology.

The 2016 assessment report was based on a revised 2006 comprehensive multiple-choice assessment. Overall the students averaged 76% on the test with 72% of them scoring 70 or higher. The items on the assessment fell into two categories, methods (objective 2) and theory (objectives 1 and 3). Of the eight (8) items related to methods, students attained 79% while students attained 73% on the 11 items devoted to the application of various psychological and sociological theories. Overall, the department fell short of the criterion for success, which was 70% scoring 70% or better with only 65% scoring 72% or higher on the overall test. Despite not meeting the criterion for success set by the department, overall

GENERAL EDUCATION ASSESSMENT REPORT

the students seemed to have a general understanding of the theories and methods used in psychology and sociology.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

The Fall 2004 report proposed to modify the survey tool to match the learning outcomes for the behavioral sciences. Faculty (full and part-time) were going to be made aware of the outcomes to better address them in the delivery of the material in class.

While student performed better on the 2007 assessment, Only 61% of students answered questions related to independent and dependent variables correctly. The department felt more emphasis should be placed on teaching students the difference between independent and dependent variables. This topic was thought to be difficult for students to grasp and/or was not equally covered across sections. In addition, it was suggested questions representing the way both psychology and sociology conduct research on the micro and macro level be used.

Unfortunately, the same concern was raised in the 2016 report as the 2007 report. A singular general education assessment instrument was used for all sections for the report. However, the assessment tool was thought to be too vague and not specific enough to address the three revised outcomes.

5. Semester(s) assessment data was collected (check all that apply):

- Fall 20_____
- Winter 2019_____
- Spring/Summer 20_____

6. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 20_____
- Spring/Summer 2019_____

7. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input checked="" type="checkbox"/> Common final or test questions	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Essay	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Project	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Report	<input type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> Other: Assignments	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no

GENERAL EDUCATION ASSESSMENT REPORT

PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.

8. Please list the course(s) in which this tool was administered.

For the purpose of this assessment, 20% of 109 sections offered in the Winter of 2019 in Behavioral Sciences were randomly selected resulting in 16 sections (8 psychology and 8 sociology). Of the 17 selected, the data for three sections (1 psychology course and 2 sociology courses) were not received therefore, the assessment report is based on 14 sections.

PSY 100 (Introduction to Psychology) – 3 sections
 PSY 200 (Child Psychology) – 1 section
 PSY 220 (Human Development and Learning) – 1 section
 PSY 206 (Life Span Development Psychology) – 1 section
 PSY 240 (Drug, Society and Human Behavior) – 1 section online
 PSY 251 (Education of Exceptional Children) – 1 section

SOC 100 (Principles of Sociology) – 4 sections [1 section online (no data) 1 section (no data)]
 SOC 205 (Race & Ethnic Relations) – 2 sections
 SOC 207 (Social Problems) – 1 section
 SOC 225 (Family Social Work) – 1 section

9. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

The total population of students enrolled in psychology and sociology courses during the Winter 19 semester was 2,598. Our goal was to have a sample size of 20% or at least 519 students unfortunately, the sample was only 284 or 11%. Two factors can account for this disparity: (1) the missing data from the 3 sections accounts for 86 students which would have pushed the sample size to 14%; yet still short of 20%. And (2), 2 sections (1 SOC 100 and 1 SOC 225) with low enrollment numbers and total number of students assess, which may have pushed the sample size closer to 20% yet still short of the goal.

The assessment process varied given the number of assessment instruments used for the report. The 284 represents all students who were either present when the assessment was given or submitted the assessment assignment or project.

10. Indicate the number of students assessed.

The total number of students assessed was 284. This number represents those students who completed the given assessment.

II. Results

GENERAL EDUCATION ASSESSMENT REPORT

1. Briefly describe the changes that were implemented as a result of the previous assessment and how they affected the current assessment results.

A singular general education assessment instrument was used for all sections in the previous assessment report. The previous assessment tool was thought to be too vague and not specific enough to address the three performance indicators (outcomes). For this reason, instructors were allowed to use their own assessment instrument to get a better understanding of what is being taught so that we can create an assessment that is more encompassing of the variety of courses offered within the department.

