

2018-19

**General Education Assessment Report
Information Literacy, Mathematics Skills
& Written Communication**





2018-19 General Education Assessment Report

Information Literacy | What, So What, Now What?

What: Information Literacy General Education Outcome

Upon completion of Associate of Arts, Associate of Science, Associate of Fine Arts, Associate of General Studies, or Associate of Applied Science successful students should be able to **demonstrate and apply information literacy skills**. Students successfully completing this requirement will demonstrate the ability to:

- Define appropriate information gathering processes
- Identify and access a variety of types and formats as potential sources for information

What: Results (Direct Sources)

Common Rubric used in ENGL 1010 English Composition I, SOCI 1010 Introduction to Sociology, and SOCI 2010 Social Problems

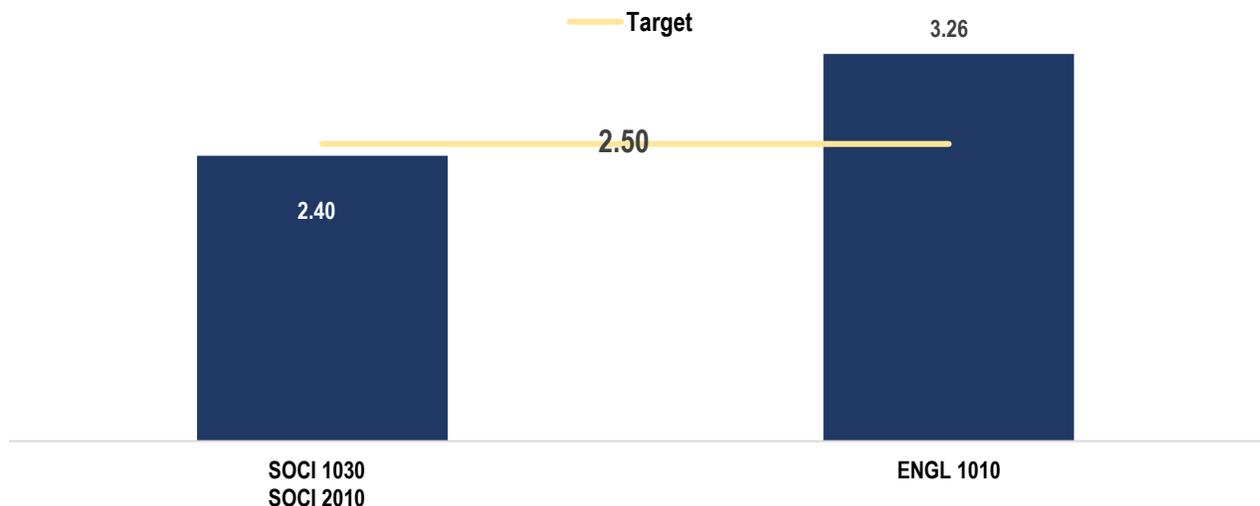
Description:

- All ENGL 1010 faculty select, depending on class size, a representative group of students and evaluate the essay using a departmental approved rubric. Each faculty member will identify a representative sample group of students.
- Two full-time Social Science faculty utilized the same common rubric to evaluate a research essay in SOCI 1010 Introduction to Sociology and SOCI 2010 Social Problems.

Common Rubric used in ENGL 1010 English Composition I, SOCI 1010 Introduction to Sociology, and SOCI 2010 Social Problems

Demonstrate and apply information literacy skills by selecting and incorporating outside sources

Scale: 4 =Exemplary (Clear, Effective, Original); 3=Competent (Clear, Effective); 2=Competent (Clear, Appropriate)
N=295





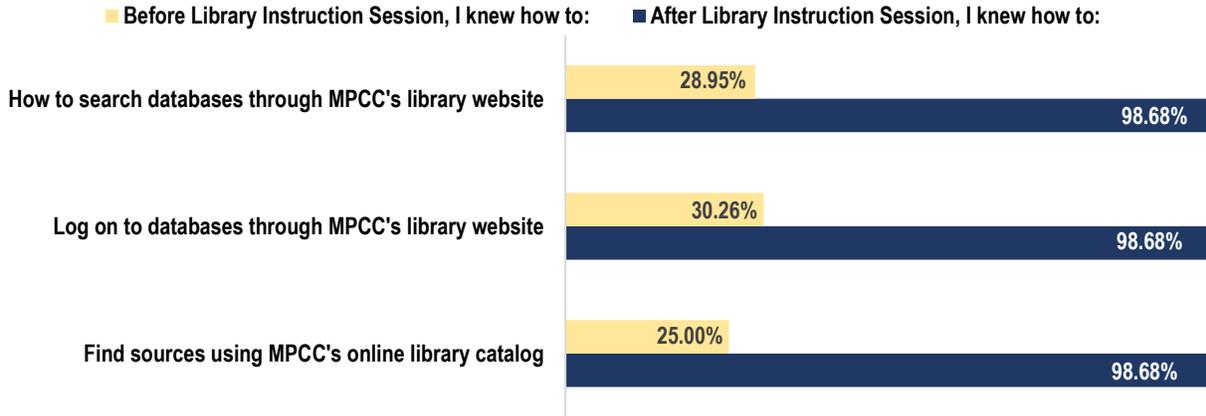
2018-19 General Education Assessment Report

Information Literacy | What, So What, Now What?

