### Student Learning Objective: Students will demonstrate an understanding of the structure of the information environment and the process by which information is produced, organized, and disseminated.

<table>
<thead>
<tr>
<th>Competency: Access and evaluate information from credible sources</th>
<th>Courses: English Composition II, Business Writing, Technical Writing, Advanced Composition, Intro to Journalism</th>
<th>87 Sections</th>
</tr>
</thead>
</table>

#### Determine the scope and type of information needed to effectively analyze and support a thesis.

<table>
<thead>
<tr>
<th>Mastery Skill Level</th>
<th>Accomplished Skill Level</th>
<th>Developing Skill Level</th>
<th>Underdeveloped Skill Level</th>
<th>Undeveloped Skill Level</th>
<th>Section Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3.11</td>
<td>0.38</td>
</tr>
</tbody>
</table>

- Demonstrates a clear understanding of appropriate audience;
- Consistently uses sources appropriately;
- Consistently determines appropriate type of information needed for assignment.

- Usually demonstrates an understanding of appropriate audience;
- Usually uses sources appropriately;
- Usually determines type of information needed for assignment.

- Rarely demonstrates an understanding of appropriate audience;
- Rarely uses sources appropriately;
- Inconsistent in understanding appropriate type of information needed for assignment.

- Does not demonstrate an understanding of appropriate audience;
- Does not use sources appropriately;
- Does not demonstrate an understanding of appropriate type of information needed for assignment.

#### Access a variety of databases, references, and other sources appropriate for the information needed.

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</tr>
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<tbody>
<tr>
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<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3.05</td>
<td>0.43</td>
</tr>
</tbody>
</table>

- Successfully accesses information from print and digital sources;
- Consistently demonstrates ability to use indices, bibliographies, databases, and specialized references;
- Clearly demonstrates familiarity with variety of resources found in a college library.

- Usually accesses information from print and digital sources;
- Demonstrates ability to use indices, bibliographies, databases, and specialized references;
- Demonstrates a familiarity with variety of resources found in a college library.

- Unable to access information from print and digital sources without guidance;
- Rarely uses indices, bibliographies, databases, and specialized references;
- Needs frequent guidance in finding and using variety of resources found in a college library.

- Does not demonstrate access to information from print and digital sources without constant guidance;
- Rarely uses indices, bibliographies, databases, and specialized references;
- Needs constant guidance in finding and using variety of resources found in a college library.

#### Demonstrate that the accessed information has provenance, logic, validity, relevance, and credibility.

<table>
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<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3.05</td>
<td>0.42</td>
</tr>
</tbody>
</table>

- All accessed information demonstrates appropriate provenance, validity, relevance, and credibility.

- Majority of accessed information shows appropriate provenance, validity, relevance, and credibility.

- Accessed information is inconsistent;
- Many lack appropriate provenance, validity, relevance, and credibility.

- Accessed information rarely demonstrates appropriate provenance, relevance, value, or credibility.

- Demonstrates no understanding of importance of provenance, validity, relevance, or credibility when gathering information.

#### Demonstrate the ability to use accessed information ethically and legally through proper attribution.

<table>
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<th>Undeveloped Skill Level</th>
<th>Section Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3.01</td>
<td>0.41</td>
</tr>
</tbody>
</table>

- Clearly and consistently demonstrates understanding of the difference between primary and secondary sources;
- Clearly understands relationship between in-text citations and works cited pages;
- Clearly and consistently demonstrates mastery of in-text citation and works cited formats;
- Consistently demonstrates ability to use different styles when appropriate.

- Usually demonstrates understanding of the difference between primary and secondary sources;
- Almost always demonstrates understanding of the relationship between in-text citations and works cited pages;
- Usually demonstrates mastery of in-text citation and works cited formats;
- Usually demonstrates ability to use different style formats when appropriate.

- Rarely demonstrates understanding of the difference between primary and secondary sources;
- Sometimes demonstrates understanding of the relationship between in-text citations and works cited pages;
- Sometimes demonstrates mastery of the in-text citation and works cited formats;
- Rarely demonstrates ability to use different style formats when appropriate.

- Does not demonstrate any understanding of the difference between primary and secondary sources;
- Does not demonstrate any understanding of the relationship between in-text citations and works cited pages;
- Does not demonstrate any understanding of the in-text citation and works cited formats;
- Does not demonstrate ability to use different styles.

#### Demonstrate an ability to synthesize the accessed information into written or oral presentations appropriate to the academic discipline.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2.94</td>
<td>0.44</td>
</tr>
</tbody>
</table>

- Presents information professionally and appropriately, depending on discipline and assignment requirements;
- Consistently demonstrates ability to synthesize and analyze material;
- Few, if any, errors in style and format occur.

- Usually presents information professionally and appropriately, depending on discipline and assignment requirements;
- Frequently demonstrates ability to synthesize and analyze material;
- Some errors in style and format occur.

- Inconsistent when presenting information, depending on discipline and assignment requirements;
- Sometimes demonstrates ability to synthesize and analyze material;
- Because major errors in style and format occur, revisions may be required.

