

GENERAL EDUCATION ASSESSMENT:

OUR *EVOLUTION* TO AN ASSESSMENT CULTURE

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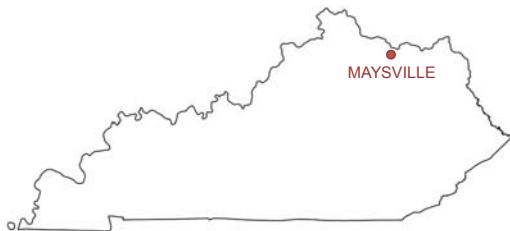
MS. PAM STAFFORD

Associate Dean, Institutional Planning, Research and Effectiveness



KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE



- Public, Open Door, Community & Technical college in northeast Kentucky
- One of 16 Kentucky Community & Technical College Systems colleges
- Serving students in 17 counties at four locations
- Rural, agriculturally-based service area
- Official Fall 2014 headcount was 3510
- FTE of 2026.60

Student population:

- 42% full time, 58% part time;
- 61.7% female, 37.4% male; 0.9% unknown;
- 12.4% under 18 years of age
- 41.7% 18-24 years of age
- 45.9% over 25 years of age

Courses offered via traditional in-person, on-line and hybrid formats

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Objective:

To share the stepwise progression of our institution's evolution to a more effective and pervasive assessment culture

Outcomes:

- Take home effective strategies for General Education assessment for implementation
- Acquire tips to facilitate a culture of assessment at your institution
- Avoid “missteps” that we have made along the way

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definition of EVOLUTION

1. A gradual process in which something changes into a different and usually more complex or better form.
2. The process of developing

dictionary.search.yahoo.com

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Change needed to:

- Yield more meaningful results to monitor & improve student learning
- Fit our students & institution
- Have participation & support of faculty

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Assessment Committee

Charge: To provide guidance and direction to the college-wide assessment initiative focused on student learning outcomes.

Membership: Faculty representatives from each academic unit and key administrators

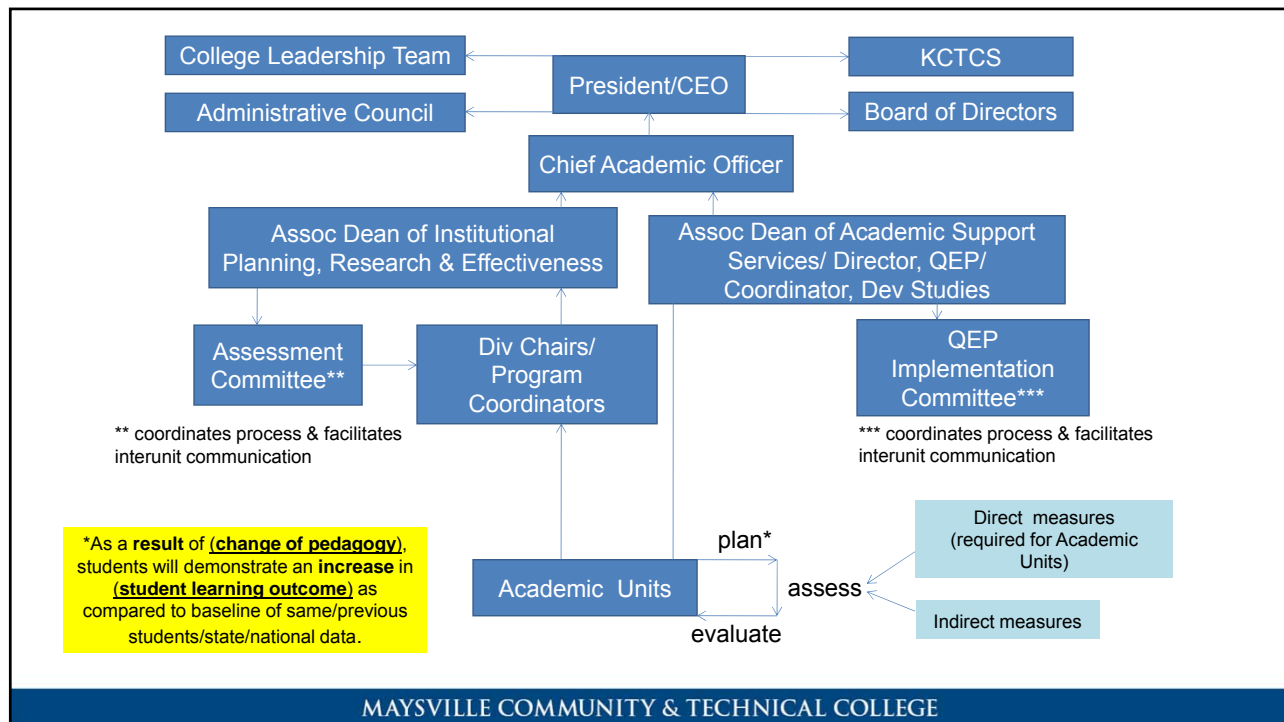
Academic Units

- Business & Information Technologies
- Health Sciences
- Industrial Technologies
- Liberal Arts & Education
- Library Services
- Math, Science & Agriculture