What: Results (Indirect Sources)

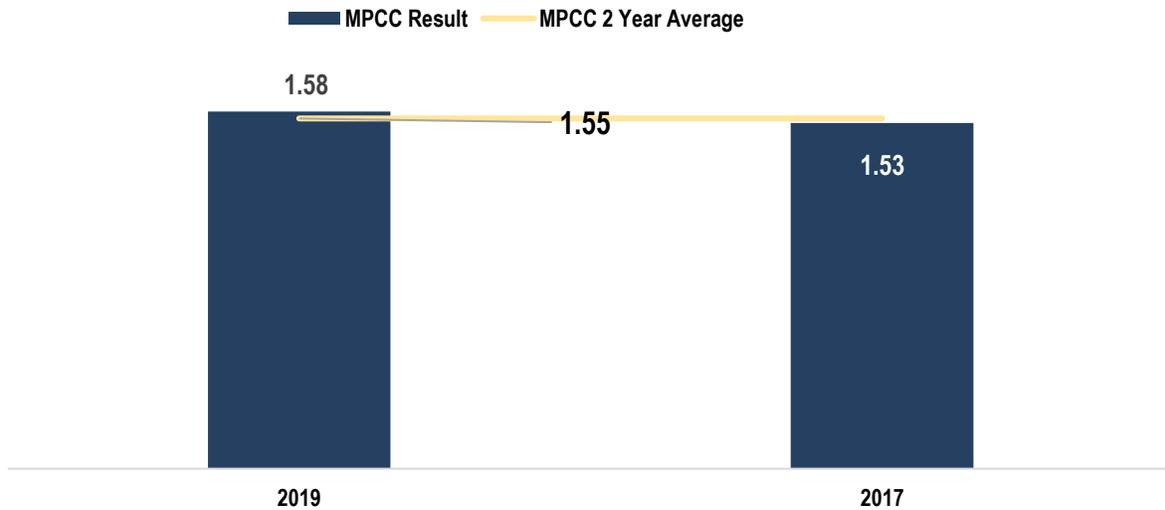
Internal Survey: Library Instruction Session

N=76



Community College Survey of Student Engagement: Item 12 How satisfied are you with the following services (*Library resources and services*) at this college?

Scale: 0 = Not at all, 1 = Somewhat, 2 = Very
N=354



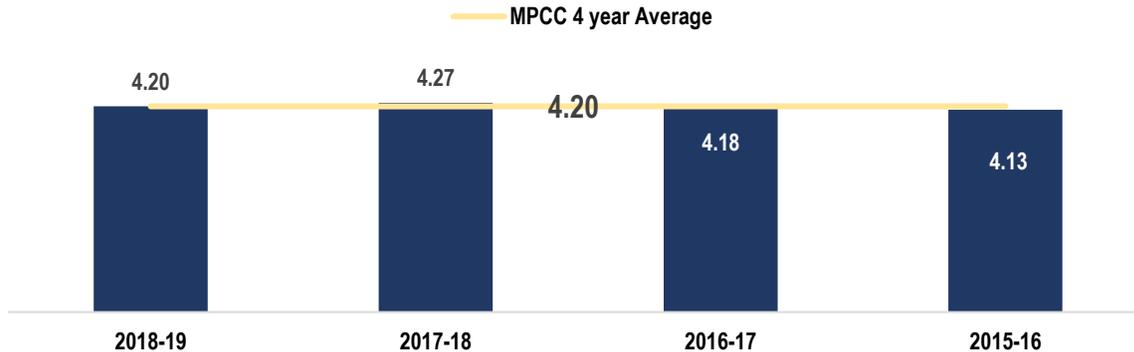


2018-19 General Education Assessment Report

Information Literacy | What, So What, Now What?

MPCC Graduate Survey: Student Evaluation of Instructional Services *Media Equipment and Material*

Scale: 1 = Very Poor, 2 = Poor, 3 = Average, 4 = Good, 5 = Very Good
N=261



So What?

- Students in SOCI 1010 and 2010 did not meet faculty expectations for information literacy skills.
- Results from collected assessment data and narrative feedback support the consensus that students understand basic information literacy concepts, but struggle with the mechanics of citing sources in research papers.
- Library instruction sessions help student's understanding of library resources, but the direct impact of the sessions on student's information literacy skills is unknown.

Now What?

- Information literacy skills are not on the general education assessment rotation until 2021-22. However, information literacy skills will continue to be assessed as part of the annual ENGL 1010 English Composition I essay/rubric.
- Library staff are continually working with faculty on improving content specific library instruction materials in on-demand and live formats. The impact of the sessions will be monitored and reported on in 2021-22.
- ENGL 1010 English Composition will be assessed every year with a focus on how dual credit students do compared to traditional students.



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Information Literacy | The Fine Print

Outcome

Upon completion of Associate of Arts, Associate of Science, Associate of Fine Arts, Associate of General Studies, or Associate of Applied Science successful students should be able to demonstrate and apply **information literacy competencies**. Students successfully completing this requirement will demonstrate the ability to:

- a. Define appropriate information gathering processes
- b. Identify and access a variety of types and formats as potential sources for information

Direct Sources

Common Rubric used in ENGL 1010 English Composition I, SOCI 1010 Introduction to Sociology, and SOCI 2010 Social Problems.

