

Muskegon Community College

A Monitoring Report Submitted to the Higher Learning Commission regarding General Education and Student Learning Assessment

December 1, 2013

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Introduction

In October, 2010, a team from the Higher Learning Commission visited Muskegon Community College to perform a comprehensive site visit for the purpose of continued accreditation. Following the visit, the College received notice that continued accreditation was approved at the ten year level. The visiting team commended the College for many good practices that are making a positive difference for students. However, in one area, the visiting team recommended the College submit a monitoring report “to address issues regarding general education and student learning assessment.”

The visiting team asked that the following four main areas be addressed in the monitoring report:

- A consistent general education core and outcomes expected of all graduates with a process for evaluating the attainment of these outcomes.
- A set of learning outcomes for each program (graduate competencies) and the methods and tools to evaluate these.
- A college-wide protocol of assessment practices with specific timelines, documentation processes, links to planning and improvement, and persons responsible for each activity.
- Identify assessment leadership responsibilities of VP Academic Affairs, Assessment Committee, Institutional Research, and faculty development.

After Muskegon Community College received this information, the MCC Assessment Committee began leading the campus-wide efforts for improvement in these areas. Much progress has been made in addressing the concerns of the Higher Learning Commission. The information found on the following pages details how college administrators, faculty, and staff collaborated to improve and implement new plans that address the issues of general education and student learning assessment highlighted during the HLC visit in 2010.

Part One

“A consistent general education core and outcomes expected of all graduates with a process for evaluating the attainment of these outcomes.”

Developing the New Core General Education Outcomes

In November of 2011, Muskegon Community College officially adopted a new set of four core general education outcomes. This was a big accomplishment because in the past, there were two sets of general education outcomes: one set for the ASA or transfer degrees and one set for the AAS or applied science (technical) degrees.

The Muskegon Community College Assessment Committee was the leader in this effort. A subcommittee of the Assessment Committee was chosen to investigate options and to make recommendations to the Assessment Committee and the Instructional Affairs Council (IAC). The entire process took about ten months. The new core general education outcomes appear below. Each of the core outcomes has a key word and an accompanying explanation.

General Education Core Outcomes for Muskegon Community College

Communication

Knowledge and application of written and verbal communication competencies using college level information literacy skills

Problem Solving and Technology

Knowledge and problem solving skills using logical, mathematical, and scientific reasoning as well as technological resources

Ethical Reasoning and Creativity

Knowledge and application of creativity in the arts as well as knowledge of, and the ability to critically examine ethical values, principles, and issues

Personal, Social, and Cultural Awareness

Knowledge and life skills required of an effective member of a diverse and global community

Process for Assessing the General Education Core Outcomes

Early on the Assessment Committee decided to focus on college courses with high enrollment or a high number of sections (see Appendix A). These popular general education courses, like ENG 101 English Composition, BCOM 101 Business and Technical Communication, CIS 120A Introduction to Computer Information Systems, and PSYC 201 General Psychology, are courses that most students at Muskegon Community College need to take. High enrollment courses were selected for both the ASA transfer degrees and the AAS applied science degrees. Since both degree programs have a general education core of classes that all students take, these courses were targeted to assess the new general education core outcomes.

Assessment Definitions

During the numerous discussions on general education assessment, the Assessment Committee recognized that there was not widespread agreement on the meaning of assessment-related words and this was causing confusion. As a response to this need, the Assessment Committee developed a list of assessment-related definitions to help clarify important terms and to help the college community better understand what the various words meant. This list of assessment definitions can be found in Appendix B.

Timeline for Assessing the General Education Core Outcomes

The Assessment Committee decided to use the fall semester of each school year as the time when faculty members would primarily focus on assessing the general education core outcomes. Faculty members could continue to assess the core outcomes in other semesters, but data would only be gathered and evaluated for the fall semester each year.

The completed assessment reports would be due to the Dean of Instruction and Assessment on March 1 of each year. This provides the faculty members the months of January and February to gather the data from the fall assessment, complete the report, and share the information with faculty members in the department.

During the summer, a special day-long meeting of the Assessment Committee is held to review and evaluate each of the assessment reports. Narrative feedback is given back to each faculty member listing the strengths and any weaknesses with their assessment process. A color coded system is used to also evaluate each report: gold is the highest level and indicates high quality assessment practices, silver is the good level with some areas for improvement noted, and bronze is the last level with many recommendations for improvement for the next fall cycle.

During the summer, the Dean of Instruction and Assessment will compile the assessment reports and produce a yearly assessment report. This report will have all the information from the fall assessment reports in a summarized format. The report will be reviewed by the Assessment Committee and distributed to faculty, staff, administration, and students. The report will also be available on the MCC Assessment Blackboard site and the college website. The yearly assessment report for 2012 is included in Appendix E.

The process of assessing the general education core outcomes will repeat during the fall semester and continue during future fall semesters.

Initial Launch Group

In the fall of 2012, sixteen courses with high enrollment and numerous sections were selected to assess the new general education core outcomes. The Dean of Instruction and Assessment met individually with each of the chosen faculty members to explain the process, get their feedback, help select an assessment, and work through any challenges. Group meetings were held with the sixteen lead faculty members to share ideas, answer questions, and to develop a spirit of teamwork and accountability. Throughout this process, the faculty members worked with both full time and adjunct instructors in their departments and kept the other faculty members informed and involved about the general education assessment process. A list of the courses aligned with the general education core outcomes can be found in Appendix C. The initial launch group was very successful in following through with the assessment process. Additional general education courses with high enrollment and numerous sections will be added to this process each year to increase the number of students being assessed in the general education core outcome assessment process.

General Education Core Outcomes Reporting Form

The Dean of Instruction and Assessment, the Director of Institutional Research, and the Assessment Committee developed a new form for faculty members to use in reporting their general education assessment results. This new reporting form can be viewed in Appendix D. On the form, faculty check a box stating which of the four core general education outcomes is being measured with this particular assessment. Next, there is a section where the faculty member selects benchmarks (optional for the first time). In other sections, the faculty member details the assessment methodology and tool, the major findings, specific recommendations, and actions taken following the recommendations.

Blackboard Assessment Site for Instructors

In the summer of 2012, a Blackboard online learning platform was created that is dedicated to general education assessment. Every faculty member at Muskegon Community College, both full and part time, has access to this site whenever they sign into the Blackboard learning management system.

This assessment site contains assessment resources, important documents, a link to the MCC assessment website, assessment-related presentations, and other materials related to assessment and professional development.

One important section of this Blackboard site is called “Department Folders”. Each department has its own folder, and this is the place where their completed fall reports assessing the general education core outcomes can be found. This information is available to all faculty members,

and this site has become a great tool to keep faculty members involved in the general education assessment process.

Types of General Education Assessments

The Assessment Committee desired to give faculty members wide discretion in choosing what type of assessment to use for the purpose of general education assessment. The majority of the assessments are embedded assessments or assessments that were already being used in the particular course. A small number of faculty members use nationally normed standardized tests. Two examples of these standardized assessments are the Scientific Reasoning Test (SR9) from James Madison University, and the CAO test of statistics from the ARTIST group.

Using the Assessment Information

After the general education assessment is given in the fall, faculty members discuss the results at a department meeting. The faculty members first discuss and evaluate the assessment methodology and the major findings. Once this process is complete, the faculty members make specific recommendations and describe the actions that will be taken for the upcoming school year. All of this information is detailed on the assessment report form that all faculty members can access or view on the assessment Blackboard site. This process ensures that the assessment information is being used and applied by the faculty members. At this juncture, the assessment information has the greatest opportunity to impact and improve student learning.

