

General Education Outcomes Assessment Report

ACADEMIC YEAR 2015-2016



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COMPETENCIES

At Community College of Beaver County (CCBC), five core competencies define the institution’s general education curriculum:

Communication Proficiency	Information Literacy	Scientific & Quantitative Reasoning	Cultural Literacy	Technology Literacy
<p>The skilled presentation and reception of ideas through appropriate media and in a manner suitable to audience. Students demonstrating <i>Communication Proficiency</i> will be able to:</p> <ol style="list-style-type: none"> 1) Receive the ideas of others emphatically through critical listening and reading; 2) Demonstrate an acceptable level of oral and written communication skills; 3) Assess audiences for levels of comprehension, breadth of knowledge, and propriety of presentation media. 	<p>Recognizes the need to integrate authoritative resources with an existing knowledge base. Students demonstrating <i>Information Literacy</i> will be able to:</p> <ol style="list-style-type: none"> 1) Articulate and then employ a research strategy; 2) Document information in accordance with a standard documentation style; 3) Generate insights, interpretations, and conclusions from information that is ethically gathered. 	<p>Employs empirical and mathematical processes and scientific methods in order to arrive at conclusions and make decisions. Students demonstrating <i>Scientific and Quantitative Reasoning</i> will be able to:</p> <ol style="list-style-type: none"> 1) Use scientific methods to analyze existing data or data observed from experiments to formulate and test a hypothesis; 2) Compile and interpret mathematical information in a variety of formats including practical applications, estimates, formulas, graphs, and tables; 3) Assess the reliability of numerical information using logic and arithmetical and statistical methods and make decisions on their basis. 	<p>Delineates the patterns of individual and group dynamics that provide structure to society on both individual and global levels. Students demonstrating <i>Cultural Literacy</i> will be able to:</p> <ol style="list-style-type: none"> 1) Demonstrate an aesthetic understanding of a culture through an appreciation of its artistic expression; 2) Analyze the reciprocal nature of the behavioral patterns and goals of individuals in groups in relation to oneself and others; 3) Articulate similarities and differences among the structure and functions of major institutions in societies. 	<p>Enhances the acquisition of knowledge, the ability to communicate, and productivity. Students demonstrating <i>Technology Literacy</i> will be able to:</p> <ol style="list-style-type: none"> 1) Anticipate and respond to innovations in science/technology and the actions of living creatures; 2) Use hardware, software, and the Internet to validate the basic skills necessary for workforce entry; 3) Skillfully employ technology as a production and/or presentation tool.

COMPETENCY ASSIGNMENTS

Recognizing the importance of *Communication Proficiency, Information Literacy, Scientific & Quantitative Reasoning, Cultural Literacy, and Technology Literacy* to students' overall knowledge, skills, and abilities, CCBC annually assesses each competency at the general education as well as program-specific levels through standardized course projects embedded in master syllabi known as General Education Competency (GEC) assignments. A standardized course rubric is used to evaluate GEC assignments for class grading purposes. A General Education Mastery Matrix is used to assess each project for institutional assessment purposes.

IX. General Education Competency

This assignment meets the specifications of CCBC General Education under Communication Proficiency and Information Literacy.

The assignment is consistent with the goal of the CCBC Liberal Arts and Humanities that students develop and utilize a research strategy to gather source material ethically for an essay in which they generate insights, interpretations, and conclusions from reading material critically. Points will be assigned for the essay using the criteria specified in the writing rubric.

The Assignment:

This essay assignment (see VIII. G.) requires you to choose a topic and to use material from at least three sources to support a developed thesis. You should select a topic that is interesting to you and that will allow you to make an assertion as part of your introduction. The essential goal of the writing is to inform.

In order to fulfill the informative goal, you will need background information and facts from sources. In other words, this essay should provide more than only what the general reader already knows about the topic before reading the paper; the writer should strive to move beyond the surface and present some specific information on the topic.

Your first step, naturally, should be to brainstorm for a topic. After you have selected a topic and collected some source material, consider what writing strategies will work best to enable you to accomplish your goal. For instance, will classification help to clarify the information? Will comparison/contrast help to organize information? Will definition of concepts and/or terminology be necessary? Will process analysis be useful in relating a well-organized finished product?

Material taken from sources must be documented in accordance with the methods we will have discussed in class. Properly setting up and documenting direct quotations and paraphrased material is a major objective for this assignment. A works cited list must also follow the text of your essay.

Informative writers should anticipate questions that readers might ask about the topic, and then attempt to address those questions in the essay. Writers should be aware of the potential for different interpretations by their sources on a topic. It is not improper to include conflicting opinions from sources in the essay.