Description:

- All ENGL 1010 faculty select, depending on class size, a representative group of students and evaluate the essay using a departmental approved rubric. Each faculty member will identify a representative sample group of students.
- Two full-time Social Science faculty utilized a common rubric to evaluate a research essay in SOCI 1010 Introduction to Sociology and SOCI 2010 Social Problems. The rubric is the same as the rubric used to evaluate research essays in ENGL 1010 English Composition I.

One rubric category asks faculty to evaluate a student's ability to demonstrate and apply information literacy skills. Scores from that category were compiled and summarized.

Indirect Sources

Library Instruction Survey

The library instruction survey was developed to help gauge the effectiveness of library instruction sessions led by library staff. In addition, the survey provided staff with specific student feedback about what could be done to improve the sessions. The survey was administered to students in McCook, North Platte, and at MPCC's four community campuses.

N=76

CCSSE (Community College Survey of Student Engagement): The Community College Survey of Student Engagement (CCSSE) is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. Administered during the spring of odd numbered years, the CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention.

N=354

Mid-Plains Community College Graduate Survey: Designed by the MPCC Office of Institutional Research and Planning, the Graduate Survey is completed by students upon successful completion of their program of study at MPCC.

N=261



2018-19 General Education Assessment Report

Mathematics Skills | What, So What, Now What?

What: Outcome

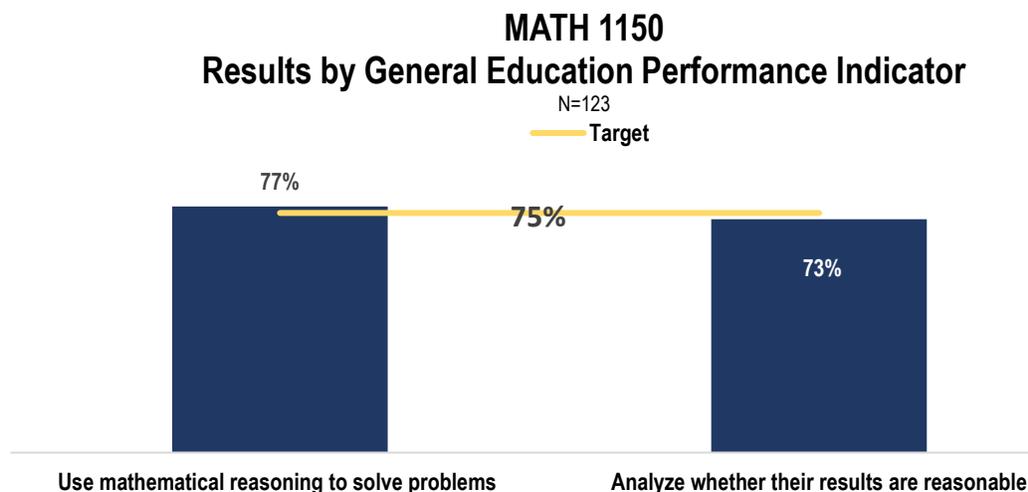
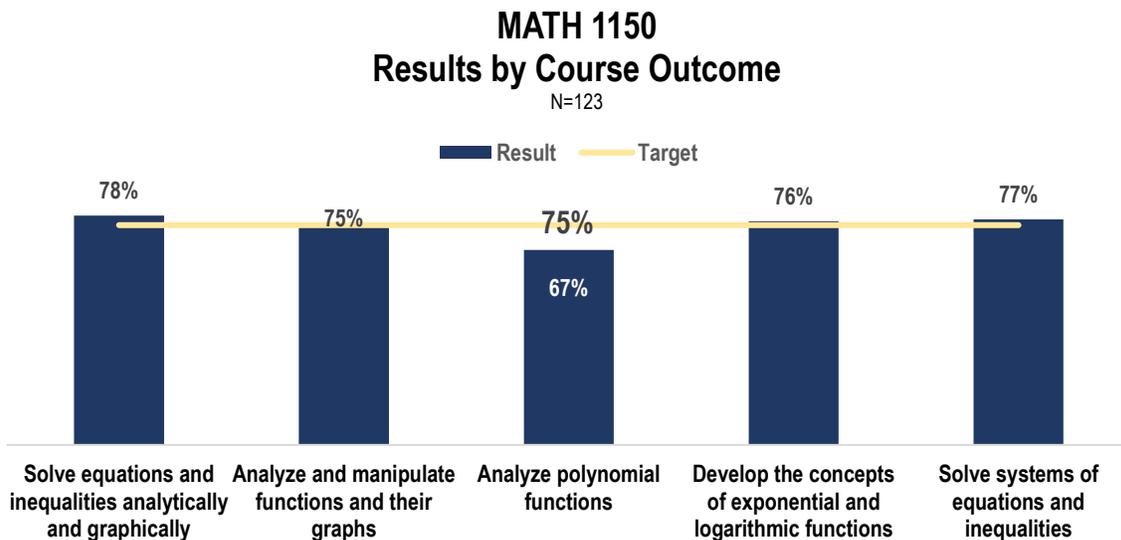
Upon completion of Associate of Arts, Associate of Science, Associate of Fine Arts, Associate of General Studies, or Associate of Applied Science successful students should be able to **demonstrate and apply mathematics skills** Students successfully completing this requirement will demonstrate the ability to:

- a. Communicate using mathematical terms
- b. Use mathematical reasoning to solve problems
- c. Analyze whether their results are reasonable

What: Results (Direct Sources)

MATH 1150 College Algebra Course Assessment

Description: All full-time MATH 1150 College Algebra faculty submitted a course assessment matrix using the Nebraska Transfer Initiative (NTI) course outcomes. Outcome measurements were developed and documented by each individual faculty member. The target score for each outcome is 75%.