Merging the ASA Transfer Degree with the New General Education Core Outcomes

In the fall of 2012, the Assessment Committee voted to appoint a subcommittee to investigate how best to merge the new general education core outcomes with the main categories for the ASA transfer degree. The committee met regularly and received input from many different college stakeholders. In the summer of 2013, the MCC Instructional Affairs Council (IAC) approved the new changes merging the new core outcomes with the requirements for the ASA transfer degree. This whole process has helped to align the general education core outcomes with the ASA transfer degree course requirements. In summary, this process will continue to foster a culture of assessment at Muskegon Community College and promote increased levels of student learning.

Part 2

“A set of learning outcomes for each program (graduate competencies) and the methods and tools to evaluate these.”

Development of Program and Discipline Outcomes

In January of 2012, faculty members collaborated to develop program and discipline outcomes. Some programs already had established program outcomes, for example, Nursing and Respiratory Therapy, but many of the other programs and disciplines did not. The program and discipline outcomes were needed to better connect student learning to the activities in the classroom. The program outcomes were for established programs like Automotive Technology and Welding. The discipline outcomes were for the academic disciplines like English and Social Science.

Groups of faculty members were asked to consider the following questions when developing their outcomes:

- What will graduates of the program know, be able to do, or value?
- What specific observable or measurable actions should the students do to demonstrate they have met the outcome?
- How will we know if the students achieved the outcome?

These faculty meetings were very productive. Now that faculty members have the outcomes, they can proactively arrange instruction so that student learning is maximized. At the present time, 95% of the disciplines and programs have a completed list of outcomes. A sample set of outcomes for Communication can be found in Appendix H.

Repository for the Outcomes and Curriculum Maps

The program and discipline outcomes and the curriculum maps are located on the campus Common or S Drive. The S Drive is a network location that is available to any instructor on campus. The curriculum maps will also be deposited in the Assessment Blackboard location in department folders. Faculty members are encouraged to regularly review their outcomes and curriculum maps to ensure proper curricular alignment for their respective courses.

Faculty Time to Work on Outcomes and Curriculum Maps

The Assessment Committee worked closely with the committee planning the Faculty Seminar Days in-service time that occurs at the start of the fall and winter semesters. Large blocks of time were reserved for faculty members to work with one another to develop outcomes and curriculum maps.

Development of Curriculum Maps

In January of 2013, faculty members were asked to collaborate and produce curriculum maps showing where the program and discipline outcomes are measured in each course. The curriculum map lists the outcomes along the top of the chart and courses the discipline / department teaches along the other axis. Faculty members were asked to collaborate and discuss where each outcome was introduced, reinforced, and assessed. This process is very useful to faculty members and students because it creates a clear pathway that focuses on the important skills, abilities, and attitudes that students are expected to have once they complete the program or courses in the discipline. At the end of the fall semester of 2013, about 85% of the curriculum maps have been completed. A sample curriculum map for Computer Programming can be found in Appendix I.

Assessment of Program and Discipline Outcomes

Using the curriculum maps, each program or discipline has identified specific assessments that are used to gauge how well students are learning the important concepts from the course, as outlined in the list of outcomes. This information is kept in the individual departments and shared with faculty members who teach those courses. Results are discussed and plans are made to improve student learning for the future. For the programs, this information is reviewed as part of the SSEOP (self-study evaluation of occupational programs) process which occurs on a regular basis. For the liberal arts disciplines, the assessment data is evaluated on a regular basis by faculty members as part of the Discipline Review process. Both review processes (SSEOP or Discipline Review) contain a section on evaluating the program or discipline and recommending specific changes, as well as action plans, to foster a cycle of continuous quality improvement.

Part 3

“A college-wide protocol of assessment practices with specific timelines, documentation processes, links to planning and improvement, and persons responsible for each activity.”

Mission of Muskegon Community College

The assessment of student learning process at Muskegon Community College is firmly connected to the Mission of the college. Listed below are six of the eight parts of the Mission. Each of these statements is dependent on the assessment of student learning process due to the fact that the assessment process provides the evidence that the College is fulfilling its mission.

The general education core outcomes were created to reflect the Mission of Muskegon Community College. Each of the general education outcomes is connected to one or more of the Mission statements listed below.

- Prepare students in critical thinking, communication and long-term learning skills for the changing challenges of the future (core outcomes 1, 2, 3, 4).
- Develop technical and vocational skills necessary to enter and/or advance in the technologically sophisticated workplace of the 21st century (core outcome 2).
- Provide for the assessment and/or improvement of learning skills and attitudes necessary for a successful educational experience (core outcomes 1, 2, 3, 4).
- Respond in a rapid fashion to the ever-changing educational and training needs of local and regional business and industry (core outcomes 1, 2, 3, 4).
- Stimulate intellectual curiosity, promote humanitarian values and enhance the general educational experiences necessary for persons to function as effective citizens (core outcomes 1, 2, 3, 4).
- Create an atmosphere where diversity is acknowledged and encouraged (core outcome 4).

Strategic Plan of Muskegon Community College

A new Strategic Plan was adopted by Muskegon Community College in 2009. The plan covers the years of 2010-2015. The committee that put this plan together was made up of community members, students, and college staff and faculty members. The main goal of this plan was to establish priorities for the college to focus on during the time period.

Priority #1 (listed below) involves Academic Foresight. This concept is directly related to the assessment of student learning because assessment provides the evidence of learning and highlights the specific educational needs of MCC students. This information is essential in program justification and making decisions on adding or removing programs. Priority #1

emphasizes general education and the importance this area has for student development and learning.

Priority #1: Academic Foresight

Anticipate, analyze and justify existing and new academic programs to the end goal of each program being viable, sustainable and financially feasible. Special emphasis on Liberal Arts and General Education, Distance Education, Health Care/Core Sciences, Fine Arts/Visual Arts, Continuing Education, and other unique programs.

Priority #2 (listed below) involves meeting community needs and promoting student success. The assessment practices at MCC are connected to this priority because these practices provide evidence of student learning. This information is analyzed and evaluated by faculty and administrators on a regular basis with the overall goal of improving student learning and success.

Priority #2: Services to Students and Community

Continue to identify, develop, and evaluate processes that promote student success and meet community needs and expectations.

Timelines, Responsibility, Planning, and Improvement

The Assessment Committee at Muskegon Community College has worked hard to develop a variety of procedures and practices that serve to create relevant campus-wide assessment practices to provide evidence of student learning. Assessment has been a priority at MCC since 1992 and maybe earlier. Information on the History of Assessment at MCC can be found in Appendix F. The following chart displays the major ongoing assessment projects along with timelines, responsible individuals, and links to planning and improvement.