The current assessment reflects data collected in 14 of the 17 sections randomly selected for the assessment. Data was not received for three sections (PSY 100[1] and 2 SOC 100[2]) at the time of this report. The threshold of success was 70% or better on the assessment tool.

2. State the outcomes and performance indicators that were assessed for the General Education strand:

Social and Behavioral Science Outcome: Apply the principles of social and behavioral science is exploring the dynamics of human behavior.

Behavioral Sciences Performance Indicators

Performance Indicator 1: Recognize and apply psychological and sociological perspectives to the understanding of human behavior.

Performance Indicator 2: Distinguish between non-scientific approaches to attaining knowledge (anecdotal evidence, rumors and common sense) as compared with scientific approaches (theory-driven methods, based on empirically based data).

Performance Indicator 3: Recognize that human behavior is a function of factors at both the micro and macro level.

3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***

Performance Indicator 1: Recognize and apply psychological and sociological perspectives to the understanding of human behavior.

All 14 sections addressed performance indicator 1 in the assessment instrument. The 284 students assessed did very well on performance indicator 1, 278 students (93%) scored 70% or better. The department seems to be presenting

GENERAL EDUCATION ASSESSMENT REPORT

the psychological and sociology perspectives efficiently. Students were able to recognize and apply those perspectives on the assessments.

Performance Indicator 2: Distinguish between non-scientific approaches to attaining knowledge (anecdotal evidence, rumors and common sense) as compared with scientific approaches (theory-driven methods, based on empirically based data).

Eight sections were assessed for performance indicator 2. For those sections assessed for performance indicator 2, 161 (89%) of the 181 students scored 70% or better on the assessment instrument. There as a 10% increase from the last report for this performance indicator, from 79% to 89%.

Performance Indicator 3: Recognize that human behavior is a function of factors at both the micro and macro level.

Of the randomly selected sections for this assessment, 11 out of 14 sections addressed performance indicator 3. For the sections that did, 226 (90%) of the 250 students assessed scored 70% or better on the assessment instrument. Students are able to recognize the connection between the behaviors of individuals (micro level) as being impacted or influenced by public policies, laws or societal principles outside the individual's control (macro); as well as recognized the connection between the two levels.

4. For each outcome assessed, indicate the standard of success used and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***

Given that there were 14 separate assessment instruments used for this report, the standard of success used was 70% or better. The instructors were not asked to submit their rubrics, only their raw data with the 70% or better standard of success identified. However, instructors will be asked to submit their rubrics to be added as a supplement to the report.

The department is aware that this method was ineffective despite yielding valuable data for the development and creation of the forthcoming General Ed Assessment Tool to be administered in Fall 2019.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Overall, the assessment instruments used within the department seems to be covering all three performance indicators well, which reflects that students are exposed to and have a general grasp of the principles of behavioral sciences in exploring the dynamics of human behavior. However, the lack of a

GENERAL EDUCATION ASSESSMENT REPORT

uniform assessment may have also been a factor in our difficulty identifying strengths and areas for improvement.

Weaknesses: In terms of the assessment results, no real weaknesses can be identified. Students met all performance indicators. In terms of the practical application of the assessment plan, we have much work to do. In addition to the lack of a uniform assessment, the absence of detailed data prevents a deeper dive into the students' performance. We are unable to identify whether or not there are concepts or skills that most students miss.

III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

The biggest weakness is not having a uniform, singular assessment instrument. The department understands the value of having such an assessment instrument and plans to create one by the start of fall 19 semester for final review and administration.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

- Master syllabi
Rationale:
- Curriculum
Rationale:
- Outcomes, performance indicator or assessment tool
Rationale: **Create a uniform assessment instrument to be used in all sections.**
- Course assignments
Rationale:
- Teaching methodology
Rationale:
- Other: _____
Rationale:

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

Fall 19 semester.