Because this essay is linked to our discussion of cause-effect analysis, the range of possible topics is wide. I encourage you to choose a significant event from any time period and offer factual information (taken from credible sources) about what actually occurred. The essay should include the causes of the event, what led up to the event. Writers should also explain what repercussions the event had on society. Reference works that offer timelines or outlines of history can be useful when brainstorming for a topic. Obviously, current newspapers and magazines are useful sources for locating current issues and topics.

WRIT 101 English Composition
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ASSIGNMENT GRADING RUBRIC

Criteria	Level 1 (50-59)	Level 2 (60-69)	Level 3 (70-79)	Level 4 (80-100)
<i>Introduction/Thesis</i>	Weak introduction of topic; weak thesis statement	Adequate intro that states topic, thesis and some subtopics; thesis is somewhat clear	Proficient intro that states topic, thesis, and all subtopics in proper order; thesis is clear and arguable	Exceptional intro that captures interest; clear statement of thesis and subtopics; thesis is well developed and defensible
<i>Quality of Information/Evidence</i>	Limited information on topic with lack of research; details or accurate evidence	Some aspects of paper are research with some accurate evidence from limited sources	Paper is well researched in detail with accurate and critical evidence from a variety of sources	Paper is exceptionally researched; has strong and accurate details and noteworthy critical evidence from a variety of sources
<i>Support of Ideas/Analysis</i>	Limited connections made between evidence, subtopics, counterarguments and thesis/topic; lack of analysis	Some connections made between evidence, subtopics, and thesis showing some analysis	Consistent connections made between evidence, subtopics, and thesis, showing good analysis	Excellent critical, relevant and consistent connections made between evidence, subtopics and thesis, showing outstanding analysis
<i>Organization/Development of Ideas</i>	Lacks clear and logical development of ideas; weak transitions	Somewhat clear and logical development of ideas with adequate transitions between ideas and paragraphs	Clear and logical order of ideas that supports thesis with good transitions between paragraphs	Exceptionally clear and logical organization; thorough development of ideas; strong support of thesis with solid transitions between ideas
<i>Conclusion</i>	Lack of summary of topic, thesis and subtopics with weak concluding ideas	Adequate summary of topic, thesis and subtopics with some final concluding ideas	Good summary of topic, thesis and all subtopics with clear concluding ideas	Excellent summary of topic (with no new topics introduced); strong follow up of thesis; conclusion based on evidence; final statement that leaves an impact on reader
<i>Language use</i>	Inconsistent grammar, spelling, usage, and paragraphing through the paper	Some errors in grammar, spelling, usage and paragraphing	Basically clear with limited errors in grammar, spelling, usage and paragraphing	Very clear with evidence of solid knowledge of grammar, spelling, usage, and paragraphing

GENERAL EDUCATION MASTERY MATRIX

General Education Requirement #1: Communication Proficiency	Mastery	Progressing	Low/No Mastery
Outcome #1: Demonstrate clear and skillful communication methods appropriate to different occasions, audiences, and purposes.	Student consistently demonstrates clear and skillful communication methods appropriate to occasion, audience, and purpose.	Student generally demonstrates clear and skillful communication methods appropriate to occasion, audience, and purpose.	Student does not consistently or occasionally demonstrate clear and skillful communication methods appropriate to occasion, audience, and purpose.

WRIT 101 English Composition
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MASTERY MATRICES

General Education Requirement #1: Communication Proficiency			
Outcome #1: Demonstrate clear and skillful communication methods appropriate to different occasions, audiences, and purposes	Mastery Student consistently demonstrates clear and skillful communication methods appropriate to occasion, audience, and purpose.	Progressing Student generally demonstrates clear and skillful communication methods appropriate to occasion, audience, and purpose.	Low/No Mastery Student does not consistently or generally demonstrate clear and skillful communication methods appropriate to occasion, audience, and purpose.

General Education Requirement #2: Information Literacy			
Outcome #2: Access, evaluate, and appropriately utilize information from credible sources.	Mastery Student consistently accesses, evaluates, and appropriately utilizes information from credible sources.	Progressing Student generally accesses, evaluates, and appropriately utilizes information from credible sources.	Low/No Mastery Student does not access, evaluate, and appropriately utilize information from credible sources.

General Education Requirement #3: Scientific and Quantitative Reasoning			
Outcome #3: Select and apply appropriate problem-solving techniques to reach a conclusion (hypothesis, decision, interpretation, etc.).	Mastery Student consistently selects and applies appropriate problem-solving techniques to reach a conclusion.	Progressing Student generally selects and applies appropriate problem-solving techniques to reach a conclusion.	Low/No Mastery Student does not consistently or generally select and apply appropriate problem-solving techniques to reach a conclusion.