Project	Timeline	Persons Responsible	Links to Planning / Improvement
General Education Core Outcomes Assessment	Fall of each year	Dean of Instruction and Assessment, Assessment Committee, faculty members	Reports are analyzed at the department level in January and February each year. Recommendations are made at this time. A yearly assessment report is produced and disseminated.
Program Outcomes	Each time the class is offered in which the outcome is measured	Dean of Instruction and Assessment, Assessment Committee, faculty members	Achievement of outcomes is evaluated on a regular basis by faculty teams. Strategies are implemented to increase student success rates.
Discipline Outcomes	Each time the class is offered in which the outcome is measured	Dean of Instruction and Assessment, Department Chairs, Office of Institutional Research, faculty members	Achievement of outcomes is evaluated on a regular basis by faculty teams. Strategies are implemented to increase student success rates.
Occupational Program Evaluation SSEOP	Every 5 years	Dean of Instruction and Assessment, Department Chairs, Office of Institutional Research, faculty members	Feedback is gathered from multiple stakeholders and data on the program is examined by faculty and staff. An action plan is developed focus on specific tasks to develop strengths and minimize weaknesses.
Liberal Arts Discipline Evaluation	Every 5 years	Dean of Instruction and Assessment, Department Chairs, faculty members	A comprehensive review of the discipline is conducted with recommendations for improvement generated as part of the process.
Graduation Surveys	Sent out once a year in the fall	Dean of Instruction and Assessment and Office of Institutional Research	Information is disseminated and used to develop plans for program improvement and student success.
Course Level Surveys	Given at the end of each class	Office of Institutional Research, faculty members	Information is shared with the faculty member, department chair, and Dean to obtain feedback on program design and instructor effectiveness.
Student Satisfaction	Every year	Dean of Instruction and Assessment, faculty members	Information is examined by faculty members and staff and is used for future campus improvement efforts.

Part 4

“Identify assessment leadership responsibilities of VP Academic Affairs, Assessment Committee, Institutional Research, and faculty development.”

Assessment Committee

The Assessment Committee at Muskegon Community College is made up of faculty, staff, and administrators. This committee provides leadership, information, and training to faculty, staff, and students related to the assessment of student learning. The Mission Statement of the Assessment Committee is “To promote and coordinate meaningful assessment practices at Muskegon Community College that will improve student learning.” The Vision Statement of the Assessment Committee states, “Our community college will engage in meaningful assessment practices to improve student learning.”

The Assessment Committee is a standing committee of the Instructional Affairs Council (IAC). Sample meeting minutes can be found in Appendix G.

Responsibilities

- Develop campus-wide assessment plans to measure student learning.
- Provide leadership, support, and regular reports to departments and faculty members related to assessment activities.
- Collaborate with the Dean of Instruction and Assessment and the Vice President of Academic Affairs in the development of assessment plans.
- Attend meetings, provide feedback, and complete tasks that advance meaningful campus-wide assessment practices.
- Support course, program or discipline, and institutional assessment efforts.
- Evaluate the general education and other assessment processes and suggest changes.
- Collaborate with the Vice President of Academic Affairs and the Dean of Instruction and Assessment to plan meaningful faculty professional development activities that focus on assessment.

Vice President of Academic Affairs

The Vice President oversees the academic program of the college. This individual provides leadership and support for campus-wide assessment efforts.

Responsibilities

- Provide leadership and coordinate assessment activities in relation to the college mission, strategic plan, and the academic master plan.
- Collaborate with the Dean of Instruction and Assessment, and the Assessment Committee, to develop a coherent strategy that emphasizes quality assessment practices at the institution, program, and course levels.
- Use assessment information, in addition to other sources of data, to help determine priorities and budgetary needs of college departments.
- Maintain communication and complete all required reports for the Higher Learning Commission.
- Oversee the development of new degree and certificate programs.

Dean of Instruction and Assessment

The Dean is a member of the Assessment Committee and works closely with faculty members to develop meaningful assessment plans that will improve student learning.

Responsibilities

- Facilitate and prepare for regular meetings of the MCC Assessment Committee.
- Articulate the importance and purpose of student assessment on a regular basis.
- Provide support and assistance with assessment planning, implementation, and reporting.
- Review all assessment reports and work with committee members to provide feedback to faculty members.
- Keep information on the Blackboard assessment site and the assessment website current.
- Develop the annual assessment report and other assessment-related publications.
- Attend department meetings as requested.
- Attend meetings of the Instructional Affairs Council and provide a regular update on campus-wide assessment activities.
- Attend department chair meetings.
- Provide assessment updates to the Vice President of Academic Affairs on a regular basis.
- Collaborate with the Faculty Seminar Days Planning Committee to develop quality professional development activities for faculty members that focus on the assessment of student learning.
- Attend conferences and participate in assessment-related professional development.

Department Chairs

The department chairs are the leaders in each department. They are responsible for planning, scheduling, hiring, budgeting, resolving student complaints, and working with faculty members to develop and implement assessment plans and strategies.

Responsibilities

- Clarify expectations, provide knowledge, and support the efforts of both full-time and adjunct faculty members related to the assessment of student learning.
- Identify department representatives who are willing to serve on the MCC Assessment Committee.
- Monitor and support course, program / discipline, and institutional assessment activities.
- Develop and approve new courses and assessments for general education.
- Provide orientation to new faculty members related to department and institutional assessment plans and procedures.
- Provide assessment updates and related information at regularly scheduled department meetings.
- Schedule time for faculty members to work on assessment-related tasks during department in-service or meeting times as needed.
- Report progress and challenges to the Dean of Instruction and Assessment and the Vice President of Academic Affairs.

Office of Institutional Research and Grants

The Office of Institutional Research and Grants collects, analyzes, and interprets institutional data; provides information to support planning and decision-making; prepares reports required by federal and state governments and accrediting organizations; and seeks external funds for the support of existing programs and the development of new programs.

Responsibilities

- Collect and manage data on the assessment of student learning.
- Select a representative to serve on the Assessment Committee.
- Provide help and support with college-wide assessment activities.
- Develop effective plans for surveying students.
- Offer support and guidance in interpreting and evaluating student data.

Faculty Members

Faculty members play a crucial role in the assessment of student learning. They are involved in the areas of teaching and learning, curriculum, and assessment on a daily basis.

Responsibilities

- Collaborate with other faculty members, department chairs, and administrators to develop student learning outcomes and course objectives.
- Participate in professional development to increase their knowledge of research-based assessment practices.
- Select the assessments that will be used in individual courses to measure student learning.
- Develop assessments to measure student learning at the course level, the program or discipline level, and the institutional level using the general education core outcomes.
- Use pre-determined assessments to measure general education outcomes and complete the necessary reports.
- Discuss with other faculty members the results of assessment activities and develop new plans to accomplish shared goals that will improve student learning.
- Participate in campus-wide assessment activities.

Students

Student learning is the main focus of the teaching and learning process at Muskegon Community College. The expectation of the College is for students to take an active role in their own personal learning. The campus-wide assessment activities serve to empower students by informing them what skills and abilities they will gain from attending Muskegon Community College.

Appendix A

35 Most popular courses at MCC 2011-2012 (# of sections fall, winter, summer)

1. ENG 101 (81)
2. ENG 102 (47)
3. PSYC 201 (44)
4. **CIS 120A (30)**
5. BIOL 105 (26)
6. PSCI 111 (26)
7. ANTH 103 (23)
8. **PEA 101A (22)**
9. **PEA 103 (20)**
10. **COM 101 (18)**
11. PHIL 101 (18)
12. HUM 195 (16)
13. ECON 101 (15)
14. SOC 101 (15)
15. PSCY 102 (14)
16. BIO 103 (14)
17. MATH 115 (13)
18. CHEM 100 (12)
19. SPAN 101 (12)
20. **BCOM 101 (11)**
21. BIOL 104 (10)
22. **BUS 127 (9)**
23. MATH 111 (9)
24. THEA 101 (9)
25. **BCOM 102 (8)**
26. HIST 101 (8)
27. PHIL 102 (7)
28. ECON 102 (7)
29. **PEA 104 (7)**
30. GEOG 101A (7)
31. MATH 109 (7)
32. ASTR 101 (7)
33. ART 101 (6)
34. ART 104 (6)
35. SPAN 102 (6)

- Non-MACRAO courses are in bold

Appendix B

Assessment Definitions

Assessment

A process used to provide feedback to both the learner and the teacher about the progress toward understanding intended outcomes. It can be used to adjust teaching and learning in order to maximize learner achievement.