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IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

Despite the sheer number of instruments used, many of them contained clear objectives and embedded performance indicator that can be tailored to fit within an assessment instrument. For performance indicators 1 and 3, the students understand the perspective of psychology and sociology in understanding human behavior; as well as the micro and macro connections. For example, 93% (278) of students were able to recognize how the two disciplinary perspectives would apply to a social problem. At the same time, 90% (226) are able to recognize that human behavior is a function of micro and macro level social phenomena. In the previous 2016 report, 72% of students met the 70% or better benchmark. For performance indicator 2, 89% (161) of students are able to distinguish between scientific and non-scientific approaches to research. In the previous report, 79% of students met the 70% or better benchmark.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

The sheer number of instruments used was clearly not effective. However, many of the assessments contained clear objectives and embedded performance indicator that can be tailored to fit within an assessment instrument. Having gone through the process, the department has a better understanding of the material being taught, which was a blind spot during the last assessment.

A new blind spot that surfaced during the current report was the inconsistent use of rubrics across the board. While many instructors use rubrics, some either do not at all or, as are generic and lack specific descriptions along the grading scale. The department has already reached out to instructors and will continue to include the topic for new incoming instructors.

Overall, students seem to be able to apply the principles of social and behavioral science is exploring the dynamics of human behavior however, more emphasis needs to be placed on the purpose of and use of scientific methodology across the board. With just over half of students being able to distinguish between scientific and non-scientific approaches; the department recognizes the deficient and will put in place measure address it.

To address the sample size shortcoming, the department will increase the size from 20% of the total student population to 25%. It is the department's intention

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for increasing the sample size to somehow, compensate for possible low enrollment in the future.

In terms of the assessment process moving forward, the department is meeting with the Blackboard Department during the fall semester to setup an assessment course site that will be accessible to those courses randomly selected for future assessments. The purpose for taking this route is to alleviate the use of valuable time send giving the assessment in the classroom while at the same time, centralizing all the data for better analysis. The course site will allow the assessment team to align general education performance indicators to goals and create reports that allow the team to see how students are performing more in-depth. This action plan will be implemented Fall 2019.

Submitted by:

Preparer: Harriet Moore **Date:** _____
Print *Signature*

Dept. Chair(s): Starr Burke **Date:** _____
Print *Signature*

Dean: Scott Britten **Date:** _____
Print *Signature*

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 257.

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2nd Writing (Composition) or Communication** - Develop, organize, and express thoughts in writing using Standard English or Speak in an organized and effective manner and listen critically and with comprehension
- Mathematics:** Understand the applications and perform computations using the concepts of college- level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Review previous assessment reports submitted for this area and provide the following information. Was this course previously assessed and if so, when?

The social science portion of this general education outcome was assessed in Winter 2009.

3. Briefly describe the results of previous assessment report(s).

Parts I and II of the Social Science General Education Assessment Survey (SSGEAS) were used as a pre- and post-test to assess students in Economics, Geography, History and Political Science courses. The results were used to determine changes in students' awareness of civic responsibilities and engagement with extracurricular social, political and economic issues. Students demonstrated increases in both awareness of civic responsibilities (ranging from +9.9% to +18.3%). Students increased their engagement with social, political and economic issues (ranging from +6.7% to +20.3%)

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

No changes were identified

5. Semester(s) assessment data was collected (check all that apply):

- Fall 20_____
- Winter 2019_____
- Spring/Summer 20_____

GENERAL EDUCATION ASSESSMENT REPORT

6. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 20_____
- Spring/Summer 2019

7. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input checked="" type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
<input type="checkbox"/> Essay	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Project	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Report	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.</i>	

8. Please list the course(s) in which this tool was administered.

Different tools were used in different courses. The table below summarizes the tools used in each course.