General Education Requirement #4: Cultural Literacy			
Outcome #4: Demonstrate an understanding and appreciation of the broad diversity of the human experience.	Mastery Student consistently demonstrates an understanding and appreciation of the broad diversity of the human experience.	Progressing Student generally demonstrates an understanding and appreciation of the broad diversity of the human experience.	Low/No Mastery Student does not consistently or generally demonstrate an understanding and appreciation of the broad diversity of the human experience.

General Education Requirement #5: Technology Literacy			
Outcome #5: Utilize appropriate technology to access, build, and share knowledge in an effective manner.	Mastery Student consistently utilizes appropriate technology to access, build, and share knowledge in an effective manner.	Progressing Student generally utilizes appropriate technology to access, build, and share knowledge in an effective manner.	Low/No Mastery Student does not consistently or generally utilize appropriate technology to access, build, and share knowledge in an effective manner.

CORE GENERAL EDUCATION COURSES

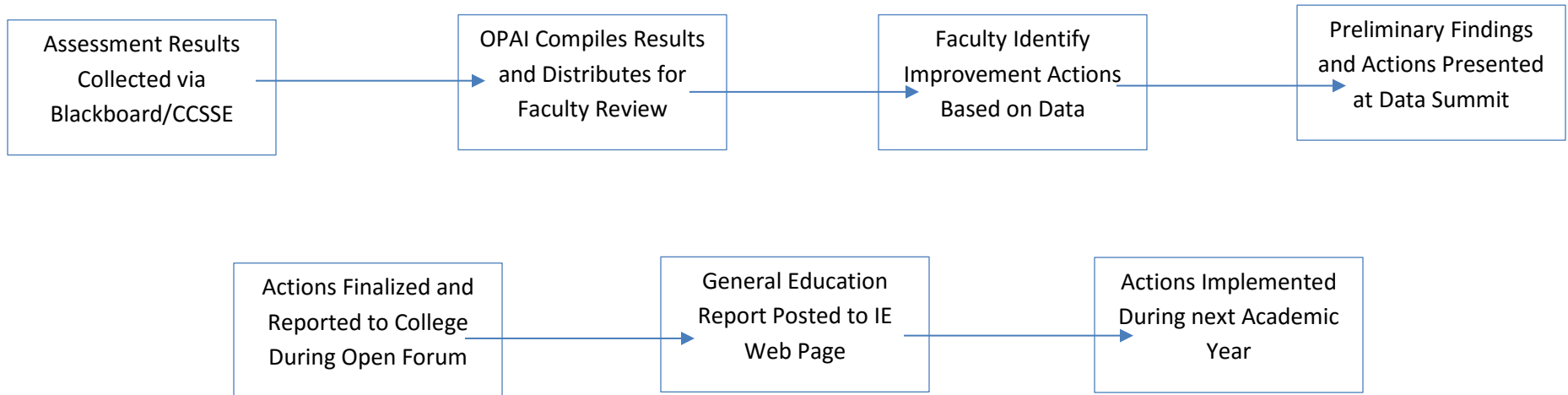
Communication Proficiency	Information Literacy	Scientific & Quantitative Reasoning	Cultural Literacy	Technology Literacy
WRIT 101	LITR 210	BIOL 100, 101, 201	PSYC 101, 106	CIST 100
COMM 201	WRIT 103	MATH 130	SOCI 101	
		PHYS 101, 105		