Outcome

Sometimes called a "competency." It is defined as the results of instruction. Outcomes describe learner performance that is expected as a result of learning.

- Describes a major skill that is an intended outcome of the course/module
- Requires application of knowledge, skills, or attitude
- Describes what the student will be able to do at the completion of the course/module
- Is measurable and observable
- Is clear, concise, and precise
- Focuses on a single performance application (generally the highest learning outcome), not a combination

Competency

A major skill, knowledge, or attitude that a student will need to perform a task accurately. Competencies are specific to a discipline, subject, or occupational area. A competency is an outcome that is stated in observable, measurable terms. It is what students will be able to DO as the result of a given learning experience. Competencies are typically broken down into more specific learning objectives.

Learning Objectives

A skill or block of knowledge that a student will learn as a step toward an outcome or competency. Objectives are stated in a manner that is clear and measurable. Objectives provide cues for the development of learning activities.

Rubric

A type of assessment scoring that serves as a guide. It usually contains criteria in a rating scale with multiple options. For example, a piece of work can be labeled as 3 (exemplary), 2 (average), or 1 (poor). Each level has specific criteria that help determine the score.

Benchmark

A prediction or established threshold used to help evaluate student assessment data. It can function as a basis for evaluating the teaching and learning process. Benchmark example, 80% of Chemistry 101 students will get a B or higher on the final exam. Benchmarks can be arbitrary or based on past data patterns.

Appendix C

Core Outcomes Assessed in General Education Courses

Course	Communication Knowledge and application of written and verbal communication competencies using college level information literacy skills	Problem Solving and Technology Knowledge and problem solving skills using logical, mathematical, and scientific reasoning as well as technological resources	Ethical Reasoning and Creativity Knowledge and application of creativity in the arts as well as knowledge of, and the ability to critically examine ethical values, principles, and issues.	Personal, Social, and Cultural Awareness Knowledge and life skills required of an effective member of a diverse and global community
ENG 101	X			
BCOM 101	X			
SPAN 101				X
PSYC 201				X
ANTH 103				X
SOC 101				X
CIS 120A		X		
PEA 101A				X
PHIL 204			X	
BIOL 103		X		
ART 101			X	
BUS 127	X			
THEA 101			X	
CHEM 100		X		
MATH 115		X		
TMAT 102		X		

Timeline

Fall Semester	Assessments given in selected courses / data is collected
January and February	Assessment Reports are completed / Results shared with colleagues
March 1	Completed Assessment Reports are due to Dean of Instruction and Assessment
Summer	Assessment Committee reviews and evaluates the assessment reports at a special meeting, and the yearly Assessment Report is developed by the Dean of Instruction and Assessment

Appendix D

Muskegon Community College
General Education Assessment Summary Sheet

Program:**Assessment Time Period:****Assessed Student Learning Outcome(s):** (please check the SLO that applies)

- Communications
- Problem Solving and Technology
- Ethical Reasoning and Creativity
- Personal, Social, and Cultural Awareness

Set Benchmarks: *(optional for first time)***Assessment Methodology and Assessment Tool(s) Used¹:****Major Findings of the Assessment:**

¹ The choice of assessment method depends on the SLO to be assessed. The assessment tools such as assignments, rubrics, etc. can be attached with this sheet as appendices.

Specific Recommendations:²

Actions Taken Following Recommendations³:

Assessed by:

Signature:

Date

.....
.....
.....
.....
.....
.....

² Who should do what, how and when to improve students' learning and to achieve the SLO?

³ What has been done based on the recommendations, by whom and what has been achieved in terms of meeting the SLO?

Muskegon Community College

Report of General Education Assessment 2012

Assessment Committee

Ed Breitenbach	Academic Affairs
Jessica Graf	Health, Physical Education, and Recreation
Erin Hoffman	Arts and Humanities
Jeff Johnston	Applied Technology
Darren Mattone	Life Science
Mike Myers	Institutional Research
Marcia Truxton	College Success Center
Jennifer Volkers	Education
Andy Wible	Philosophy
David Wiggins	Math / Science

Assessment Committee Mission

To promote and coordinate meaningful assessment practices at Muskegon Community College that will promote student learning.

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SPAN 101.....	11
PSYC 201.....	13
PEA 101A.....	15

Core General Education Outcomes used for Assessment during the fall of 2012

Core General Education Outcome	Courses Assessed
<p>Communication</p> <p>Knowledge and application of written and verbal communication competencies using college level information literacy skills</p>	<p>ENG 101 BCOM 101 BUS 127</p>
<p>Problem Solving and Technology</p> <p>Knowledge and problem solving skills using logical, mathematical, and scientific reasoning as well as technological resources</p>	<p>CIS 120A BIO 103 CHEM 100 MATH 115 TMAT 102</p>
<p>Ethical Reasoning and Creativity</p> <p>Knowledge and application of creativity in the arts as well as knowledge of, and the ability to critically examine ethical values, principles, and issues.</p>	<p>PHIL 204 ART 101 THEA 101</p>
<p>Personal, Social, and Cultural Awareness</p> <p>Knowledge and life skills required of an effective member of a diverse and global community</p>	<p>SPAN 101 PSYC 201 ANTH 103 SOC 101 PEA 101A</p>

Communication

BCOM 101 Business and Technical Communication

Assessment Methodology and Assessment Tool(s) Used:

International Comparison Research Project - Assignment Sheet and rubric attached

Major Findings of the Assessment: Sixty-eight of 75 students (90%) completed this assignment. The percentage of students who scored B- or above was 64%. This is a small population (75) and results were skewed by the number of students who did not complete the assignment (7 or 9%).

Assessed By: Irene Church

Count	75.00
Minimum Value	0.00
Maximum Value	50.00
Range	50.00
Mean /Average	33.92
Median	45.00

<u>Range</u>	<u>Count</u>	<u>Students in Range</u>
90-100%	21	28.00%
80-89%	27	36.00%
70-79%	5	6.67%
60-69%	3	4.00%
0-59%	19	25.33%

Specific Recommendations:

Future assessments need to include more students. Also, scores for students who do not complete the assignment should not be included.

Also, instructions could be written more clearly including specific examples.

Actions Taken Following Recommendations:

Instructions will be revised and clarified for the next semester.

BUS 127 Human Relations**Assessment Methodology and Assessment Tool(s) Used:**

Pre and post test

Major Findings of the Assessment:

Students tested prior to lecture and learning activities on Communication section of the course (Chapters 2 and 3) scored an average of 71%.

After lecture and learning activities on the topics, students scored an average of 77.7% on the same test.

Specific Recommendations:

None at this time

Actions Taken Following Recommendations:

None, as these scores will be the benchmarks for future semesters.

Problem Solving and Technology

CIS 120A Introduction to Computer Information Systems**Assessment Methodology and Assessment Tool(s) Used:**

Students from all sections of CIS120A were tested using a standardized test from Cengage's Student Assessment Manager(SAM.). After completing a unit of study on Microsoft Excel, students were given a list of tasks to perform. After doing the work, the spreadsheet is then uploaded to the SAM server, where the work is evaluated and scored in a uniform manner. The CIS department selected eight of these tasks for this general education assessment. These tasks involved critical thinking and problem solving skills. The test included 217 students from 10 sections of CIS120A Introduction to Computer Information Systems.