2018-19 General Education Assessment Report

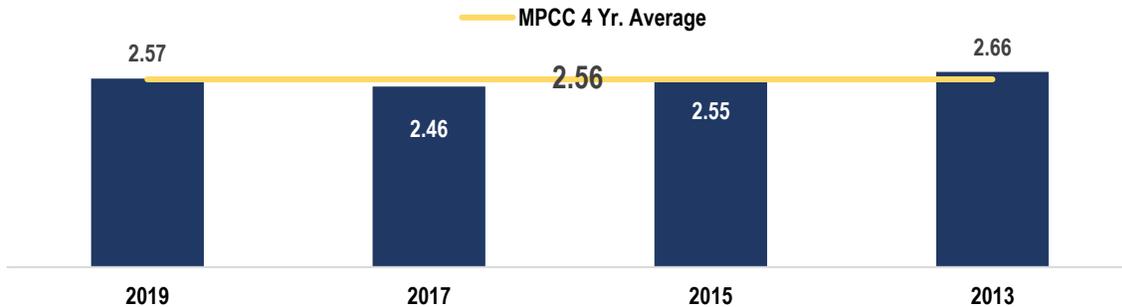
Mathematics Skills | What, So What, Now What?

What: Results (Indirect Sources)

Community College Survey of Student Engagement: Item 11
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas:

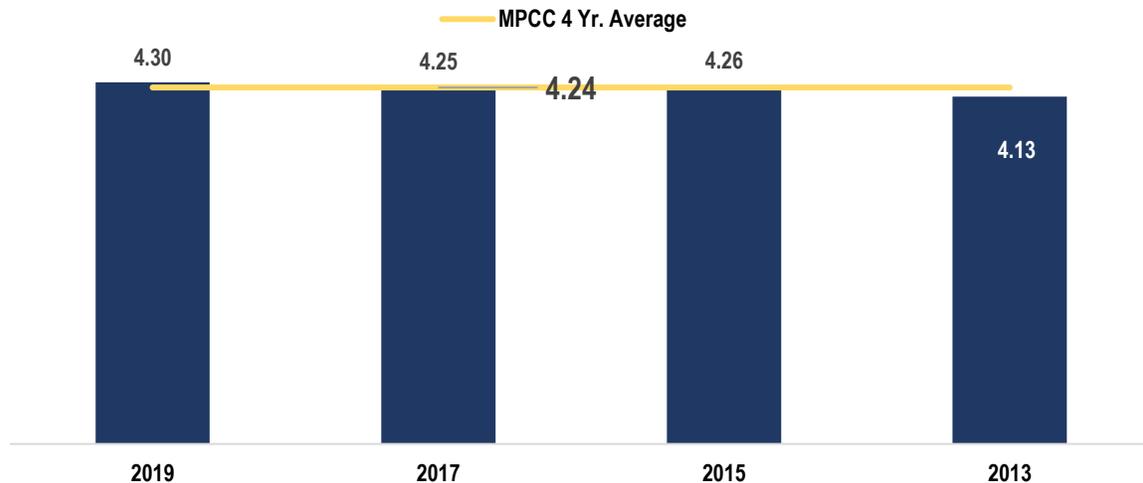
Solving Numerical Problems

Scale: 1 = Very little, 2 = Some, 3 = Quit



MPCC Graduate Survey: ***Develop and use mathematical skills***

Scale: 1 = Very Poor, 2 = Poor, 3 = Average, 4 = Good, 5 = Very Good
N=261



So What?

- Overall, MPCC students are meeting faculty established targets for MATH 1150 College Algebra.
- Assessment information was not collected from adjunct or dual-credit faculty.

Now What?

- MATH 1150 College Algebra is not part of the general education assessment rotation until 2021-22; however, this assessment process will be continued in Spring 2020 and Spring 2021.
- Beginning in 2020-21, selected adjunct and dual-credit faculty will be included in this process.



2018-19 General Education Assessment Report

Mathematics Skills | The Fine Print

General Education Outcome

Upon completion of Associate of Arts, Associate of Science, Associate of Fine Arts, Associate of General Studies, or Associate of Applied Science successful students should be able to **demonstrate and apply mathematics skills**. Students successfully completing this requirement will demonstrate the ability to:

- a. Communicate using mathematical terms
- b. Use mathematical reasoning to solve problems
- c. Analyze whether their results are reasonable

Direct Sources

MATH 1150 College Algebra Course Assessment

Description: All full-time MATH 1150 College Algebra faculty submitted a course assessment matrix using the Nebraska Transfer Initiative (NTI) course outcomes. Outcome measurements were developed and documented by each individual faculty member. The target score for each outcome is 75%.

N=123

Indirect Sources

CCSSE (Community College Survey of Student Engagement): The Community College Survey of Student Engagement (*CCSSE*) is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. Administered during the spring of odd numbered years, the *CCSSE* asks about institutional practices and student behaviors that are highly correlated with student learning and retention.