PROGRAM-LEVEL COURSES ASSESSED AY 15-16

Business & Technologies Programs	Communication Proficiency	Information Literacy	Scientific & Quantitative Reasoning	Cultural Literacy	Technology Literacy
Accounting	BUSM 205	ACCT 111	ACCT 110, BUSM 200	BUSM 205	ACCT 200, BUSM 245
Business Administration	BUSM 205	ACCT 111, BUSM 245	ACCT 110	BUSM 205, 255	BUSM 245
Business Management	BUSM 205, 260; CIST 106	ACCT 111, BUSM 245	ACCT 110, BUSM 200	BUSM 205, 220, 255; BUSH 241	BUSM 245
Entrepreneurship	BUSC 205, BUSM 205, 260	BUSM 245	ACCT 110	BUSM 205	ACCT 200, BUSM 245
Human Resource Management	BUSC 205, BUSH 210, BUSM 260	BUSH 210	BUSH 230, OFFT 125	BUSM 115, BUSH 241	BUSC 120
Media Communications	BUSC 205, VISC 115	BUSM 245	BUSH 230	BUSM 115	BUSM 245, VISC 130
Office Tech-Administration	BUSC 205, BUSM 260	OFFT 110	BUSH 230, OFFT 125	OFFT 155	BUSC 120, OFFT 205
Office Tech-Med. Administration	BUSC 205	OFFT 110	OFFT 125	OFFT 155	OFFT 205
Criminal Justice-AAS	CRIM 125	CRIM 230	CRIM 120, 230	CRIM 100	CRIM 233
Criminal Justice-Transfer	CRIM 125	CRIM 230	CRIM 120, 230	CRIM 100	CRIM 233
Culinary Arts	CULA 115, 120, 210	CULA 125, 200, 210	CULA 100, 120, 125	CULA 115; BUSH 241	CULA 120, 211
Culinary Arts Management	BUSM 205; CULA 115, 120, 210	ACCT 111, BUSM 245, CULA 125	ACCT 110; CULA 120, 125	CULA 115, BUSM 205, BUSH 241	CULA 120, BUSM 245
Cybersecurity	CISN 200	CISN 100, CRIM 230	CISN 110, CRIM 230	CISF 210, CRIM 100	CISF 120
Networking	CISN 200	CISN 100	CISN 110	CISF 210	CISN 220
Web Programming	CIST 106, 160; CISN 200	CIST 170	CISW 205	CISW 210	CISW 206
Digital Media Design	VISC 115	VISC 201	VISC 200	VISC 215	VISC 130
Process Technology	PTEC 202, 102		PTEC 104, 200, 204, 206, 208	PTEC 100	PTEC 106
Web Design	VISC 115	CIST 170, VISC 201	CISW 101	CISW 210; VISC 215	CISW 206, VISC 130

ASSESSMENT PROCESS

General Education Competency (GEC) assignment assessment results indicating how many students score at the Mastery, Progressing, and Low/No levels are collected by competency via the Blackboard Outcomes Assessment Site. Results from the Community College Survey of Student Engagement provide a secondary, indirect method of assessment for the college's general education program. Assessment data are compiled by the Office of Planning, Assessment, and Improvement (OPAI) and distributed to faculty for review. In conjunction with the OPAI, faculty groups analyze the data, prepare actions based on the data, and present their preliminary findings to the college community during CCBC's annual data summit. Actions are then finalized and reported out during CCBC's April open forum, with a formal general education report posted to the Institutional Effectiveness web site in May. Actions stemming from faculty findings are implemented the following academic year.



DATA

COMMUNICATION PROFICIENCY

General Education Competency Assignments

COURSE	# SECT. OFFERED	# SECT. SUBMITTING	MASTERY	PROGRESSING	LOW/NO
<i>Core</i>					
COMM 201	18	8	76	35	6
WRIT 101	30	19	120	125	68
<i>Program</i>					
BUSC 205	26	7	50	13	16
BUSM 260	(across all courses)	(across all courses)	(across all courses)	(across all courses)	(across all courses)
CIST 160					
VISC 115					
BUSH 210					
BUSM 205					
CISN 200					
CIST 106					
CRIM 125					
CULA 115					
CULA 120					
CULA 210					
PTEC 102					
PTEC 202					
TOTALS:	74	34	246	173	90

**For information regarding data by semester and/or across specific course sections, please contact the Office of Planning, Assessment, & Improvement.*

Community College Survey of Student Engagement (CCSSE)

			Your College		Small Colleges		2016 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent

QUESTION 12 C:

12c. Writing clearly and effectively	GNWRITE	Very little	25	7.3	12,233	9.2	40,351	9.5
		Some	107	31.1	35,357	26.6	111,955	26.4
		Quite a bit	121	35.3	50,190	37.7	160,207	37.8
		Very much	90	26.3	35,299	26.5	111,161	26.2
		Total	344	100	133,078	100	423,674	100

QUESTION 12 D:

12d. Speaking clearly and effectively	GNSPEAK	Very little	43	12.3	14,707	11.1	50,227	11.9
		Some	104	30.2	36,623	27.5	116,205	27.4
		Quite a bit	117	34	47,893	36	151,149	35.7
		Very much	81	23.4	33,809	25.4	105,833	25
		Total	345	100	133,032	100	423,414	100

INFORMATION LITERACY

General Education Competency Assignments

COURSE	# SECT. OFFERED	# SECT. SUBMITTING	MASTERY	PROGRESSING	LOW/NO
<i>Core</i>					
LITR 210	25	18	97	81	37
WRIT 103	4	3	24	23	6
<i>Program</i>					
BUSM 245	19 (across all courses)	4 (across all courses)	50 (across all courses)	9 (across all courses)	10 (across all courses)
CIST 170					
VISC 201					
ACCT 111					
BUSH 210					
OFFT 110					
CRIM 230					
CULA 125					
CULA 200					
CULA 210					
CISN 100					
TOTALS	48	25	171	113	53