Section	Assessment Type
ECO 211	Cumulative Quiz
ECO 211	Cumulative Quiz
ECO 211	Cumulative Quiz
ECO 222	Cumulative Quiz
ECO 280	Cumulative Quiz
PLS 112	Embedded Exam Questions
PLS 112	Embedded Exam Questions
PLS 112	Embedded Exam Questions
ANT 201	Cumulative Quiz
ANT 205	Cumulative Quiz
GEO 101	Embedded Exam Questions
HST 108	Embedded Exam Essay
HST 150	Embedded Exam Questions
HST 201	Embedded Exam Essay
HST 202	Embedded Exam Questions

9. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

The Social Science Department elected to assess 16 of 65 sections from its

GENERAL EDUCATION ASSESSMENT REPORT

Winter 2019 offerings to determine whether students were meeting the performance indicator. These sections were chosen from our Winter 2019 course offerings using the random number generator in Excel. The resultant sample included a representative mix of face-to-face, online, day and night classes, as well as classes taught by both full-time and part-time faculty. All five disciplines within the department were represented in the sample. All students in a chosen section were assessed unless they missed the day the assessment tool was given.

In the end, one PLS 241 section that was selected for General Ed assessment was mistakenly assessed as part of our on-going course assessment process. This was discovered too late to add another section. Additionally, the data provided by the instructor of the HST 150 and HST 202 sections does not allow for the calculation of success rates for these courses in its present form. Thus, only 13 sections have been successfully assessed to date. The history instructor has been contacted and asked to provide additional data. This report will be revised when that data is received.

- 10. Indicate the number of students assessed.

Please see the table below.

Section	Sample Size
ECO 211	24
ECO 211	16
ECO 211	28
ECO 222	13
ECO 280	8
PLS 112	26
PLS 112	27
PLS 112	15
ANT 201	15
ANT 205	13
GEO 101	22
HST 108	21
HST 150**	21
HST 201	13
HST 202**	22
Total	284

**The data provided for these courses does not allow for the calculation of success rates. The instructor has been contacted and asked to provide revised data.

GENERAL EDUCATION ASSESSMENT REPORT

II. Results

1. Briefly describe the changes that were implemented as a result of the previous assessment and how they affected the current assessment results.

No changes were identified.

2. State the outcomes and performance indicators that were assessed for the General Education strand:

Social and Behavioral Science Outcome: *Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.*

Indicator 1 – Recognize the forms, functions, and purposes of government

Indicator 2 – Recognize the differences between peoples and cultures in past environments, and how and why those cultures changed over time

3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***

Section	Sample Size	Assessment Type	Success Rate	Success
ECO 211	24	Cumulative Quiz	8.33%	No
ECO 211	16	Cumulative Quiz	37.5%	No
ECO 211	28	Cumulative Quiz	43%	No
ECO 222	13	Cumulative Quiz	31%	No
ECO 280	8	Cumulative Quiz	87.5%	Yes
PLS 112	26	Embedded Exam Questions	69.2%	No
PLS 112	27	Embedded Exam Questions	82%	Yes
PLS 112	15	Embedded Exam Questions	73%	Yes
ANT 201	15	Cumulative Quiz	100%	Yes
ANT 205	13	Cumulative Quiz	100%	Yes
GEO 101	22	Embedded Exam Questions	77%	Yes
HST 108	21	Embedded Exam Essay	90%	Yes
HST 201	13	Embedded Exam Essay	88%	Yes

Generally speaking, most of the assessed sections robustly met their performance indicator. Numerous sections received success rates in the 80% – 100% range.

The only significant exceptions were the ECO 211/222 sections, which were

GENERAL EDUCATION ASSESSMENT REPORT

aggressively assessed using the equivalent of a separate cumulative final quiz. This tool was designed by the chair. Although some grading weight was given to this quiz, it was probably not enough to adequately motivate students to perform at their best. Additionally, since it covered material from the entire semester, it was a particularly challenging assessment. Finally, a number of questions in the assessment went well beyond recognizing the forms and functions of government and required analysis. In future iterations of Gen Ed assessment of economics courses, we will replace the cumulative final quiz with questions embedded in course exams. These questions will also better reflect the limited scope of the performance indicator.