- Rarely presents information professionally and appropriately;
- Rarely demonstrates ability to synthesize and analyze material;
- Because major errors in style and format occur, revisions are required.

- Does not present information professionally and appropriately;
- Does not demonstrate ability to synthesize and analyze material;
- Information is unacceptable as presented.

_plagiarism is a probable concern._

### Competency Mean

<table>
<thead>
<tr>
<th>Mean</th>
<th>Section Mean</th>
<th>Standard Deviation (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.03</td>
<td>0.39</td>
<td>0.08</td>
</tr>
</tbody>
</table>

Standard deviations convey the spread of the data. A small SD indicates that the sections tend to be very close to the mean, whereas a large SD indicates more spread. Since ideally student learning across sections is high and consistent, we generally prefer a smaller SD. Note that if an assessment was given that was overly easy, we would have a small SD. This effect would not capture what we intended. SD is also a product of the characteristics of the sample, including the same course with few different instructors is likely to produce a smaller SD whereas more diversity is likely to produce a larger figure. Thus SDs are not simply “good” or “bad”. A SD of 0.39, less than half of a point on a 5-point (0 - 4) scale, is considered small.
## MCCC GENERAL EDUCATION - GOAL TWO: COMMUNICATION

### Winter 2012 to Fall 2013

#### Courses: Communication Fundamentals and Powerpoint Presentation Software

### 41 Sections

#### Student Learning Objective: Students will speak in a clear, precise, coherent, perceptive, and correct manner for a variety of purposes and audiences.

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>Mastery Skill Level</th>
<th>Accomplished Skill Level</th>
<th>Developing Skill Level</th>
<th>Underdeveloped Skill Level</th>
<th>Underdeveloped Skill Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare outlines for different types of oral presentations that show appropriate organizational skills.</td>
<td>Outlines clearly and consistently demonstrate an organizational pattern (introduction, support, transitions, and conclusion); content is frequently cohesive.</td>
<td>Outlines frequently demonstrate an organizational pattern (introduction, support, transitions, and conclusion); content is frequently cohesive.</td>
<td>Outlines are inconsistent in demonstrating an organizational pattern (introduction, support, transitions, and conclusion); content is somewhat cohesive.</td>
<td>Outlines rarely demonstrate an organizational pattern (introduction, support, transitions, and conclusion); content is rarely cohesive.</td>
<td>Outlines do not demonstrate any understanding of organizational patterns or cohesiveness.</td>
</tr>
<tr>
<td>Deliver a variety of oral presentations that demonstrate an understanding of the material and an awareness of delivery skills appropriate to the type of presentation.</td>
<td>Presentations clearly and consistently demonstrate a mastery of the subject matter; outlines are clearly and consistently followed for most of the presentation; speaker’s presentation skills are polished and confident; messages are clear, understandable, and compelling, even memorable.</td>
<td>Presentations demonstrate an understanding of the subject matter; outlines are clearly and consistently followed for most of the presentation; speaker typically appears comfortable; messages are clear and understandable.</td>
<td>Presentations are inconsistent in demonstrating an understanding of the subject matter; outlines are not clearly or consistently followed; speaker sometimes appears nervous and tentative; messages are unclear and confusing.</td>
<td>Presentations rarely demonstrate an understanding of the subject matter; outlines are rarely followed; speaker appears nervous and tentative; messages are unclear and confusing.</td>
<td>Presentations show no understanding of the subject matter; outlines are not followed; speaker always appears nervous and tentative; messages are neither clear nor obvious.</td>
</tr>
<tr>
<td>Demonstrate the ability to effectively take part in group presentations.</td>
<td>Presentation material was clearly well structured and coherent; all participants had equal time to present their ideas; presentation skills were outstanding.</td>
<td>Overall, presentation material was well structured and coherent; most participants had equal time to present their ideas; presentation skills were good but often lacked enthusiasm and spontaneity.</td>
<td>Overall, presentation material was structured and coherent but parts were unconnected; some participants were unable to present their ideas because of time management problems; presentation skills frequently lacked enthusiasm and spontaneity.</td>
<td>Presentation material rarely demonstrated structure and coherence; most of the participants were unable to present their ideas because of time management problems; presentation skills rarely demonstrated enthusiasm and spontaneity.</td>
<td>Presentation material did not demonstrate any coherent structure; participants were unable to present their ideas clearly because of time management problems; presentation skills lacked enthusiasm and spontaneity.</td>
</tr>
<tr>
<td>Demonstrate an ability to use technology and/or audio-visual aids appropriate to the topic and type of presentation.</td>
<td>Presentation shows total command of the technology required for the assignment; audio-visual aids are compelling, creative, appropriate, and relevant.</td>
<td>Presentation shows command of the technology required for the assignment; most of the audio-visual aids are compelling, creative, appropriate, and relevant.</td>
<td>Presentation shows basic understanding of the technology required for the assignment; some of the audio-visual aids are compelling, creative, appropriate, and relevant.</td>
<td>Presentation shows little understanding of the technology required for the assignment; few, if any, of the audio-visual aids are compelling, creative, appropriate, and relevant.</td>
<td>Presentation shows no understanding of the technology required for the assignment; audio-visual aids are not compelling, creative, appropriate, or relevant.</td>
</tr>
<tr>
<td>Demonstrate the importance of audience when developing and presenting an oral presentation.</td>
<td>Increases audience understanding and knowledge of the topic; effectively convinces the audience to recognize the validity of the points presented; audience appeared fully engaged throughout the presentation.</td>
<td>Raises audience understanding and awareness of most points of the topic; effectively convinces the audience to recognize the validity of most of the points presented; audience appeared interested throughout the presentation.</td>
<td>Raises audience understanding and awareness of some points of the topic; rarely convinces the audience to recognize the validity of some of the points presented; audience displayed little interest during the presentation.</td>
<td>Rarely raises audience understanding and awareness of some points of the topic; rarely convinces the audience to recognize the validity of any of the points presented; audience appeared to lose interest during the presentation.</td>
<td>Fails to raise audience understanding and awareness of the topic; fails to convince the audience to recognize the validity of the points presented; audience appeared uninterested throughout the presentation.</td>
</tr>
</tbody>
</table>