**For information regarding data by semester and/or across specific course sections, please contact the Office of Planning, Assessment, & Improvement.*

Community College Survey of Student Engagement (CCSSE)

			Your College		Small Colleges		2016 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
QUESTION 4D								
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	10	2.9	12,689	9.4	40,151	9.3
		Sometimes	101	29.3	35,037	25.9	108,500	25.2
		Often	133	38.6	50,378	37.3	161,037	37.4
		Very often	101	29.2	37,012	27.4	120,756	28.1
		Total	345	100	135,116	100	430,445	100

QUESTION 5D

5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	20	5.6	15,179	11.3	49,204	11.5
		Some	107	30.9	45,673	33.9	142,128	33.1
		Quite a bit	127	36.7	46,410	34.5	149,300	34.8
		Very much	93	26.8	27,412	20.4	88,381	20.6
		Total	347	100	134,674	100	429,013	100

SCIENTIFIC & QUANTITATIVE REASONING

General Education Competency Assignments

COURSE	# SECT. OFFERED	# SECT. SUBMITTING	MASTERY	PROGRESSING	LOW/NO
Core					
BIOL 100	6	2	24	9	2
BIOL 101	4	3	12	17	14
BIOL 201	14	6	53	39	13
MATH 129	3	3	19	9	2
MATH 130	11	4	52	24	14
PHYS 105	0	0	n/a	n/a	n/a
Program					
	28	10	58	32	12
ACCT 110	(across all courses)	(across all sections)	(across all sections)	(across all sections)	(across all sections)
BUSM 200					
BUSM 230					
CISW 101					
CISW 205					
PTEC 104					
PTEC 200					
PTEC 206					
VISC 200					
BUSH 230					
OFFT 125					
CRIM 120					
CRIM 230					
CULA 100					
CULA 120					
CULA 125					
CISN 110					
PTEC 204					
PTEC 208					
TOTALS					

*For information regarding data by semester and/or across specific course sections, please contact the Office of Planning, Assessment, & Improvement.

Community College Survey of Student Engagement (CCSSE)

			Your College		Small Colleges		2016 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent

QUESTION 12E

12e. Thinking critically and analytically	GNANALY	Very little	9	2.5	6,466	4.9	22,762	5.4
		Some	93	26.8	28,324	21.3	92,798	21.9
		Quite a bit	145	42	54,201	40.8	172,773	40.8
		Very much	99	28.6	43,927	33	134,908	31.9
		Total	345	100	132,918	100	423,241	100

QUESTION 12F

12f. Solving numerical problems	GNSOLVE	Very little	49	14.1	16,194	12.2	55,781	13.2
		Some	111	32.2	36,890	27.8	117,486	27.8
		Quite a bit	106	30.7	45,757	34.4	144,424	34.1
		Very much	80	23	34,072	25.6	105,331	24.9
		Total	345	100	132,913	100	423,021	100

CULTURAL LITERACY

General Education Competency Assignments

COURSE	# SECT. OFFERED	# SECT. SUBMITTING	MASTERY	PROGRESSING	LOW/NO
Core					
PSYC 101	21	12	224	35	27
PSYC 106	12	5	74	11	6
SOCI 101	15	9	97	33	17
Program					
BUSM 255	24 (across all courses)	8 (across all courses)	62 (across all courses)	9 (across all courses)	8 (across all courses)
PTEC 100					
CRIM 100					
VISC 215					
CISW 210					
BUSM 205					
BUSH 241					
BUSM 220					
BUSM 115					
OFFT 155					
CULA 115					
CISF 210					
TOTALS	72	34	457	88	58

**For information regarding data by semester and/or across specific course sections, please contact the Office of Planning, Assessment, & Improvement.*

Community College Survey of Student Engagement (CCSSE)

Item	Variable	Responses	Your College		Small Colleges		2016 Cohort	
			Count	Percent	Count	Percent	Count	Percent

QUESTION 12K

12k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	74	21.3	26,902	20.3	82,240	19.5
		Some	102	29.4	41,260	31.1	129,624	30.7
		Quite a bit	92	26.7	36,228	27.3	118,576	28.1
		Very much	78	22.6	28,203	21.3	91,694	21.7
		Total	345	100	132,595	100	422,133	100

QUESTION 4T

4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	Never	76	22	32,990	24.5	106,334	24.8
		Sometimes	102	29.5	46,200	34.3	142,140	33.1
		Often	102	29.5	31,253	23.2	99,889	23.3
		Very often	66	19	24,298	18	81,223	18.9
		Total	345	100	134,741	100	429,586	100