Major Findings of the Assessment:

Task #6 had the lowest success rate. The solution to this formula could be devised in more than one way, however, students had to specifically base the solution "based on the calculation in cell F4" per the instructions.

Task #5 had the next lowest success rate. This calculation was one of the most challenging tasks on the test, involving a concept known as "absolute referencing."

Task #8 required a formula that was identical in nature to Task #4, which had an overall success rate of 88%. However, in Task#4, the instructions specifically stated to use subtraction in the solution, where in Task #8, students needed to recognize that this formula was similar in nature to the formula used for Task #4.

Specific Recommendations:

Absolute referencing is a difficult concept for many students to grasp. Students should continue to be encouraged to practice this before the test, and the importance of having the lab work finished before the test should continue to be emphasized. Introducing more examples of using absolute referencing is recommended, along with discussing the importance of “following the specs.”

Individual instructors have been informed regarding which specific sections (a, b, c, etc.) from the result set represent their own sections so that they can compare the performance of their section(s) with the overall success rates.

Actions Taken Following Recommendations:

Discussions to help implement the above strategies.

TMAT 102 Technical Math 2

Assessment Methodology and Assessment Tool(s) Used:

The assessment tools used were tests over the three given areas for mastery of the subject matter. This subject matter being the fundamentals of algebra and geometry as applied to the technical and industrial fields.

Major Findings of the Assessment:

Students were given a pre-test before each of the exams – Test #2 and Test #3.

The results for Test #2 was the students who took the pre-test (56.5%) averaged a grade of 81.3. The students who did not take the pre-test (43.5%) averaged a grade of 61.6. There was almost a 20 point difference in average scores between those that had taken the pre-test versus those who had not.

The results for Test #3 was the students who took the pre-test (76.2%) averaged a grade of 82.8. The students who did not take the pre-test (23.8%) average a grade of 61.8. Again, the data showed a 20 point difference in average scores between those that had taken the pre-test versus those who had not.

The data provides the simple fact that students who are prepared do better. The final outcome shows a progressive improvement in test scores over the entire semester (reference the Table on Page 3).

Specific Recommendations:

Speaking within the department (Tom Martin – Dept. Chair, Kathy Leifer - Instructor and Jeff Johnston – Instructor), it was discovered that certain criteria have not been assigned for TMAT students to help in their success in mastery over these subject matters. The students need to have master skills in TMAT 101 before entering into TMAT 102. There is no set criteria for the student at this point, in other words, a student may obtain a grade of “D-“ and be allowed to move onto the next class.

Upon agreement with the instructors who teach TMAT 101 and TMAT 102, it will be recommended that a grade of “C” or better will only allow the student to move on from one class to the next. Jeff Johnston will provide this recommendation to the IAC and have the catalog updated prior to the start of classes for Fall Semester 2013.

MATH 115 Probability and Statistics

Assessment Methodology and Assessment Tool(s) Used:

Two sections of Math 115 students took a statistics posttest at the conclusion of the Winter 2012 semester. The test is one of several assessment materials available through ARTIST (Assessment Resource Tools for Improving Statistical Thinking).

This test was developed under a National Science Foundation (NSF) grant and is supported by NSF, the University of Minnesota, and CalPoly. There is no charge for administering the test and receiving results.

The test was administered in an MCC computer lab at the end of the semester. After the test was taken, results were requested, and promptly received, from ARTIST.

Major Findings of the Assessment:

Attached to this document are the normative results, along with the results for MCC students who took this test at the end of the Winter 2012 semester. The 39 students from MCC who took the test had a mean of 47.1% correct (out of 40 questions). For the norm results, ARTIST looked at a sample of 1470 students in 39 introductory statistics courses at 33 institutions. The mean was 55.8% correct (with a standard deviation of 16.1%). 8 of the 39 MCC students scored 55% or higher. It should be noted that, of the 39 institutions, only 6 were 2-year colleges. The others were 4-year colleges or universities. Furthermore, 16 of the 39 institutions reported a higher math prerequisite than MCC has for the statistics courses involved in testing.

Specific Recommendations:

Math instructors involved in teaching statistics at MCC should meet to decide if the test should continue to be given. If so, we should consider including all sections of Math 115 next time.

Instead of comparing our results to the norms (which came from mostly 4-year college and university courses, with varying prerequisites), we could compare our results from one semester to another.

Most importantly, if the test is used again, it should be given as both a pretest and a posttest so that we can look at whether students' scores improved after completing Math 115.

BIO 103 Introductory Biology

Assessment Methodology and Assessment Tool(s) Used:

The Scientific Reasoning Test, Version 9 (SR 9) was used for this assessment. The SR-9 was developed by the Center for Assessment and research Studies, at James Madison University. The test is a 49-item multiple-choice test developed by science and mathematics university faculty. This instrument was designed to assess the scientific reasoning skills that college students may obtain through a general education curriculum.

Major Findings of the Assessment:

Students showed improvement in all objectives with an average improvement of 4.75 percent. Students demonstrated the greatest improvement (7.29%0 in Objective B: Use theories and models as unifying principles that help us understand natural phenomena and make predictions. Students demonstrated the least improvement (2.44%) in Objective D: Illustrate the interdependence between developments in science and social and ethical issues. T-test analysis of the data demonstrated significant difference between the first test and the second test results with a P value of less than 0.05.

Ethical Reasoning and Creativity

ART 101 Beginning Art

Assessment Methodology and Assessment Tool(s) Used:

Creativity rubric developed by Erin Hoffman

Major Findings of the Assessment:

As to be expected the majority of students were found to be average in most categories. Although there were no huge anomalies' in the data, students rated lowest in the following categories: flexibility in the process of creating art, degree of success with aesthetics, and degree of success with the synthesis of aesthetics and concept. Students rated highest in the following categories: communication of technical and aesthetic attributes of the work and communication of conceptual attributes of the artwork (in most instances this pertains to oral and written criticism of their work.) It's difficult to draw any serious conclusions with such a small data set and so little variation between the categories.

Specific Recommendations:

It would be interesting to have data from a course more traditionally filled with students who intend to be art majors to see how they compare. It seems as though knowing what that data looked like would help us set benchmarks for the ART101 courses.

Actions Taken Following Recommendations:

Expand use of the rubric to more classes.

PHIL 204 Biomedical Ethics**Assessment Methodology and Assessment Tool(s) Used:**

Biomedical Ethics is a course open to anyone but is mainly taken by students in Nursing and Respiratory Therapy. It is a writing intensive class that is the only level two writing intensive class at MCC that transfers to GVSU. With this writing emphasis, we decided to assess student outcomes on the research term paper using five criteria that looked at argument assessment, argumentation, clarity and precision, language, and originality (The full rubric is listed at the end.). To pass meant that they met a C level or better.

We tested five classes from Fall 2011 to Summer 2013. Andy Wible taught three of these classes and Conor Roddy taught two.

Conclusions:

1. About 75-80% of students who complete the class are meeting the minimum outcomes for writing a research term paper.
2. Students are doing most poorly on their argumentative reasoning skills and somewhat argument assessment. It is a main focus of any philosophy class.
3. Grading seems to be consistent between Roddy and Wible with a slight difference in Roddy having more fails for organization and Wible more fails for originality in the rubric.

Specific Recommendations:

Roddy and Wible will give more emphasis to argumentation in classes. We realize that much of this type of analytic reasoning is new for many students or not emphasized as much in other writing classes such as English. For the long term, they would like to create their own introductory material, perhaps a small book, that more effectively provides the information and relevant exercises.

