II. Overall Summary of Results

The MCC Program to Assess Student Learning has historically demonstrated evidence of student learning in both general education and career and technical areas. A common set of student learning outcomes provide the foundation for assessment. The assessment process is a part of the college culture and is a collaborative effort of faculty in many disciplines. Faculty members across nearly all disciplines and campus locations participate in the college’s award-winning assessment program.

During the 17th-annual Assessment Week in spring 2013, SOC focused assessment efforts on three outcome areas: Oral Communication, Written Communication, and Problem Solving. A brief summary of results by assessment for the most recent years can be found below.

Summary of Findings – Assessment Weeks 2010-2013

<table>
<thead>
<tr>
<th>Outcome and Year Assessed</th>
<th>Results</th>
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</table>
| Oral Communication – Assessed 2013 | Significant differences between beginning students and completing students were shown in the total percentage correct for the assessment overall and for each of the learning outcome areas:  
  - knowledge about effective interpersonal interchanges  
  - small group interaction  
  - conducting oral presentations  
  *Student scores were highest for questions related to interpersonal communication followed by presentation skills. Scores were lowest on questions related to small group interaction.* |
| Written Communication – Assessed 2013 | The overall writing scores were not significantly different between the pre and post groups. Only one of 14 skill areas of the assessment was significantly higher for the post group:  
  - The paper is free of sentence structure errors (fragments, run-ons, comma-splices).  
  *Student showed relative strength in stating their own position and addressing the prompt and needed most improvement in tone and recognizing the opposing position.* |
| Problem Solving – Assessed 2013 | The average score was not significantly higher for the completing student group overall or for any outcome area of the assessment.  
  *As with past years, mean scores have been highest for the Interpretation and Evaluation of Arguments sections and lowest for Inference.* |
| Numeracy – Assessed 2012 | The percent correct was significantly higher for the completing students overall and for four learning outcomes:  
  - identify and extract relevant data  
  - use models to organize the data  
  - obtain correct results and state results with qualifiers  
  - use information effectively  
  *Patterns of performance have remained consistent over several years.* |
| Scientific Inquiry – 2012 | Completing students performed significantly better than beginning students overall and on two of the five outcome areas:  
  - prediction  
  - evaluation  
  *Students have been most successful in distinguishing between predictions that are logical or not logical based on problems presented (Interpretation) and in making a conclusion based upon information presented (Evaluation).* |
| Cultural Diversity – Assessed 2011 | Students in the completing group:  
  - Recognized the value of diversity  
  - Supported requiring students to complete a diversity course in order to graduate  
  Recognized the importance of civic responsibility |
Summary of Findings – Assessment Weeks 2010-2013 (continued)

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<tr>
<th>Outcome</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>Arts &amp; Humanities – Assessed 2011</td>
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Significant differences were observed between completing and beginning student scores in all the following learning outcome areas:
- a basic knowledge of human creations
- an awareness that different contexts and/or world views produce different human creations
- an understanding and awareness of the impact that a piece has on the relationship and perspective of the audience
- an ability to evaluate human creations

Arts and Humanities – Assessed 2011

Workplace Skills – Assessed 2010

The average score of the completing student group was higher than the entering student group by a statistically significant margin. The post group also scored statistically higher in all but one outcome area (interpersonal communication). Overall, students’ scores ranked highest in:
1. technology literacy
2. ethics
3. personal and professional responsibility

For the past several years, teamwork and organization scores ranked lowest compared to the other outcome areas.