4. For each outcome assessed, indicate the standard of success used and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***

All instructors used the same metric for determining student success. If 70% of the students in a section answered 70% of the questions correctly, the class successfully met the performance indicator.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Based on the data collected, students in the Anthropology courses performed extremely well on performance indicator 2 'Recognize the differences between peoples and cultures in past environments, and how and why those cultures changed over time', with 100% of the students scoring 70% or higher. Students also performed well in political science, geography and history courses on test questions related to performance indicator 1.

Weaknesses: The only significant exceptions were the ECO 211/222 sections, which were aggressively assessed using the equivalent of a separate cumulative final quiz. The chair designed this tool. Although some grading weight was given to this quiz, it was probably not enough to adequately motivate students to perform at their best. Additionally, since it covered material from the entire semester, it was a particularly challenging assessment. Finally, a number of questions in the assessment went well beyond recognizing the forms and functions of government and required analysis. In future iterations of general education assessment of economics courses, we will replace the cumulative final quiz with questions embedded in course exams. These questions will also better reflect the limited scope of the performance indicator.

III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations

GENERAL EDUCATION ASSESSMENT REPORT

(see II.4 above), describe the action that will be taken to address these weaknesses.

The only significant weaknesses detected were attributed to assessment methodology as described below.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

- Master syllabi
Rationale:
- Curriculum
Rationale:
- Outcomes, performance indicator or assessment tool
Rationale: The assessment tool for the Economics portion of the assessment will be analyzed and revised.
- Course assignments
Rationale:
- Teaching methodology
Rationale:
- Other: _____
Rationale:

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

Within the next two academic years.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

Most of the assessed sections robustly met their performance indicator. Numerous sections received success rates in the 80% – 100% range.

The only significant exceptions were the ECO 211/222 sections, which was discussed above.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

In future iterations of general education assessment of economics courses, we will replace the cumulative final quiz with questions embedded in course

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exams. These questions will also better reflect the limited scope of the performance indicator. This change to our assessment procedure will take place in our next Gen Ed assessment cycle.

Finally, additional guidance is needed when preparing and reporting Gen Ed assessment data. Some of the data provided does not permit calculation of success rates, and the form provided does not seem to be well-adapted to writing a summary report for a department.

Submitted by:

Preparer:	<u>Gregg Heidebrink</u> <i>Print</i>	<u>Gregg Heidebrink</u> <i>Signature</i>	Date:	<u>6/26/19</u>
Dept. Chair(s):	<u>Gregg Heidebrink</u> <i>Print</i>	<u>Gregg Heidebrink</u> <i>Signature</i>	Date:	<u>6/26/19</u>
	_____	_____		_____
	_____	_____		_____
Dean:	<u>Scott Britten</u> <i>Print</i>	<u>A. Britten</u> <i>Signature</i>	Date:	<u>2-6-20</u>

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 257.

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2nd Writing (Composition) or Communication** - Develop, organize, and express thoughts in writing using Standard English or Speak in an organized and effective manner and listen critically and with comprehension
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Review previous assessment reports submitted for this course and provide the following information. Was this course previously assessed and if so, when?

The Humanities Strand was last assessed in the winter of 2012

3. Briefly describe the results of previous assessment report(s).

With the 2012 assessment, the standard of success was achieved for both learning outcomes assessed.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

No changes were implemented as the standard of success was achieved.

5. Semester(s) assessment data was collected (check all that apply):

- Fall 2018 _____
- Winter 2019 _____
- Spring/Summer 20 _____

6. Semester assessment report was prepared (check one):

- Fall 20 _____
- Winter 20 _____
- Spring/Summer 2019 _____

7. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input type="checkbox"/> no

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<input type="checkbox"/> Essay	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Project	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Report	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input checked="" type="checkbox"/> Other: Common Rubric to assess artifacts	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes	<input type="checkbox"/> no
<i>PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.</i>		

8. Please list the course(s) in which this tool was administered.

MUS 140/142 Music Theory I & II: 3 sections
 MUS 180 Music Appreciation: 3 sections

