

## CORE REPORT

Fall 2011

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	SP Goal 5: Improve the process for assessing programs, courses, and student learning.  SP Goal 7: Expand innovative use of technology to improve teaching & learning.
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	This assessment initiative predates HACC's current General Education Outcomes, but addresses written and oral communication, social sciences, mathematical reasoning, sciences, diversity, wellness, information and computer literacy.
ASSESSMENT CRITERIA AND PROCEDURES	In Fall 2011, the first General Education and Core assessment pilot was developed to establish a baseline for student work across the ten core competencies: written communication, oral communication, Core A-Humanities, Core B-Social and Behavioral Sciences, Core C-Mathematics, Core C-Natural and Physical Sciences, Diversity, Physical Education/Wellness, Information Literacy and Computer Literacy. Faculty within each division established core competencies that were discipline specific. Assessment readings using faculty designed rubrics and tests attempted to document direct evidence of student learning in the General Education Core for Fall 2011.
ASSESSMENT RESULTS	Written Communication and Oral Communication were two areas that did not complete their assessments of the Core. The Speech department states that until they have the technology to record speeches, they cannot undertake assessment. The College Wide Technology Committee is working with this department to obtain the relevant resources and it is anticipated that this

department will begin to assess student learning of the Core competency in the Fall of 2012.

Written Communication was not completed, the department did engage in literature assessment but did not link it to the Core.

Diversity was assessed only in Art-whereby students were asked to demonstrate an understanding of different cultural systems and worldviews. Their results indicate that of those students sampled, 45% met the competency. This falls short of the 70% score that was used as a baseline measure.

Physical Education/Wellness created an assessment tool based upon a pre/post questionnaire. The data shows that the average pre-test score was 5.52 out of 10 points. The post-test score shows an average of 5.16 out of 10 with a loss of - 0.36 points.

Information Literacy used ENGL-102 as the course best able to document information literacy. A sample of 52 essays were scored at the end of the semester using a rubric. The results show that 52% of the students sampled were able to find, evaluate and use information from a variety of sources and 56% of students could document sources properly.

The Computer Literacy assessment team took an embedded Windows 7 quiz in CIS-105 and analyzed the results. The data shows that of the 90% of students sampled they averaged a quiz score of 83% showing that the students have demonstrated mastery in Windows 7.

**Core Results:**

Core A-Humanities and Arts competency states:

*Evaluate the impact of history, theory, and/or world views as represented in fine art, performing arts, literature, foreign language, or philosophy course.*

The information that was submitted did not reflect assessment of the Core in literature and in Art, 44% of the students sampled were “highly developed” in the above competency.

Core B-Social and Behavioral Sciences competency states:

*Identify major thinkers and theorists in the field and their contributions in the history of the discipline. Recognize, define, and demonstrate an understanding of the concepts and/or theories that constitute the core of the discipline.*

There were three departments that assessed these competencies. History, Sociology and Psychology. History reported results that indicate the students are not learning the core competency. Sociology report that 45% of the students sampled met the competency for this core and Psychology reported that students averaged a score of “3” indicating “fair” for this competency.

Core C-Mathematics competency states:

*Analyze quantitative data to solve problems.*

The Math department assessed this competency via a common set of questions to nine different math courses. The highest score they report is 59.92% indicating that students have not learned this competency.

	<p>Core C-Natural and Physical Sciences competency states:  <i>Identify the steps in the scientific method when given particular statements concerning the process. Apply the scientific method in theoretical and experimental situations.</i></p> <p>The physical sciences sampled 313 students and scored their result using a quiz. They report that of the students sampled they achieved a score of 66% in meeting this competency. The biology department sampled 636 students across two different biology courses. They report that students have met the minimum standard of 70% required for competency for the two outcomes in the Core-C.</p>
USE OF THE RESULTS	<p>The results were used to revamp the General Education Assessment into an outcome-based approach conducted and managed by the College Wide Assessment Committee. Specific recommendations can be found in the Core Report-Fall 2011.</p>
Additional Notes / Resources	<p><a href="#">Core Report-Fall 2011</a>  <a href="#">Core Report Data 1</a>  <a href="#">Core Report Data 2</a></p>