Administrators

- Chief Academic Officer
- Associate Dean of Institutional Planning, Research & Effectiveness
- Associate Dean of Distance Learning & Dual-Credit Programs
- Associate Dean of Academic Support Services/Coordinator, Developmental Studies
- Dean of Student Development

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Building Assessment from the Classroom to the Program Level



- PPE
- Gen Ed Assessment Forms
- Unit Plans
- Gen Ed Report (Program Reviews)

Annual Planning, Performance, Evaluation Document

POSITION RESPONSIBILITIES Percentage: _____	GOALS/RESULTS EXPECTED	ACCOMPLISHMENTS Category Rating: _____
Meets:		
Assessment Responsibilities		
Fall Semester • I will formally assess student learning in my _____ course(s). This assessment will relate to the following general education/task list competency: _____ Spring Semester • I will formally assess student learning in my _____ course(s). This assessment will relate to the following general education/task list competency: _____	• I wish to enhance my students' understanding of _____ by _____. I will assess my students' understanding by _____. (In the first blank, insert the concept you wish to assess. In the second blank, insert what you intend to change/enhance as it relates to the competency you have chosen. In the third blank, tell how you will assess competency.) • I wish to enhance my students' understanding of _____ by _____.	• As a result of this assessment, I will _____. (Describe what you intend to do in the future as it relates to the competency you assessed.) • As a result of this assessment, I will _____

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GENERAL EDUCATION ASSESSMENT FORM

Part 1- (to be submitted to Division Chair in August) *Please note that Part 1 may be submitted as a group*

Course: _____ Instructors: _____ Semester: _____

Based on the course description/competencies, the **GEN ED Student Learning Outcome (SLO) to be assessment focus:**

(Choose only one SLO from the following table/drop down list of SLOs below, for all other areas choose N/A)

AH--Arts and Humanities **NS--**Natural Sciences **QR--**Quantitative Reasoning
SB--Social and Behavioral Sciences **WC & OC--**Written and Oral Communications

Student Learning Outcomes Arts & Humanities	Choose an item
Student Learning Outcomes Natural Sciences	Choose an item
Student Learning Outcomes Quantitative Reasoning	Choose an item
Student Learning Outcomes Quantitative Reasoning/Natural Sciences	Choose an item
Student Learning Outcomes Social & Behavioral	Choose an item
Student Learning Outcomes Written/Oral Communication	Choose an item

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GENERAL EDUCATION ASSESSMENT FORM – Part 1 (continued)

From the approved list of General Education Rubrics, please choose the Rubric that corresponds to your selected SLO. **This is the rubric you will use for your assessment.**

The list of approved rubrics may be found here: https://www.surveymonkey.com/s/Gen_Ed_Rubrics

Copy and Paste that General Education Rubric below:

Classify basis of Gen Ed assessment: ___ Exam ___ Paper ___ Portfolio
 ___ Oral Presentation ___ Assignment ___ Lab Activity ___ Internship
 ___ Other (please specify: _____)

Describe specific assessment of this SLO in your course in some detail:

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GENERAL EDUCATION ASSESSMENT FORM

Part 2: Fall course assessment results **due 2/15** Spring course assessment results **due 9/15**

Individual class RESULTS:

Please submit individual course(s) name, number and section with student names, and individual rubric scores along with completed Part 1 of Gen Ed Assessment form to Pam Stafford, Institutional Planning, Research and Effectiveness at pam.stafford@kctcs.edu, to allow college wide tabulation of results by each of the 24 listed Gen Ed SLOs.

Tip for submitting individual results: Download your course roster from PeopleSoft as an excel spreadsheet and add a column for the individual rubric score.

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GENERAL EDUCATION ASSESSMENT FORM

Part 3: (due with Unit Plans 9/15) *Please note that Part 3 may be submitted as a group*

Analysis of results (*When and by whom* were results analyzed and discussed):

Meeting date(s):

Individuals/academic unit involved:

Further ACTIONS based on RESULTS: (to also be included in Unit Plans)

Reflection on student learning –

What was learned?

Was the SLO wholly satisfied or not?

What happens next? (*follow up strategy*)

Follow-up - When will the next thing happen?

Follow up planned with new strategy for (date):

Follow up completed on (date):

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KCTCS GEN ED COMPETENCY STATEMENTS & GEN ED REQUIREMENTS FOR ALL KCTCS CREDENTIALS

Competency Statements*

[*based on the AACU Liberal Education and America's Promise (LEAP) "Essential Learning Outcomes."]