N=354

Mid-Plains Community College Graduate Survey: Designed by the MPCC Office of Institutional Research and Planning, the Graduate Survey is completed by students upon successful completion of their program of study at MPCC.

N=261



2018-19 General Education Assessment Report

Written Communication | What, So What, Now What?

What: Written Communication General Education Outcome

Upon completion of Associate of Arts, Associate of Science, Associate of Fine Arts, Associate of General Studies, or Associate of Applied Science successful students should be able to demonstrate and apply **Effective written communication skills**. Students successfully completing this requirement will demonstrate the ability to:

- Effectively communicate through the written word for a variety of purposes and audiences
- Structure written communication in a logical manner
- Utilize correct mechanics (spelling, punctuation, and grammar)
- Demonstrate and apply information literacy skills by selecting and incorporating outside sources
- Critically analyze self, peer, and professional writing

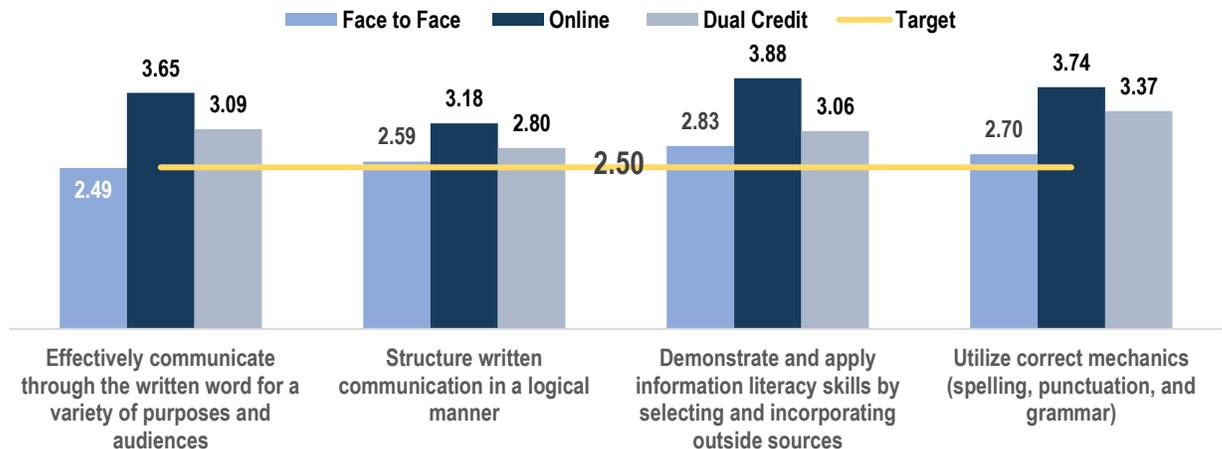
What: Results (Direct Sources)

ENGL 1010 English Composition I Essay/Rubric

- All ENGL 1010 faculty select, depending on class size, a representative group of students and evaluate the essay using a departmental approved rubric.

ENGL 1010 Essay/Rubric: Result Summary by Course Type

Scale: 4 = Exemplary (Clear, Effective, Original); 3 = Competent (Clear, Effective); 2 = Competent (Clear, Appropriate); 1 = Developing (Unclear); 0 = Developing (Unclear, No Evidence)
N=253





2018-19 General Education Assessment Report

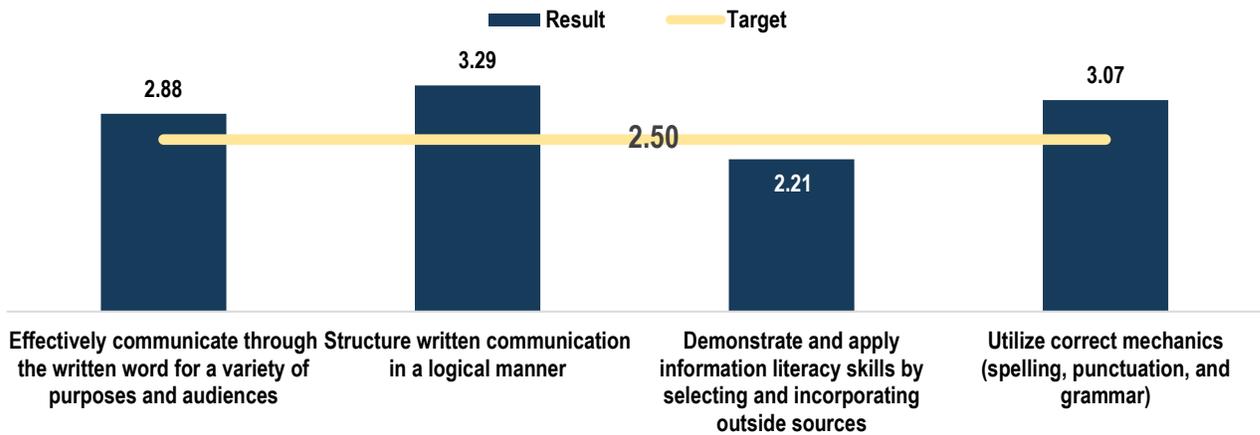
Written Communication | What, So What, Now What?