TECHNOLOGY LITERACY

General Education Competency Assignments

COURSE	# SECT. OFFERED	# SECT. SUBMITTING	MASTERY	PROGRESSING	LOW/NO
Core					
CIST 100	33	23	304	88	42
Program					
	15	3	14	6	7
ACCT 200	(across all courses)	(across all courses)	(across all courses)	(across all courses)	(across all courses)
VISC 130					
CISW 206					
BUSM 245					
BUSC 120					
OFFT 205					
CRIM 233					
CULA 120					
CULA 211					
CISF 120					
CISN 220					
PTEC 106					
TOTALS	48	26	318	94	49

**For information regarding data by semester and/or across specific course sections, please contact the Office of Planning, Assessment, & Improvement.*

Community College Survey of Student Engagement (CCSSE)

			Your College		Small Colleges		2016 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent

QUESTION 9G

9g. Using computers in academic work	ENVCOMP	Very little	10	2.9	5,491	4.1	19,695	4.6
		Some	53	15.2	19,095	14.3	65,255	15.3
		Quite a bit	111	31.9	41,258	30.9	133,708	31.4
		Very much	173	49.9	67,644	50.7	206,670	48.6
		Total	347	100	133,487	100	425,328	100

QUESTION 12G

12g. Using computing and information technology	GNCMPTS	Very little	30	8.8	12,827	9.6	48,649	11.5
		Some	97	28.1	31,843	24	106,770	25.2
		Quite a bit	102	29.6	44,612	33.6	138,298	32.7
		Very much	116	33.5	43,656	32.8	129,315	30.6
		Total	346	100	132,938	100	423,032	100

RESULTS & ACTIONS

COMMUNICATION PROFICIENCY

Outcome: Students will be able to demonstrate clear and skillful communication methods appropriate to different occasions, audiences, and purposes.			
Assessment Method 1: Communication Mastery Matrix attached to General Education Competency assignments with a Communication Proficiency component. DIRECT ASSESSMENT	Criterion: 80% of students will attain “progressing” or “mastery” status as measured by the Communication Proficiency Mastery Matrix.	Results: Of the 509 GEC assignments collected across core and program-specific Comm. Prof. courses, 246 students scored at the "mastery" level and 173 scored at the "progressing" level, which equates to 82% of reported students scoring at the "mastery" or "progressing" levels.	Met/Not Met: MET
Assessment Method 2: The Community College Survey of Student Engagement (CCSSE) question 12 c (writing clearly and effectively) INDIRECT ASSESSMENT	Criterion: 70% of students completing the survey will indicate at the “Very Much” (4) or “Quite a Bit” (3) levels that their experiences at CCBC have contributed to their knowledge, skills, and personal development in writing clearly and effectively.	Results: Of the 344 students responding to CCSSE question 12c, 90 indicated their experiences at CCBC "very much" contributed to their knowledge, skills, and personal development in writing clearly and effectively, and 121 indicated their experiences at CCBC contributed to these skills "quite a bit." This equates to a total of 61% of student respondents selecting the "very much" or "quite a bit" levels.	Met/Not Met: NOT MET
Assessment Method 3: The Community College Survey of Student Engagement (CCSSE) question 12 d (speaking clearly and effectively). INDIRECT ASSESSMENT	Criterion: 70% of students completing the survey will indicate at the “Very Much” (4) or “Quite a Bit” (3) levels that their experiences at CCBC have contributed to their knowledge, skills, and personal development in speaking clearly and effectively.	Results: Of the 345 students responding to CCSSE question 12d, 81 indicated their experiences at CCBC "very much" contributed to their knowledge, skills, and personal development in speaking clearly and effectively, and 117 indicated their experiences at CCBC contributed to these skills "quite a bit." This equates to a total of 57% of student respondents selecting the "very much" or "quite a bit" levels.	Met/Not Met: NOT MET
Action/s: Based on the number of sections submitting assessment results, it is necessary to improve college-wide participation in the assessment of general education. To ensure will ensure assessment data clearly identifies program strengths and weaknesses. Beginning AY 2017-2018 all courses with a General Education Competency assignment should be assessed every semester.			