We also worry that we are only assessing at the end and want to figure out ways to have a higher number of students meet the outcomes of the class. Biomedical ethics has very motivated students, so this is less of a problem for this class, but we do want to assess other classes, such as our 101 class, where withdraws are higher.

Personal, Cultural, and Social Awareness

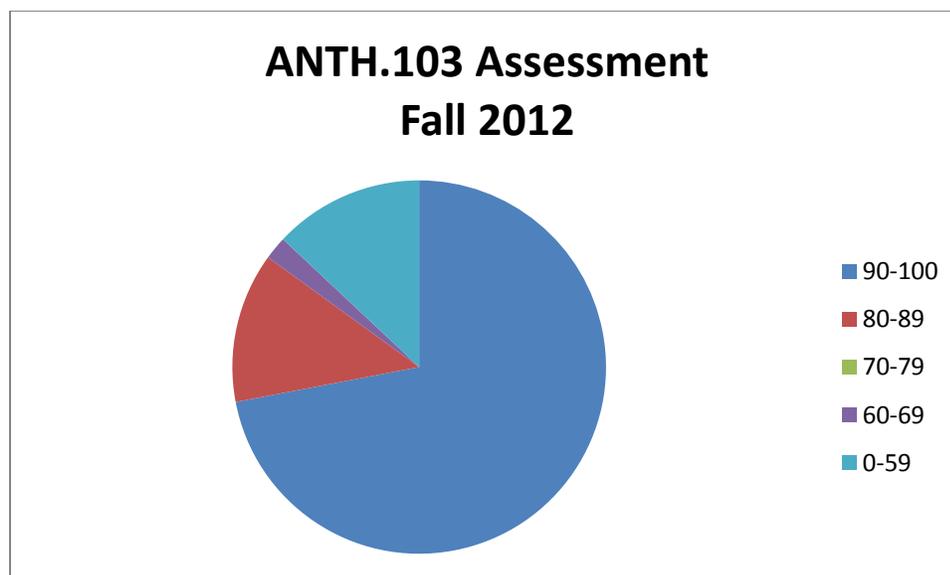
ANTH 103 Cultural Diversity

Assessment Methodology and Assessment Tool(s) Used:

Ethnographic Paper (Field Study & Research Paper): "Strengthening Relationships Through Respect"

I was asked to assess student learning for Anth. 103: Cultural Diversity in the Contemporary Society. I chose the semester-long ethnographic research paper which required students to conduct research about a cultural group (or subculture) and also do a field interview of an individual(s) from that group. The project had to be selected by the fourth week and the final project was due a week before the final exam. Each student had to orally present their paper in class using power point or flash cards or a poster.

Figure 1: ANTH. 103 Ethnographic Research Paper Assessment for Fall 2012



Major Findings of the Assessment:

1. Overall, the students did very well on the research and the oral class presentations.
2. The major difficulty that I observed is identifying someone from a different ethnic and/or religious background. This means a good number of my students have limited exposure to different ethnic groups.
3. The vast majority had never done an ethnographic field work before. This was a challenge for some students.
4. The high number was skewed by those who failed the project. They either did not do the work or stopped attending but did not officially withdraw from the class. They were all online students.

Specific Recommendations:

1. Perform more assessments in the future.
2. Add a chapter on the technique of writing ethnographic research
3. In the future, I will remove the students who did not complete the project.

Actions Taken Following Recommendations:

I have re-introduced a chapter on how to write an ethnographic research paper. I used the chapter several times in the past. But I brought it as an additional reading.

SPAN 101 Basic Spanish

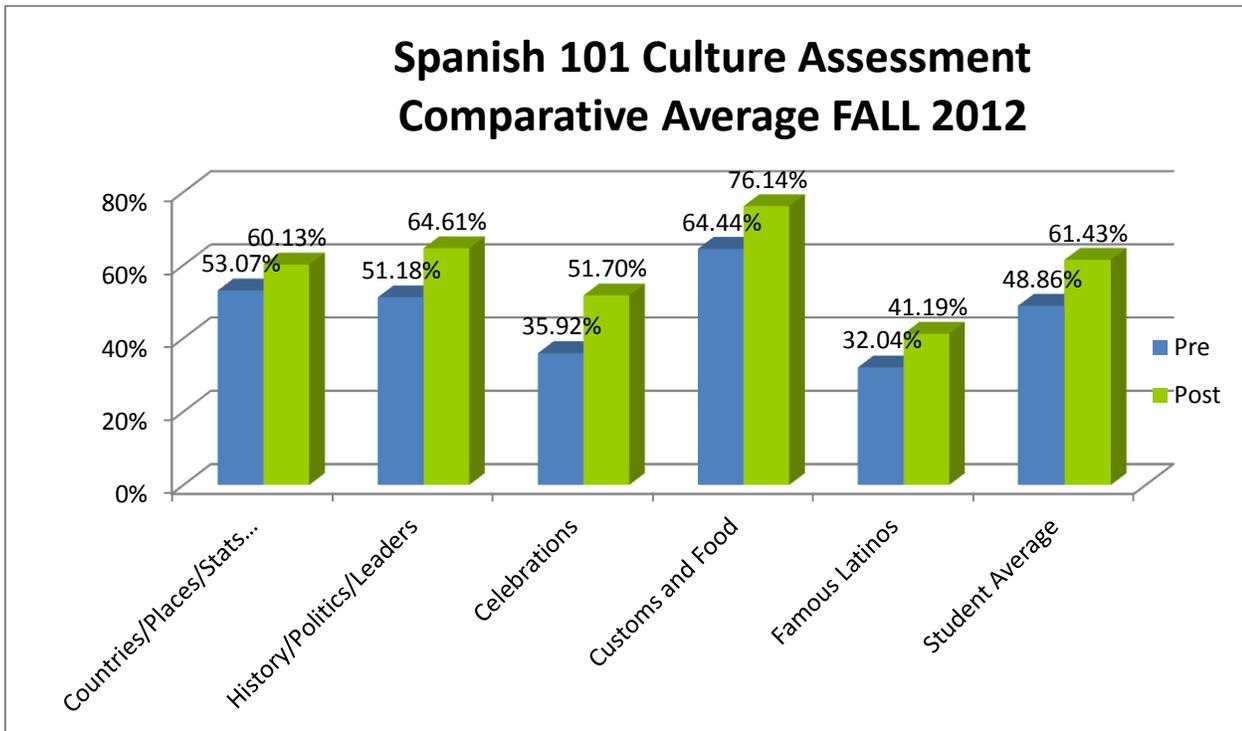
Assessment Methodology and Assessment Tool(s) Used:

The Spanish 101 instructors decided to evaluate student knowledge of Hispanic culture by administering a short assessment at the beginning of the term, by the second week of class, and at the end of the term during week 14. The assessment tool consisted of 35 multiple choice questions based on material provided by the Spanish textbook and the instructors. The questions were divided in five categories: Countries/Places/Stats/ General Facts; History/Politics/Political Leaders; Celebrations; Customs and Food; Famous Latinos (non-political). Instructors provided the cultural information as presented in the textbook and through personal knowledge and experience. The pre and post assessment results were analyzed and compared. The results are included in this report.

Major Findings of the Assessment:

The pre and post administration of the assessment tool indicated a student average improvement of 12.5 percent. Improvement was also noted in each category of questions ranging from 7 to 15 percent. However, certain questions did not improve or they went down from the first time it was given. This may be attributed to student information retention or a lack of focus or reinforcement by the instructor. This will be addressed in subsequent iterations of the assessment process.