Common Rubric for SOCI 2010 Social Problems and SOCI 1010 Introduction to Sociology

- Two full-time Social Science faculty utilized a common rubric to evaluate a research essay in SOCI 2010 Social Problems and SOCI 1010 Introduction to Sociology.

SOCI 1010 Introduction to Sociology and SOCI 2010 Social Problems: Research Essay and Common Rubric

Scale: 4 =Exemplary (Clear, Effective, Original); 3=Competent (Clear, Effective); 2=Competent (Clear, Appropriate); 1=Developing (Unclear); 0=Developing (Un

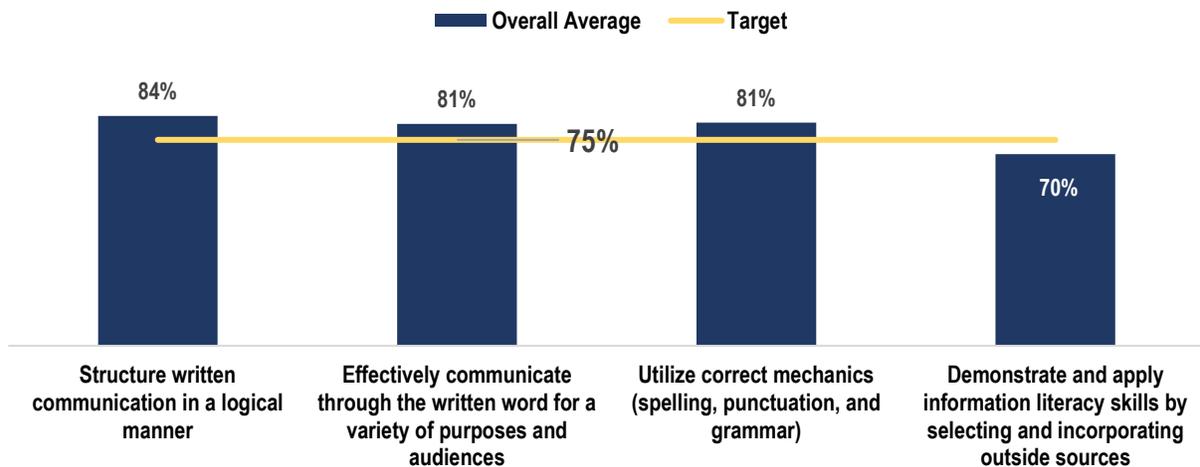


BSAD 2250 Business Communications Analytical Report

- Two full-time Business faculty utilized a common rubric to evaluate an analytical report in BSAD 2250 Business Communications

BSAD 2250 Business Communications

N=32





2018-19 General Education Assessment Report

Written Communication | What, So What, Now What?

Dental Assisting National Occupational Competency Testing Institute (NOCTI) Exam

- The Dental Assisting (NOCTI) Written – Cognitive Exam Post-Test is taken by all dental assisting students at the conclusion of the academic year.

2019 NOCTI Results: Dental Assisting Communication Skills and Business Office Procedures

MPCC N=7 National N=207

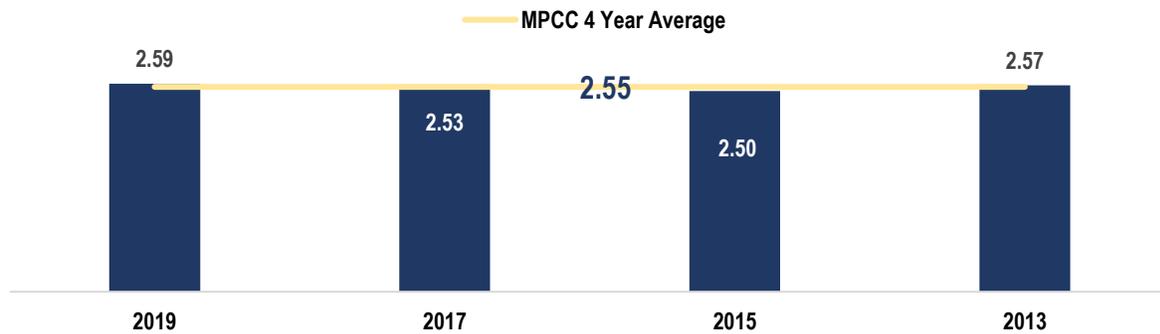


What: Results (Indirect Sources)

Community College Survey of Student Engagement: Item 11 How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas:

Writing Clearly and Effectively

Scale: 1 = Very little, 2 = Some, 3



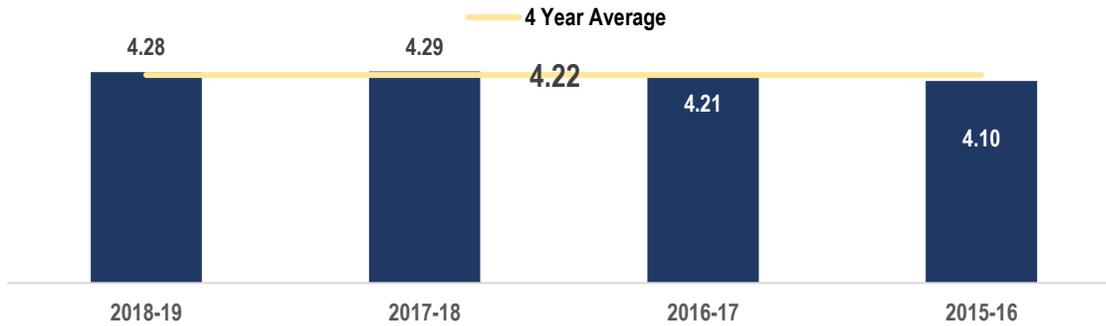


2018-19 General Education Assessment Report

Written Communication | What, So What, Now What?