INFORMATION LITERACY

Outcome: Students will be able to access, evaluate, and appropriately utilize information from credible sources.			
Assessment Method 1: Information Literacy Mastery Matrix attached to all General Education Competency assignments with an Information Literacy component. DIRECT ASSESSMENT	Criterion: 80% of students will attain “progressing” or “mastery” status as measured by the Information Literacy Mastery Matrix.	Results: Of the 337 GEC assignments collected across core and program-specific Info. Lit. courses, 171 students scored at the "mastery" level and 113 scored at the "progressing" level, which equates to 84% of reported students scoring at the "mastery" or "progressing" levels.	Met/Not Met: MET
Assessment Method 2: The Community College Survey of Student Engagement (CCSSE) question 4d (paper/project requiring integration of sources) INDIRECT ASSESSMENT	Criterion: 50% of students completing the survey will indicate at the “Very Much” (4) or “Quite a Bit” (3) levels that during the current academic year they have worked on a paper or project that required integrating ideas or information from various sources.	Results: Of the 345 students responding to CCSSE question 4d, 101 indicated that during the current academic year they "very much" worked on a paper or project that required integrating ideas or information from various sources, and 133 indicated they had participated in such activities "quite a bit." This equates to a total of 68% of student respondents selecting the "very much" or "quite a bit" levels.	Met/Not Met: MET
Assessment Method 3: The Community College Survey of Student Engagement (CCSSE) question 5d (judgments regarding value of source information) INDIRECT ASSESSMENT	Criterion: 50% of students completing the survey will indicate at the “Very Much” (4) or “Quite a Bit” (3) levels that during the current academic year their coursework has emphasized making judgments about the soundness of information, arguments, or methods.	Results: Of the 347 students responding to CCSSE question 5d, 93 indicated that during the current academic year their coursework "very much" emphasized making judgments about the soundness of information, arguments, or methods, and 127 indicated their coursework at CCBC contributed to these skills "quite a bit." This equates to a total of 63% of student respondents selecting the "very much" or "quite a bit" levels.	Met/Not Met: MET
Action/s: Based on the number of sections submitting assessment results, it is necessary to improve college-wide participation in the assessment of general education. To ensure will ensure assessment data clearly identifies program strengths and weaknesses. Beginning AY 2017-2018 all courses with a General Education Competency assignment should be assessed every semester.			

SCIENTIFIC & QUANTITATIVE REASONING

Outcome: Students will be able to select and apply appropriate problem-solving techniques to reach a conclusion (hypothesis, decision, interpretation, etc.).			
Assessment Method 1: Scientific and Quantitative Mastery Matrix attached to all General Education Competency assignments with a Scientific and Quantitative Reasoning component. DIRECT ASSESSMENT	Criterion: 80% of students will attain “progressing” or “mastery” status as measured by the Scientific and Quantitative Mastery Matrix.	Results: Of the 405 GEC assignments collected across core and program-specific SQR courses, 218 students scored at the "mastery" level and 130 scored at the "progressing" level, which equates to 86% of reported students scoring at the "mastery" or "progressing" levels.	Met/Not Met: MET
Assessment Method 2: The Community College Survey of Student Engagement (CCSSE) question 12 e (thinking critically and analytically) INDIRECT ASSESSMENT	Criterion: 70% of students will indicate at the “Very Much” (4) or “Quite a Bit” (3) levels that their experience at CCBC has contributed to their knowledge, skills, and personal development in thinking critically and analytically.	Results: Of the 345 students responding to CCSSE question 12e, 99 indicated their experiences at CCBC "very much" contributed to their knowledge, skills, and personal development in thinking critically and analytically, and 145 indicated their experiences at CCBC contributed to these skills "quite a bit." This equates to a total of 71% of student respondents selecting the "very much" or "quite a bit" levels.	Met/Not Met: MET
Assessment Method 3: The Community College Survey of Student Engagement (CCSSE) question 12 f (solving numerical problems) INDIRECT ASSESSMENT	Criterion: 70% of students will indicate at the “Very Much” (4) or “Quite a Bit” (3) levels that their experience at CCBC has contributed to their knowledge, skills, and personal development in solving numerical problems.	Results: Of the 345 students responding to CCSSE question 12f, 80 indicated their experiences at CCBC "very much" contributed to their knowledge, skills, and personal development in solving numerical problems, and 106 indicated their experiences at CCBC contributed to these skills "quite a bit." This equates to a total of 54% of student respondents selecting the "very much" or "quite a bit" levels.	Met/Not Met: NOT MET
Action/s: The College’s general education competencies have not been reviewed for over 10 years. GEC assignments and mastery matrices were developed at different times. It is necessary to develop and implement a schedule to systematically review and revise GEC assignments, mastery matrices, and courses to ensure they appropriately align.			