Below are the results of the pre and post Culture Assessment. The first chart shows the detail information of the assessment. This chart includes, for each question, the pre and post actual number and percent correct and the percent change. The second graph, illustrates a comparative average of the pre and post actual percent by category of questions. The final chart shows the percent of improvement by category and student average.



Specific Recommendations:

Based on the results of the first assessment, the instructors have decided to implement the following changes:

1. A departmental culture study tool will be created and provided to the students as a homework assignment to be reviewed in class. Each Spanish 101 instructor will use the culture study tool to present and reinforce the information providing consistency throughout the department.
2. Culture questions will be included in each lesson test. This will insure that students study the cultural material and it will also serve to reinforce the concepts.
3. Instructors will share culture information and effective presentation methods to each other. The purpose is not to dictate one method over another but to offer alternative and proven methods to present the information.
4. The new statistical benchmarks proposed include increasing the student average to 15% or higher and decreasing the number of questions that have a 0 or negative improvement.

PSYC 201 General Psychology

Assessment Tools Used:

The Reflection of Psychology in Life Experience paper instructs students to write examples of course terms/concepts/theories from their own life experience and to include:

- a description of the event and of the psychological concepts and principles the event depicts;
- complete definitions of the concepts/terms/theories the student is applying;
- a clear and thorough explanation of how/why the concept and the event are related;
- complete and grammatically correct sentences;

Major Findings of the Assessment:

Prior to instituting this assessment the team (Richard Alexander, Angela S. DePouw, and Sherri D. Chandler) shared several written assignments and met several times to compare the assignments with their goals for a direct measure of the General Education Goal: Personal, Social, and Cultural Awareness. Out of three assignments put forth and carefully reviewed, the Reflection of Psychology in Life Experience assignment was selected. The three full-time instructors provided training for ten part-time instructors of the course, representing about two thirds of the faculty for the General Psychology course. The training agenda included a review of the General Education Goals, the Common objectives for the Introduction to Psychology Course, and SafeAssign (anti-plagiarism software in Blackboard). The team recommended that the assessment assignment be worth one fourth of the student grade and that teachers could assign as a midterm or final paper or break it up into two to four separate assignments with a list of topics from the reading assignments. Four teachers handed in their rubrics and findings, though more teachers assigned the paper. The findings reported comprise roughly half of 38 course sections and approximately 1000 total enrolled students in General Psychology Fall, 2012 and Winter, 2013.

Findings include:

- 1) Similar grading across course sections independent of the four instructors.
- 2) Similar grade distributions for assignment across course sections independent of instructor.
- 3) Two of the four instructors report that they will modify/fine tune the assignment or adjust the number of papers in future semesters.
- 4) 75% of students successfully met the course learning goals established with the assignment.
- 5) Instructors stated they will use this assignment to help students better monitor their own learning and to indicate the need to adjust their study skills or alter their study habits.

Specific Recommendations:

The purpose of this exercise was to systematically define, collect, analyze, interpret, document, and report evidence to determine how well student performance aligns with course achievement expectations (Council of Higher Education Accreditation, 2012).

- 1) The main recommendation is to continue to develop and practice student learning assessment activities across course sections and utilize the information obtained for improved instruction and student outcomes.
- 2) This assessment was an opportunity for full-time instructors to work with and mentor new and part-time instructors comprising sharing of ideas for instruction, interaction within an on-line forum (built by Richard Alexander) for assignments, films, notes, discussion.
- 3) Faculty indicated they would like to continue specific training for psychology instructors related to assessment of learning using on-line software/resources.
- 4) Continue a shared assessment and review to determine the levels our students are meeting objectives and interventions we can implement for students who are not meeting specific course learning goals.

Actions Taken Following Recommendations for all instructors of General Psychology course sections:

- 1) To meet and choose 1 – 2 examples of the best papers to post as exemplars. (Instructors have obtained written permission from the students to do so.)
- 2) To share findings with all teachers of Introduction to Psychology and ask that they participate.
- 3) To continue to review our objectives, rubrics, grading, and student papers and make decisions about instruction and practice activities based upon student understanding of learning goals (met or not met) on the basis of student performance on course requirements.
- 4) To continue to encourage full time and part-time teachers to meet face to face and to share student outcomes and offer ideas for additional instructional/ assessment activities.

PEA 101A Fitness, Wellness, and Nutrition

Assessment Methodology and Assessment Tool(s) Used:

Nutrition analysis project and rubric

Major Findings of the Assessment:

Students achieved at or above 2 of the 5 benchmarks. This is a small population (70) and results were skewed by students who did not complete the assignment on time.

Assessed By: Jessica Graf

Count	70.00
Minimum Value	0.00
Maximum Value	75.00
Range	75.00
Average	66.81
Median	70.00

Range	Count	Students in Range
90-100%	50	71.43%
80-89%	12	17.14%
70-79%	1	1.43%
60-69%	2	2.86%
50-59%	0	0.00%
40-49%	0	0.00%
30-39%	1	1.43%
20-29%	3	4.29%
10-19%	0	0.00%
0-9%	1	1.43%

Specific Recommendations:

Future assessments need to include more students. Also, scores for students who do not complete the assignment on time should not be included since timeliness is not a measured proficiency (outcome).

Actions Taken Following Recommendations:

Involve more HPER faculty in the assessment process.

Appendix F

History of Assessment at Muskegon Community College

March 1992

Muskegon Community College is informed by North Central that continuing accreditation involves the creation of a plan to document assessment of student academic achievement. MCC's Institutional Effectiveness Committee begins work to develop a plan for the assessment of student academic achievement. Muskegon Community College uses the CAAP test to test student general education skills on a trial basis. Other assessment methods used at this time include licensing exams in health programs, employment surveys for AAS graduates, student grades, general education survey of associate degree student perceptions, and an employer survey for AAS graduates.

February 1993

107 faculty, staff, and students complete the Assessing General Education Survey. Two methods were favored including post-test students on three basic skills measured on the Compass placement test, and getting statistics from transfer institutions regarding the success of MCC students.

October 1993

MCC submits a Plan to Assess Student Academic Achievement to North Central Association.

May 1994

MCC receives notice from North Central that its plan was acceptable.

November 1995

Muskegon Community College adopts new requirements for the ASA transfer degree.

August 2000

MCC creates a full-time position dedicated to Institutional Research, in response to HLC recommendations.

September 2000

MCC completes the NCA (HLC) institutional Self-Study Report.

November 2000

North Central Self-Study report is received by MCC. Recommendations include the development of a standing Assessment Committee and that the college file a progress report (due in 2004) to address the team's concerns about the college's efforts in assessing student learning. The team wanted the college to better develop an understanding between direct and indirect measures of learning and the difference between program review and the assessment of learning. The team appreciated the monthly

assessment newsletter, the annual report, and the fact that some departments were examining and using assessment results. The team stated, "Before the next comprehensive evaluation, the College faculty will agree on an overriding set of general education or basic core competencies which should be required by every educated person."

April 2001

Survey results from ASA graduates published (31 of 41 responses gathered). 97% strongly agree that "I have acquired a broad base of knowledge that will help me later in life" and "I feel well prepared to go on to a four-year college."

October 2001

Muskegon Community College develops a new Assessment Committee made up of 15 faculty and staff members. Richard Doctor is named Assessment Coordinator and Assessment Committee Chairperson. CATS (Classroom Assessment Techniques) are introduced in an Assessment newsletter.

February 2002

Academic Profile test is administered to several hundred transfer students. The test is described as the primary tool for assessing general education. Summary of results show that students who complete all or a portion of required general education courses perform better on the test than students who have not completed those requirements. The Institutional Planning, Assessment, and Development Council (IPADC) meets for the first time. Assessment of student learning is defined as taking place at four levels: Program, General Education, Course, and Classroom.