MPCC Graduate Survey: Student Evaluation of Learning Outcomes *Develop Effective Written Communication Skills*

Scale: 1 = Very Poor, 2 = Poor, 3 = Average, 4 = Good, 5 = Very Good
N=261



So What?

- Overall, MPCC students are meeting faculty established targets for Written Communication.
- Students fall slightly below the faculty established target for demonstrate and apply information literacy skills by selecting and incorporating outside sources.

Now What?

- Information literacy skills will continue to be assessed as part of the annual ENGL 1010 English Composition I essay/rubric. Library staff are continually working with faculty on improving content specific library instruction materials in on-demand and live formats. The impact of the sessions will be monitored and reported on in 2021-22.
- ENGL 1010 English Composition will be assessed every Fall semester with a focus on how dual credit students do compared to traditional students.



2018-19 General Education Assessment Report Written Communication | The Fine Print

Outcome

Upon completion of Associate of Arts, Associate of Science, Associate of Fine Arts, Associate of General Studies, or Associate of Applied Science successful students should be able to demonstrate and apply **Effective written communication skills** Students successfully completing this requirement will demonstrate the ability to:

- a. Effectively communicate through the written word for a variety of purposes and audiences
- b. Structure written communication in a logical manner
- c. Utilize correct mechanics (spelling, punctuation, and grammar)
- d. Demonstrate and apply information literacy skills by selecting and incorporating outside sources
- e. Critically analyze self, peer, and professional writing

Direct Sources of Information

ENGL 1010 English Composition I Essay/Rubric

Description: All ENGL 1010 faculty select, depending on class size, a representative group of students and evaluate the essay using a departmental approved rubric. Each faculty member will identify a representative sample group of students:

- Faculty who teach multiple sections select the largest section as their representative group
- Faculty who teach multiple sections with fewer than 15 students randomly select students from each section until 15 students have been identified
- Faculty who teach fewer than 15 students total in all sections use all students as their sample group

Essays are evaluated by instructors using the departmental approved rubric. The essays and corresponding rubrics are returned to the Area Assessment Coordinator who compiles and reports the data.

Scale: 4 =Exemplary (Clear, Effective, Original); 3=Competent (Clear, Effective); 2=Competent (Clear, Appropriate); 1=Developing (Unclear); 0=Developing (Unclear, No Evidence)

Target: 2.5

N=253

Common rubric used by Social Science faculty to evaluate a research essay.

Description: Two full-time Social Science faculty utilized a common rubric to evaluate a research essay in SOCI 1010 Introduction to Sociology and SOCI 2010 Social Problems. The rubric is the same as the rubric used to evaluate research essays in ENGL 1010 English Composition I.

Scale: 4 =Exemplary (Clear, Effective, Original); 3=Competent (Clear, Effective); 2=Competent (Clear, Appropriate); 1=Developing (Unclear); 0=Developing (Unclear, No Evidence)

Target: 2.5

N=40

Rubric developed by business faculty and used to evaluate a final project in BSAD 2250

Business Communications

Description: Two full-time Business faculty utilized a common rubric to evaluate the first submission of the final analytical report in BSAD 2250 Business Communications.

Scale: Percentage;

N=32

Dental Assisting National Occupational Competency Testing Institute (NOCTI) Written Communication Test Results

Description: The Dental Assisting NOCTI Written – Cognitive Exam Post Test is taken by all dental assisting students at the conclusion of the academic year. Results from Standard 2: Communication Skills and Business Office Procedures are also used a measurement for the Dental Assisting program outcome “Use effective communication skills appropriate to dental assisting.”

Scale: Established NOCTI scale

N=7



2018-19 General Education Assessment Report Written Communication | The Fine Print

Indirect Sources of Information

CCSSE (Community College Survey of Student Engagement): The Community College Survey of Student Engagement (*CCSSE*) is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. Administered during the spring of odd numbered years, the *CCSSE* asks about institutional practices and student behaviors that are highly correlated with student learning and retention.

N=354

Mid-Plains Community College Graduate Survey: Designed by the MPCC Office of Institutional Research and Planning, the Graduate Survey is completed by students upon successful completion of their program of study at MPCC.