CULTURAL LITERACY

Outcome: Students will be able to demonstrate an understanding and appreciation of the broad diversity of the human experience.			
<p>Assessment Method 1: Cultural Diversity Mastery Matrix attached to all General Education Competency assignments with a Cultural Diversity component</p> <p>DIRECT ASSESSMENT</p>	<p>Criterion: 80% of students will attain “progressing” or “mastery” status as measured by the Cultural Diversity Mastery Matrix</p>	<p>Results: Of the 603 GEC assignments collected across core and program-specific Cult. Lit. courses 457 students scored at the "mastery" level and 88 scored at the "progressing" level, which equates to 90% of reported students scoring at the "mastery" or "progressing" levels.</p>	<p>Met/Not Met:</p> <p style="text-align: center;">MET</p>
<p>Assessment Method 2: The Community College Survey of Student Engagement (CCSSE) question 12k (understanding of other racial/ethnic backgrounds)</p> <p>INDIRECT ASSESSMENT</p>	<p>Criterion: 70% of students will indicate at the “Very Much” (4) or “Quite a Bit” (3) levels that their experience at CCBC has contributed to their knowledge, skills, and personal development in understanding people of other racial/ethnic backgrounds.</p>	<p>Results: Of the 345 students responding to CCSSE question 12k, 78 indicated their experiences at CCBC "very much" contributed to their knowledge, skills, and personal development in understanding people of other racial/ethnic backgrounds, and 92 indicated their experiences at CCBC contributed to these skills "quite a bit." This equates to a total of 49% of student respondents selecting the "very much" or "quite a bit" levels.</p>	<p>Met/Not Met:</p> <p style="text-align: center;">NOT MET</p>
<p>Assessment Method 3: The Community College Survey of Student Engagement (CCSSE) question 4t (conversations with students who differ in race, religious beliefs, political opinions, personal values)</p> <p>INDIRECT ASSESSMENT</p>	<p>Criterion: 50% of students will indicate at the “Very Much” (4) or “Quite a Bit” (3) levels that their experiences during the current academic year have included serious conversations with students who differ from them in terms of religious beliefs, political opinions, or personal values.</p>	<p>Results: Of the 345 students responding to CCSSE question 4t, 66 indicated their experiences during the current academic year "very much" included serious conversations with students who differ from them in terms of religious beliefs, political opinions, or personal values, and 102 indicated their experiences at CCBC led to these types of conversations "quite a bit." This equates to a total of 49% of student respondents selecting the "very much" or "quite a bit" levels.</p>	<p>Met/Not Met:</p> <p style="text-align: center;">NOT MET</p>
<p>Action/s: Current definitions of cultural literacy do not reflect the contemporary social and academic environment. Review/revise the definitions associated with each of CCBC’s general education competencies to ensure currency and applicability.</p>			

TECHNOLOGY LITERACY

Outcome: Students will be able to utilize appropriate technology to access, build, and share knowledge in an effective manner.			
Assessment Method 1: Technology Literacy Mastery Matrix attached to all General Education Competency assignments with a Technology Literacy component DIRECT ASSESSMENT	Criterion: 80% of students will attain “progressing” or “mastery” status as measured by the Cultural Diversity Mastery Matrix	Results: Of the 461 GEC assignments collected across core and program-specific Tech. Lit. courses, 318 students scored at the "mastery" level and 94 scored at the "progressing" level, which equates to 89% of reported students scoring at the "mastery" or "progressing" levels.	Met/Not Met: MET
Assessment Method 2: The Community College Survey of Student Engagement (CCSSE) question 9g (using computers in academic work) INDIRECT ASSESSMENT	Criterion: 70% of students will indicate at the “Very Much” (4) or “Quite a Bit” (3) levels that CCBC emphasizes using computers in academic work	Results: Of the 347 students responding to CCSSE question 9g, 173 indicated that CCBC "very much" emphasizes using computers in academic work, and 111 indicated CCBC emphasizes the use of computers "quite a bit." This equates to a total of 82% of student respondents selecting the "very much" or "quite a bit" levels.	Met/Not Met: MET
Assessment Method 3: The Community College Survey of Student Engagement (CCSSE) question 12g (using computing and information technology) INDIRECT ASSESSMENT	Criterion: 70% of students will indicate at the “Very Much” (4) or “Quite a Bit” (3) levels that their experience at CCBC has contributed to their knowledge, skills, and personal development in using computing and information technology	Results: Of the 346 students responding to CCSSE question 12g, 116 indicated their experiences at CCBC "very much" contributed to their knowledge, skills, and personal development in using computing and information technology, and 102 indicated their experiences at CCBC contributed to these skills "quite a bit." This equates to a total of 63% of student respondents selecting the "very much" or "quite a bit" levels.	Met/Not Met: NOT MET
Action/s: Need for increased awareness of general education competency assignments and the general education assessment cycle and expectations. Improve communication regarding when and how to submit general education data by discussing at convocation as well as through electronic and hard copy reminders.			

This report was prepared by the Office of Planning, Assessment, & Improvement.
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