**Competency Mean:**

```
<table>
<thead>
<tr>
<th>Mean = Section average</th>
<th>Standard Deviation (SD) = Average dispersion from the mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.17</td>
<td>0.32</td>
</tr>
</tbody>
</table>
```

Standard deviations convey the spread of the data. A small SD indicates that the sections tend to be very close to the mean, whereas a large SD indicates more spread. Since ideally student learning across sections is high and consistent, we generally prefer a smaller SD. Note that if an assessment was given that was overly easy, we would have a small SD, but the assessment would not capture what we intended. SD is also a product of the characteristics of the sample; including the same course with few different instructors is likely to produce a smaller SD whereas more diversity is likely to produce a larger figure. Thus SDs are not simply “good” or “bad”. The SD of 0.32 on a 5-point (0 - 4) scale is considered small.

1 SD = "68.2% of the sections scored between 2.85 and 3.49"  
2 SD = "95.4% of the sections scored between 2.53 and 3.81"  
3 SD = "99.7% of the sections scored between 2.21 and 4.0"
### Student Learning Objective: Define citizenship.

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<td>0</td>
</tr>
</tbody>
</table>

- **Student is able to write or recite an academically accepted definition for citizenship; student can explain important elements of U.S. citizenship.**
- **Student is able to write an academically accepted definition for citizenship; student can list important elements of U.S. citizenship.**
- **Student is able to recognize an academically accepted definition for citizenship; student can recognize important elements of U.S. citizenship.**
- **Student is unable to recognize an academically accepted definition for citizenship.**

**Section Mean:** 2.79  
**SD:** 0.6

### Student Learning Objective: Identify the processes and institutions that influence participatory citizenship in the United States.

- **Student is able to identify multiple processes from more than three institutions that influence participatory citizenship.**
- **Student is able to identify more than one way each in which at least three institutions influence participatory citizenship.**
- **Student is able to identify at least one way each in which at least three institutions influence participatory citizenship.**
- **Student is unable to identify at least one way in which one institution influences participatory citizenship.**

**Section Mean:** 2.75  
**SD:** 0.59

### Student Learning Objective: Describe the student's rights and responsibilities as citizens of the United States Constitution.

- **Student is able to identify and explain the significance of key rights under the U.S. Constitution.**
- **Student is able to identify and recognize the significance of key rights under the U.S. Constitution.**
- **Student is able to list or identify from a list key rights under the U.S. Constitution.**
- **Student is unable to recognize any key rights under the U.S. Constitution.**

**Section Mean:** 3.11  
**SD:** 0.53

### Student Learning Objective: Demonstrate understanding of the basic civic duties of every American citizen.

- **Student is able to identify and explain the importance of key civic duties of every American citizen.**
- **Student is able to identify and recognize the importance of key civic duties of every American citizen.**
- **Student is able to identify and define key civic duties of every American citizen.**
- **Student is unable to identify any civic duty of every American citizen.**

**Section Mean:** 3.1  
**SD:** 0.55

### Competency Mean

- **Mean:** 2.94  
- **SD:** 0.45

**Mean = Section average**  
**Standard Deviation (SD) = Average dispersion from the mean**

Standard deviations convey the spread of the data. A small SD indicates that the sections tend to be very close to the mean, whereas a large SD indicates more spread. Since ideally student learning across sections is high and consistent, we generally prefer a smaller SD. Note that if an assessment was given that was overly easy, we would have a small SD, but the assessment would not capture what we intended. SD is also a product of the characteristics of the sample; including the same course with few different instructors is likely to produce a smaller SD whereas more diversity is likely to produce a larger figure. Thus SDs are not simply "good" or "bad". A SD of 0.45, less than half a point on a 5-point (0 – 4) scale, is considered small.

- 1 SD = ~68.2% of the sections scored between 2.49 and 3.39
- 2 SD = ~95.4% of the sections scored between 2.04 and 3.84
- 3 SD = ~99.7% of the sections scored between 1.59 and 4.0