

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

Student Learning Objective	Mastery Skill Level 4	Accomplished Skill Level 3	Developing Skill Level 2	Underdeveloped Skill Level 1	Undeveloped Skill Level 0	Section Mean	SD
<b>Determine the scope and type of information needed to effectively analyze and support a thesis.</b>	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 appropriate type of information needed for assignment.	Inconsistently demonstrates an understanding of appropriate audience; -inconsistently uses sources appropriately; -inconsistent in understanding appropriate type of information needed for assignment.	Rarely demonstrates an understanding of appropriate audience; -rarely uses sources appropriately; -rarely demonstrates an understanding of 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.	3.03	0.37
<b>Access a variety of databases, references, and other sources appropriate for the information needed.</b>	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.	Inconsistent in accessing information from print and digital sources; -infrequently uses indices, bibliographies, databases, and specialized references; -needs guidance finding and using 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 without frequent guidance; -needs frequent guidance in finding and using variety of resources found in a college library.	Unable to access information from print and digital sources without constant guidance; -does not use indices, bibliographies, databases, and specialized references; -needs constant guidance finding and using variety of resources found in a college library.	3.01	0.41
<b>Demonstrate that the accessed information has provenance, logic, validity, relevance, and credibility.</b>	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, validity, relevance, or credibility.	Demonstrates no understanding of importance of provenance, validity, relevance, or credibility when gathering information.	2.97	0.45
<b>Demonstrate the ability to use accessed information ethically and legally through proper attribution.</b>	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 style formats 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.	Sometimes 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; -sometimes demonstrates ability to use different style formats when appropriate.	Rarely demonstrates understanding of the difference between primary and secondary sources; -rarely demonstrates understanding of the relationship between in-text citations and works cited pages; -rarely 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 style formats when appropriate.	2.99	0.32
<b>Demonstrate an ability to synthesize the accessed information into written or oral presentations appropriate to the academic discipline.</b>	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 <u>may</u> 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 <u>are</u> 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.	2.87	0.43
<b>Competency Mean</b>						2.97	0.35
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 0.35, about one-third of a point on a 5-point (0 - 4) scale, is considered small.							
1 SD = ~68.2% of the sections scored between 2.62 and 3.32		2 SD = ~95.4% of the sections scored between 2.27 and 3.67		3 SD = ~99.7% of the sections scored between 1.92 and 4.0			

MCCC GENERAL EDUCATION - GOAL TWO: COMMUNICATION

Winter, Spring, & Summer 2012

Competency: Speak effectively

Course: Communication Fundamentals

9 Sections

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

Student Learning Objective	Mastery Skill Level 4	Accomplished Skill Level 3	Developing Skill Level 2	Underdeveloped Skill Level 1	Undeveloped Skills Level 0	Section Mean	SD
Prepare outlines for different types of oral presentations that show appropriate organizational skills.	Outlines clearly and consistently demonstrate an organizational pattern (introduction, support, transitions, and conclusion); content is clearly cohesive	Outlines frequently demonstrate an organizational pattern (introduction, support, transitions, and conclusion); content is frequently cohesive	Outlines are inconsistent in demonstrating an organizational pattern (introduction, support, transitions, and conclusion); content is somewhat cohesive	Outlines rarely demonstrate an organizational pattern (introduction, support, transitions, and conclusion); content is rarely cohesive	Outlines do not demonstrate any understanding of organizational patterns or cohesiveness	3.28	0.30
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.	Presentations clearly and consistently demonstrate a mastery of the subject matter; outlines are clearly and consistently followed; speaker's presentation skills are polished and confident; messages are clear, understandable, and compelling, even memorable	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	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 not consistently clear and understandable	Presentations rarely demonstrate an understanding of the subject matter; outlines are rarely followed; speaker appears nervous and tentative; messages are unclear and confusing	Presentations show no understanding of the subject matter; outlines are not followed; speaker always appears nervous and tentative; messages are neither clear nor obvious	3.00	0.23
Demonstrate the ability to effectively take part in group presentations.	Presentation material was clearly well structured and coherent; all participants had equal time to present their ideas; presentation skills were outstanding	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	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	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	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	3.29	0.31
Demonstrate an ability to use technology and/or audio-visual aids appropriate to the topic and type of presentation.	Presentation shows total command of the technology required for the assignment; audio-visual aids are compelling, creative, appropriate, and relevant	Presentation shows command of the technology required for the assignment; most of the audio-visual aids are compelling, creative, appropriate, and relevant	Presentation shows basic understanding of the technology required for the assignment; some of the audio-visual aids are compelling, creative, appropriate, and relevant	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	Presentation shows no understanding of the technology required for the assignment; audio-visual aids are not compelling, creative, appropriate, or relevant	3.12	0.34
Demonstrate the importance of audience when developing and presenting an oral presentation.	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	Raises audience understanding and awareness of most points of the topic; convinces the audience to recognize the validity of most of the points presented; audience appeared interested throughout the presentation	Raises audience understanding and awareness of some points of the topic; convinces the audience to recognize the validity of some of the points presented; audience displayed little interest during the presentation	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	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	3.05	0.27
Competency Mean						3.15	0.18
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". The SD of 0.18 on a 5-point (0 - 4) scale is considered very small.							
1 SD = ~68.2% of the sections scored between 2.97 and 3.33		2 SD = ~95.4% of the sections scored between 2.79 and 3.51		3 SD = ~99.7% of the sections scored between 2.61 and 3.69			

MCCG GENERAL EDUCATION - GOAL THREE: SOCIAL AND CULTURAL AWARENESS		Winter, Spring, & Summer 2012					
Competency: Demonstrate understanding of responsible citizenship		Course: Intro to Political Science		26 Sections			
Student Learning Outcome: Students will demonstrate an understanding of responsible and participatory citizenship.							
Student Learning Objective	Mastery Skill Level 4	Accomplished Skill Level 3	Developing Skill Level 2	Underdeveloped Skill level 1	Undeveloped 0	Section Mean	SD
<b>Define citizenship.</b>	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 able to recognize an academically accepted definition for citizenship.	Student is unable to recognize an academically accepted definition for citizenship.	<b>2.62</b>	<b>0.54</b>
<b>Identify the processes and institutions that influence participatory citizenship in the United States.</b>	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 able to identify at least one way each in which at least two different institutions influence participatory citizenship.	Student is unable to identify at least one way in which one institution influences participatory citizenship.	<b>2.58</b>	<b>0.42</b>
<b>Describe the student's rights and responsibilities as citizens of the United States Constitution.</b>	Student is able to identify and <u>explain</u> the significance of key rights under the U.S. Constitution.	Student is able to identify and <u>recognize</u> 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 able to recognize from a list key rights under the U.S. Constitution.	Student is unable to recognize any key rights under the U.S. Constitution.	<b>2.89</b>	<b>0.50</b>
<b>Demonstrate understanding of the basic civic duties of every American citizen.</b>	Student is able to identify and <u>explain</u> the importance of key civic duties of every American citizen.	Student is able to identify and <u>recognize</u> 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 able to identify some civic duties of every American citizen.	Student is unable to identify any civic duty of every American citizen.	<b>2.85</b>	<b>0.55</b>
<b>Competency Mean</b>						<b>2.73</b>	<b>0.44</b>
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 0.44, less than half a point on a 5-point (0-4) scale, is considered small.							
1 SD = ~68.2% of the sections scored between 2.29 and 3.17		2 SD = ~95.4% of the sections scored between 1.85 and 3.61		3 SD = ~99.7% of the sections scored between 1.41 and 4.0			