DRA 180 Theatre Appreciation: 3 sections

PHL 101 Introduction to Philosophy: 2 sections
 PHL 250 Logic: 2 sections
 PHL 205 Ethics: 2 Sections
 PHL 200 Existentialism: 1 Section

ENG 170 Introduction to Literature: 2 Sections
 ENG 181 African-American Literature: 1 Section
 ENG 200 Shakespeare: 1 Section

ART 130 Art Appreciation: 1 Section
 ART 150 Monuments and Culture: 1 Section

HUM146 Mythology: 1 Section

9. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

For each discipline in the Arts and Humanities area, a representative sample of classes was selected to be accessed. This included online sections, as well as courses that have high enrollments or a large number of sections.

10. Indicate the number of students assessed.

373 students were assessed.

II. Results

1. Briefly describe the changes that were implemented as a result of the previous assessment and how they affected the current assessment results.

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As indicated, no changes were implemented as a result of the prior assessment as the standard of success was achieved.

2. State the outcomes and performance indicators that were assessed for the General Education strand: The performance indicators assessed were:

Performance Indicator 1 – Recognize distinctive cultural perspectives and human experiences through the study of language, arts, works, and texts.

Performance Indicator 2 – Identify the origin, context and value of works as they relate to their respective cultures.

Performance Indicator 3 – Identify the work presented and the method, technique or concept utilized in the work.

Performance Indicator 4 – Interpret and apply linguistic structures, idiomatic tools, and cultural cues for diverse audiences and purposes.

Performance Indicator 5 – Communicate effectively using verbal and nonverbal discourse adapted for diverse audiences and purposes.

3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcome listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***

A common rubric was developed for each performance indicator. The rubric was then applied to the artifact gathered in each course. The scale of the rubric was 1 - 4, with the standard of success being 70% of students will score a 3 or above. In all courses, the standard of success was achieved with the exception of PHL 101 where 69.5% of students scored 3 or above.

4. For each outcome assessed, indicate the standard of success used and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment to the back of this document***

The standard of success was for 70% of the students to score 3 or higher on the rubric. Results sorted by Performance Indicator were as follows:

Performance Indicator 1

ENG 170 – 82%

MUS 180 – 84%

Performance Indicator 2

ENG 181 – 87%

HUM 146 – 84%

ART 130 – 81%

ART 150 – 85%

MUS 180 – 86%

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Performance Indicator 3

- PHL 101 – 69.5%
- PHL 200 – 75%
- PHL 205 – 71.8%
- PHL 250 – 92.5%
- ENG 200 – 89%
- MUS 140/142 – 90%
- MUS 180 – 86%
- DRA 180 – 86%

Performance Indicator 4

- MUS 140/142 – 76%/86%

Performance Indicator 5

- MUS 140/142 – 95%

5. Describe the areas of strength and weakness in students’ achievement of the learning outcomes shown in assessment results.

Strengths: With the exception of PHL 101, all courses assessed achieved the standard of success.

Weaknesses: PHL 101 scored the lowest, but was close at being just .5% below.

III. Changes influenced by assessment results

1. If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

Given how close PHL 101 was to the standard of success, no action will be taken at this time. If this occurs in the next assessment round, we will then see if changes need to be made to the master syllabus of the course.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

- Master syllabi
Rationale:
- Curriculum
Rationale:
- Outcomes, performance indicator or assessment tool
Rationale:
- Course assignments

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Rationale:

- Teaching methodology
Rationale:

- Other: _____
Rationale:

3. What is the timeline for implementing the actions identified in III.1 and III.2 above?

N/A

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

The rubric worked well in allowing us to evaluate courses over a wide variety of disciplines.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

N/A

Submitted by:

Preparer:	Charles R. Johnson			Date:	9/20/19
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Dept. Chair(s):	Jill Jepsen			Date:	
	<i>Print</i>		<i>Signature</i>		
Dean	Scott Britten			Date:	
	<i>Print</i>		<i>Signature</i>		

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