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

Outcome and Year Assessed	Results
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)

Arts and Humanities – Assessed 2011	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
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.*

Overview of MCC Student Outcomes Assessment Results

Outcome	2006	2007	2008	2009	2010	2011	2012	2013
Arts & Humanities	Not Assessed	Significant	Not Assessed	Not Assessed	Not Assessed	Significant	Not Assessed	Not Assessed
Cultural Diversity	Not Assessed	Significant	Not Assessed	Not Assessed	Not Assessed	Significant	Under Review	Under Review
Oral Communication	Not Assessed	Significant	Not Assessed	Not Assessed	Not Assessed	Not Assessed	No Significant	Significant
Written Communication	Not Assessed	Significant	Not Assessed	Not Assessed	Not Assessed	Not Assessed	No Significant	No Significant
Numeracy	Significant	Not Assessed	Significant	Not Assessed	Not Assessed	Not Assessed	Significant	Not Assessed
Scientific Inquiry	Significant	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Significant	Not Assessed
Problem Solving/Critical Thinking	Significant	Not Assessed	No Significant	Significant	Not Assessed	Not Assessed	Not Assessed	No Significant
Information Literacy	Significant	Not Assessed	Significant	Not Assessed	Under Review	Under Review	Under Review	Under Review
Workplace Skills	Significant	Sample Too Small	Sample Too Small	Not Assessed	Significant	Under Review	Under Review	Under Review
Global Awareness	Pilot/In Development	Pilot/In Development	Pilot/In Development	Pilot/In Development	Under Review	Under Review	Under Review	Under Review

Legend:
- ■ (blue) Significant Results
- ■ (gray) Not Assessed
- ▨ (red hatch) No Significant Results
- □ Pilot Year or In Development
- ▦ (dotted) Sample Size too Small for Pre/Post Group Analysis
- ■ (orange) Assessment Instrument Under Review/Revision