March 2004

MCC submits a Progress Report on Assessment to the Higher Learning Commission. The report included many recommendations and changes that would impact assessment practices at MCC. One change involved combining the Dean of Arts and Sciences and the Dean of Occupational Programs position into a Dean of Instruction position that would be responsible for Assessment. The report lists some of the assessment procedures involving the Academic Profile test, Work keys, SSEOP, and discipline reviews. The report proposed to conduct the MAPP test of general education.

June 2007

A comprehensive assessment of all programs took place while creating the Academic Master Plan. The MAPP test is used to test students' knowledge of general education. General education graduate surveys continue to be used. Assessment Committee examines how general education is related to literacy. Much information (data) has been collected on student satisfaction and student learning, but challenges arise in analyzing the information. Class Climate student surveys are being used. CATS and discipline reviews continue to be used.

March 2009

Assessment committee discusses using either MAPP or CAAP test to measure the effectiveness of general education program. Committee examines how to best measure the six abilities and critical thinking.

July 2009

Discussion continues on how best to use data from MAPP and General Education Survey. Discipline reviews and SSEOP's continue to be completed. Goals for the Assessment Committee include creating a smaller and more effective Assessment Committee, increase awareness of assessment, finish information literacy modules, create a new MAPP testing system, develop a student tracking system, promote CATS, and complete more discipline reviews.

January 2010

Assessment Committee discusses the status of a critical reading plan, student tracking system, discipline reviews, CATS, and a student learning survey.

October 2010

Comprehensive self-study process completed. Visiting team from the Higher Learning Commission comes to MCC campus.

January 2011

Final report from Higher Learning Commission received and reviewed. The visiting team suggested the college create one set of general education outcomes, rather than the two sets currently used for the transfer program and occupational program. The team also recommended the college spend some time developing outcomes for each program and outline how the learning will be assessed. The team recommended a progress report be submitted to the HLC in December of 2013 that includes the following information:

- A consistent general education core and outcomes expected of all graduates with a process for evaluating the attainment of these outcomes.
- A set of learning outcomes for each program (graduate competencies) and the methods and tools to evaluate these.
- A college-wide protocol of assessment practices with specific timelines, documentation processes, links to planning and improvement, and persons responsible for each activity.
- Identify assessment leadership responsibilities of VP Academic Affairs, Assessment Committee, Institutional Research, and faculty development.

February 2011

Subcommittee appointed to review and revise general education outcomes.

April 2011

Assessment Committee becomes standing committee of Instructional Affairs Committee. Assessment Committee adopts new Mission and Vision statements.

June 2011

Assessment Committee web page created on MCC website. Analysis made of most popular classes at MCC to use in assessment plans.

July 2011

Assessment Committee approves new general education outcomes. Plans made to have an assessment session during fall faculty seminar days.

November 2011

Instructional Affairs Committee approves new general education outcomes. English department begins pilot test using one of the new general education outcomes. Department chairs come to assessment committee meetings to make future assessment plans.

December 2011

Assessment Committee develops a pamphlet that explains the general education assessment practices. The pamphlet is shared with faculty members. English pilot test is successful.

May 2012

Pilot testing of general education outcomes continue in English and expand to Biology and Philosophy. Plans are made for developing program and discipline outcomes for fall faculty seminar days.

August 2012

Learning outcomes are developed by program and discipline faculty members as part of faculty seminar days.

September 2012

Select group of sixteen faculty members launch new general education assessments for fall classes.

December 2012

The Assessment Committee considers options for class and graduation surveys.

January 2013

Blackboard assessment site is launched. This site will be a depository for department assessment reports, assessment resources, and other assessment-related information. All faculty members will have access to this site.

A portion of the winter faculty seminar days is used to develop curriculum maps for disciplines and programs. The curriculum maps connect the learning outcomes to the classrooms. Each learning outcome is also matched to an assessment.

May 2013

Assessment Committee decides to have an annual summer meeting where all the general education assessment reports are reviewed and evaluated using a pre-designed rubric. Departments will receive the feedback in late summer.

June 2013

The Instructional Affairs Council (IAC) approves a plan to merge the Associate in Science and Arts degree categories with the new core general education outcomes. These general education outcomes will become the foundation of general education at Muskegon Community College.

Appendix G

Muskegon Community College Assessment Committee Meeting Minutes

April 25, 2013

Present: Darren Mattone, Ed Breitenbach, Jessica Graf, Mike Myers, Erin Hoffman

TOPIC	DISCUSSION / RECOMMENDATION	DECISION / ACTION
Fall Faculty Seminar Days Rough Schedule	Discussion involved the two blocks of time faculty members will have to complete curriculum maps and work on aligning objectives. Ed gave an update on the curriculum maps: currently 47 programs or disciplines have turned in curriculum maps, 11 programs or disciplines have no maps, and 1 discipline has no outcomes or maps. One half of the group has finished the curriculum mapping process.	The group was in favor of having faculty groups complete the curriculum maps and work on aligning objectives. Erin volunteered to write up some possible plans or rationale to share with faculty in preparation for this event.
Monitoring Report from HLC	The committee examined the key elements of the monitoring report and discussed what needs to be done.	Overall, the group felt that nearly all the items have been addressed. Ed will put together the draft progress report this summer and send to the committee members for review and suggestions.
Class Climate Surveys	Discussion involved the current survey and process and the very low completion rate. The committee also looked at the purpose of this process and how it can be improved.	The group favored doing a written survey to increase the completion rate. Committee members were asked to review the current survey and bring back ideas of suggestions for the next meeting.
ASA categories update	Discussion involved the four core outcomes and merging these into the ASA degree categories and removing the headings "human cultures" and "human experience". None of the current degree requirements will be impacted by this change.	The group was in favor of making this change to better align our core outcomes with the ASA degree requirements. Ed will plan to present the changes at the special IAC meeting on June 19.
Future Meetings	Thursday, May 23 9:00-11:00 in room 1118	

Appendix H



Program Outcomes

Program Name: COMMUNICATIONS

Division: English

Discipline: Communication **Contact Person:** Becky Evans

Students will demonstrate knowledge of and develop skills in interpersonal, intrapersonal, group and public communication

Students will demonstrate their ability to choose an appropriate topic, plan, organize and deliver a presentation

Students will be able to define and apply principles of interpersonal and intrapersonal communication

Students will be able to evaluate speakers by applying appropriate criteria

Students will demonstrate their ability to work effectively as members in a group project and apply their knowledge of group processes in a presentation and a written assignment

[See Curriculum Map](#)

Appendix I



Curriculum Map

Program or Discipline Name Computer Programming AASDepartment Business

Program / Discipline Learning Outcomes or Competencies		CIS120A	CIS121	CIS153A	CIS162	CIS260A	CIS185	CIS280	CIS130	CIS271A	CIS210	CIS250	CIS253A	CIS275	BUS290CII
Code applications utilizing languages in at least two of the following combinations:	C & Java				I R M A	I R M A									M A
	Visual C#.NET & VisualBasic.NET						I R M A	I R M A							M A
	COBOL & RPG								I R M A	I R M A					M A
Utilize commands and utilities that are prevalent in Intel compatible operating systems											I R				M A
Utilize the Linux operating system from both a user and administrator perspective															M A
Utilize Microsoft Office to solve business problems		I R												M A	M A
Implement sound database principals and create functional databases		I	I R	I R									I R M A		M A