

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.
- Speech:** 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.
- Critical Thinking:** Demonstrate skill in analyzing, synthesizing and evaluating.
- Computer and Information Literacy:** Demonstrate the skill to use computer information systems including using software and the ability to locate, retrieve, and evaluate networked information.

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

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

- Fall 20\_\_\_\_\_
- Winter 2008
- Spring/Summer 20\_\_\_\_\_

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

- Fall 20\_\_\_\_\_
- Winter 20\_\_\_\_\_
- Spring/Summer 20\_\_\_\_\_

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

	Used for previous assessment?	
<input type="checkbox"/> CAAP test	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Survey	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Prompt	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Capstone course	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input type="checkbox"/> Transfer data	<input type="checkbox"/> yes	<input type="checkbox"/> no
<input checked="" type="checkbox"/> Other: Classroom Test Items	<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.**

5. Please list the course(s) in which this tool was administered. MTH 160, MTH 178, MTH 180

## GENERAL EDUCATION ASSESSMENT REPORT

6. Describe the total population of students eligible to be assessed and how this group was selected for assessment.
  
7. Indicate the number of students assessed. 225

## II. Results

1. If applicable, briefly describe the changes that were implemented as a result of the previous assessment.
  
2. State the outcomes (verbatim) that were assessed for the General Education strand. (General Education Outcomes are available through the following link):  
<http://www.wccnet.edu/departments/curriculum/progdata.php?levelone=genedassessment>
  1. Demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics.
  2. Demonstrate the ability to represent mathematical information symbolically, visually, numerically and/or verbally.
  3. Demonstrate the ability to employ quantitative methods such as arithmetic, algebra, geometry and/or statistics to solve problems.
  4. Demonstrate the ability to 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***
  1. Approximately 94% of the students in the sample scored in the “Generally Correct” range or better on the questions addressing Outcome 1.
  2. Approximately 83.5% of the student in the sample scored in the “Generally Correct” range or better on the questions addressing Outcome 2.
  3. Approximately 86% of the student in the sample scored in the “Generally Correct” range or better on the questions addressing Outcome 3.
  4. Approximately 84% of the student in the sample scored in the “Generally Correct” range or better on the questions addressing Outcome 4.
  
5. Describe the areas of strength and weakness in students’ achievement of the learning outcomes shown in assessment results.

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Strengths: Students performed most strongly on Outcome #1 – interpret and draw inferences from mathematical models. The students were also quite strong in their responses to items representing Outcome 4.

Weaknesses: The weakest performance came from questions addressing Outcome 3: employing quantitative methods to solve problems. This was most apparent in the MTH 176 and 178 courses. Students in MTH 176 also struggled with the items addressing Outcome 2.

### 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.

Results will be shared with the department at the October departmental meeting and an increased emphasis on the goals of Outcome 3 will be suggested.

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:

Course syllabi  
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.

We were able to use a variety of items from a variety of college-level courses.

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: Kristin Chatas Date: 9/22/08  
*Print* *Signature*

Dept Chair: Kristin Chatas Date: 9/22/08  
*Print* *Signature*

Dean: Martha Showalter Date: 9/24/08  
*Print* *Signature*

*Please return completed form and attachments to the Office of Curriculum & Assessment, SC 247 and e-mail an electronic copy to [sjohn@wccnet.edu](mailto:sjohn@wccnet.edu)*

# Washtenaw Community College General Education Assessment Report Form

## BACKGROUND INFORMATION

**I. General Education area assessed (check one):**

- Writing
- Speech
- Mathematics
- Natural Science
- Social and Behavioral Science
- Arts and Humanities
- Critical Thinking
- Computer and Information Literacy

**II. Semester assessment was administered (check one):**

- Fall 20\_\_
- Winter 2008\_\_
- Spring/Summer 20\_\_

**III. Assessment tool used (check one):**

***PLEASE ATTACH A COPY OF THE TOOL AND SCORING RUBRIC USED.***

- CAAP test
- Survey
- Prompt
- Other (please describe): Classroom Test Items

**Has this tool been used before?**

- Yes
- No

**If yes, has this tool been altered since its last administration? If so, briefly describe changes made.**

**IV. Please list the course(s) in which this tool was administered:**

**MTH 160 (In class, Mixed Mode and Online), MTH 178, MTH 180**

**V. How many students were assessed? Approximately 225**

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## RESULTS

**I. Briefly describe assessment results based on data collected for the general education area assessed, demonstrating to what extent students are achieving the learning objectives as found in the catalogue description of that area (see attached). PLEASE ATTACH ANY DATA COLLECTED.**

1. Demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and/or schematics.  
Approximately 94% of the students in the sample scored in the "Generally Correct" range or better on the questions addressing Outcome #1.
2. Demonstrate the ability to represent mathematical information symbolically, visually, numerically and/or verbally.  
Approximately 83.5% of the students in the sample scored in the "Generally Correct" range or better on the questions addressing Outcome #2.
3. Demonstrate the ability to employ quantitative methods such as arithmetic, algebra, geometry or statistics to solve problems.  
Approximately 86% of the students in the sample scored in the "Generally Correct" range or better on the questions addressing Outcome #3.
4. Demonstrate the ability to estimate and check mathematical results for reasonableness.  
Approximately 84% of the students in the sample scored in the "Generally Correct" range or better on the questions addressing Outcome #4.

**II. Based on the catalogue description of the general education area assessed, did students meet expectations of the learning objectives of that area?**

- Yes  
 No

Percentage of students meeting objectives: approximately 87 % overall

**III. What areas of strength and weakness in students' achievement of the learning objectives of the assessed general education area (as stated in the catalogue) did assessment results show?**

Strengths:

Students performed most strongly on Outcome #1 – interpret and draw inferences from mathematical models. The students were also quite strong in their responses to items representing Outcome #4.

Weaknesses:

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The weakest performance came from questions addressing Outcome #3: employing quantitative methods to solve problems. This was most apparent in the MTH 176 and 178 courses. Students in MTH 176 also struggled with the items addressing Outcome #2.

## CHANGES INFLUENCED BY ASSESSMENT RESULTS

**I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?**

**Results will be shared with the department at the October department meeting and an increased emphasis on the goals of Outcome #3 will be suggested.**

**II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply).**

Master syllabi  
Rationale:

Curriculum  
Rationale:

Course syllabi  
Rationale:

Course assignments  
Rationale:

Teaching methodology  
Rationale:

Other \_\_\_\_\_  
Rationale:

**III. Was the assessment tool effective in measuring students' achievement of learning objectives for this general education area? If not, why?**

Yes – we were able to use a variety of items from a variety of college-level courses.

**Submitted by:**

# Washtenaw Community College General Education Assessment Report Form

Name: Kristin Chatas Date: 9/22/08

Department Chair: Kristin Chatas Date: 9/22/08

Dean: M. Showa Date: 9/24/08

## General Education Requirements (2003-04 College Catalogue, p. 61)

- 1. Writing:** Develop, organize, and express thoughts in writing using Standard English.
- 2. Speech:** Speak in an organized and effective manner and listen critically and with comprehension.
- 3. Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- 4. Natural Science:** Understand principles and applications of modern science.
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