N=261

2018-19 Written Communication Rubric (ENGL 1010 English Composition I and Sociology (SOCl) courses

AREA	Exemplary	Competent		Developing	
	4 points (A)	3 points (B)	2 points (C)	1 point (D)	0 points (F)
Thesis/Controlling Idea/Focus <i>Performance Indicator: Effectively communicate through the written word for a variety of purposes and audiences</i>	Clear and highly effective, original, and/or complex thesis or controlling idea that unifies the entire essay	Clear, effective thesis or controlling idea that unifies the entire essay	Clear and appropriate thesis that unifies most of the essay	Somewhat unclear thesis or controlling idea, limited unity	Thesis or controlling idea non-existent
Details/Development/Support <i>Effectively communicate through the written word for a variety of purposes and audiences</i>	Adeptly illustrates points with highly effective and vivid examples and details	Often illustrates points with effective examples and details	Illustrates points with appropriate details at times	Occasionally illustrates points with appropriate details or examples	No details or examples to illustrate points
Ideas/Main Points/Logic <i>Structure written communication in a logical manner</i>	Makes compelling, original, and/or logical arguments/points throughout the essay	Makes mostly effective and/or logical arguments/points throughout the essay	Makes somewhat effective and/or logical arguments/points in the essay	Makes some valid point/arguments; may have significant problems with logic	Points/arguments are incomprehensible
Organization/Coherence <i>Structure written communication in a logical manner</i>	Clear and effective organization of and within paragraphs; adept use of transitions	Mostly clear organization of and within paragraphs; good use of transitions	Some organization of and within paragraphs; some use of transitions	Vaguely clear organization of or within some paragraphs; little or no use of transitions	No discernable organization of or within paragraphs; incoherent
Format/Incorporation of Research <i>Demonstrate and apply information literacy skills by selecting and incorporating outside sources</i>	Contains virtually no errors in formatting and adeptly incorporates researched information	Contains only minor errors in formatting and effectively incorporates researched information	Contains some errors in formatting or awkwardness in incorporation; source material is clearly cited	Contains significant errors in formatting or awkwardness in incorporation; material is unclearly cited	No effort made to cite sources and/or no sources used
Introduction and Conclusion <i>Effectively communicate through the written word for a variety of purposes and audiences</i>	Compelling or original introduction and conclusion	Effective introduction and conclusion	Clear and adequate introduction and conclusion	Some attempt to introduce or conclude; may be missing one or the other	No introduction or conclusion
Grammar/Mechanics/Language/Tone <i>Utilize correct mechanics (spelling, punctuation, and grammar)</i>	Contains virtually no mechanical or language errors	Contains only minor mechanical or language errors	May contain mechanical or language errors that do not interfere with meaning	Contains mechanical or language errors that begin to interfere with meaning	Contains mechanical or language errors that seriously interfere with meaning
Follows Instructions/Follows Conventions <i>Effectively communicate through the written word for a variety of purposes and audiences</i>	Adheres to all assignment instructions and genre conventions	Almost always adheres to all assignments instructions and genre conventions	Usually adheres to most assignment instructions and genre conventions	Adheres only somewhat to assignment instructions and genre conventions	Wholly disregards assignment instructions and genre conventions

TOTAL SCORE: _____

**BSAD 2250 – BUSINESS COMMUNICATIONS
Analytical Report Content Evaluation RUBRIC**

STUDENT:

REPORT TITLE:

ORGANIZATION:

Prefatory parts including title page, letter of transmittal, table of contents, and executive summary (5 POINTS)

Logical subdivisions (5 POINTS)

Complete introduction including purpose, problem, scope, limitations, methods of research and sources of data (5 POINTS)

Logical sequence of information (5 POINTS)

CONTENT:

Objective, not biased (5 POINTS)

Enough information to cover the subject/major points (15 POINTS)

VALIDITY OF CONCLUSIONS AND RECOMMENDATIONS:

Logical recommendation (5 POINTS)

Recommendation supported by material presented in report (5 POINTS)

TOTAL POINTS (50 POINTS)

GRAND TOTAL (Grammar + Content) Percentage:

**BSAD 2250 – BUSINESS COMMUNICATIONS
ANALYTICAL REPORT GRAMMAR & MECHANICS EVALUATION**

STUDENT:

STYLE USED:

ORGANIZATION OF PAPER	
Title page, standard margins, standard font, paginations, and indentations (5 points)	
Writing has clear pattern of organization; unified paragraphs (5 points)	
STYLE	
<u>Style</u> is the way language functions to reflect a writer’s personality or attitudes. <u>Tone</u> reflects the writer’s attitude toward the subject and the reader. A <u>formal writing style</u> is more impersonal and objective than an <u>informal writing style</u> , which is relaxed and conversational because the tone is more personal. For a research paper it is suggested that students use a formal style. <u>Diction</u> (word choice) is important since formal writing usually avoids contractions, slang, and colloquialisms, or the informal language of everyday conversation. <u>Person</u> is also important. <u>Third person</u> (he/she/it) is preferred over second person (you) or first person (I, me)	
Tone, diction, and person pronouns (5 points)	
Coherent thought transition, variety of sentence types (5 points)	
MECHANICS	
Spelling (4 points)	
Punctuation and capitalization (4 points)	
Sentence construction (no sentence fragments or run-on sentences) (4 points)	
Parallel structure – sentence elements (words, phrases, clauses) alike in function and construction (4 points) Ex: The computer instruction contains <i>fetch</i> , <i>initiate</i> , and <i>execute</i> stages.(parallel adjectives) The computer instruction <i>begins with a fetch stage, proceeds to an initiate stage, and concludes with an execute stage.</i> (parallel verb phrases)	
Subject/verb/pronoun agreement (4 points) (If a subject is <u>singular</u> , its verb and pronoun should be <u>singular</u> also.)	
DOCUMENTATION	
Sources credited, quoting done correctly, documentation style followed in Works Cited or Bibliography and in-text citations (10 points)	
TOTAL POINTS (50 possible)	