Students should prepare for twenty-first century challenges by gaining:

- A. Knowledge of human cultures and the physical and natural worlds through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.
- B. Intellectual and practical skills, including
 - inquiry and analysis
 - critical and creative thinking
 - written and oral communication
 - quantitative literacy
 - information literacy
 - teamwork and problem solving
- C. Personal and social responsibility, including
 - civic knowledge and engagement (local and global)
 - intercultural knowledge and competence
 - ethical reasoning and action
 - foundations and skills for lifelong learning
- D. Integrative and applied learning, including synthesis and advanced accomplishment across general and specialized skills.

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General Education Student Learning Outcomes (SLOs)

Assessment of the General Education competencies is done by assessing 24 student learning outcomes (SLOs), grouped by academic areas, that each contribute to fulfilling the General Education Competencies.

Academic Areas:

Arts and Humanities

Natural Sciences

Quantitative Reasoning

Social and Behavioral Sciences

Written and Oral Communications

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

AH Arts and Humanities

- Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities. **[Gen Ed Comp A, B]**
- Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities. **[Gen Ed Comp A, B]**
- Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts. **[Gen Ed Comp A, B, C]**
- Evaluate enduring and contemporary issues of human experience. **[Gen Ed Comp A, D]**
- Distinguish between various kinds of evidence by identifying reliable sources and valid arguments. **[Gen Ed Comp B]**

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NS Natural Sciences

- Demonstrate an understanding of the methods of science inquiry. **[Gen Ed Comp A, B]**
- Explain the basic concepts and principles in one or more of the sciences. **[Gen Ed Comp A, B]**
- Apply scientific principles to interpret and make predictions in one or more of the sciences. **[Gen Ed Comp A, B, D]**
- Explain how scientific principles relate to issues of personal and/or public importance. **[Gen Ed Comp A, B, C, D]**
- Apply an appropriate model to the problem to be solved.* **[Gen Ed Comp A, C]**
- Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.* **[Gen Ed Comp B, C]**

* shared with Quantitative Reasoning

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QR Quantitative Reasoning

- Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically. **[Gen Ed Comp A, B, C]**
- Interpret information presented in mathematical and/or statistical forms. **[Gen Ed Comp B]**
- Determine when computations are needed and to execute the appropriate computations. **[Gen Ed Comp B]**
- Apply an appropriate model to the problem to be solved.* **[Gen Ed Comp A, C]**
- Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.* **[Gen Ed Comp B, C]**

*shared with Natural Sciences

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SB Social and Behavioral Sciences

- Demonstrate knowledge of at least one area of the social and behavioral sciences. **[Gen Ed Comp A, D]**
- Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences. **[Gen Ed Comp A, B, C, D]**
- Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience. **[Gen Ed Comp A, B, C, D]**
- Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance. **[Gen Ed Comp A, B, C, D]**
- Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences. **[Gen Ed Comp A, D]**

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WC & OC Written and Oral Communications

- Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre. **[Gen Ed Comp A, B, C, D]**
- Listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings. **[Gen Ed Comp B, C, D]**
- Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts. **[Gen Ed Comp B, D]**
- Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, construct informed, sustained, and ethical arguments in response. **[Gen Ed Comp B, C, D]**
- Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. **[Gen Ed Comp B, D]**

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Development of College-Wide General Education Assessment Rubrics

“Sharing the Joy”



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Gen Ed Rubrics - Arts and Humanities

(SLO) Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines with the Arts and Humanities.

4-Excellent	3-Satisfactory	2-Developing	1-Unsatisfactory	0-No Attainment	No Score/No Attempt
The student can articulate the formal elements used in the discipline and knows all the basic vocabulary.	Student knows most of the definitions of the main terms and formal elements used in the discipline and can use them to discuss an important topic in the discipline.	The student knows some of the definitions and formal elements used in the discipline and can demonstrate some knowledge of those definitions and formal elements.	The student knows few of the definitions and formal elements used in the discipline and cannot demonstrate some knowledge of those definitions and formal elements.	The student does not know the definitions and formal elements used in the discipline and cannot demonstrate some knowledge of those definitions and formal elements.	No Attempt Made

(SLO) Demonstrate how social, cultural, and historical contexts influence creative expression in the Arts and Humanities.

4-Excellent	3-Satisfactory	2-Developing	1-Unsatisfactory	0-No Attainment	No Score/No Attempt
The student clearly articulates how the human experience influences creative expression in the arts and humanities.	The student usually demonstrates how the human experience influences creative expression in the arts and humanities.	The student occasionally demonstrates how the human experience influences creative expression in the arts and humanities.	The student occasionally demonstrates how the human experience influences creative expression in the arts and humanities.	The student never demonstrates how the human experience influences creative expression in the arts and humanities.	No Attempt Made

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Gen Ed Rubrics - Arts and Humanities

(SLO) Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.

4 - Excellent	3 - Satisfactory	2 - Developing	1 - Unsatisfactory	0 - No Attainment	No Score/No Attempt
The student clearly and consistently connects how human expression and experience impacts on macro contexts historically, culturally and social.	The student usually connects how human expression and experience impacts on macro contexts historically, culturally and social.	The student sometimes connects how human expression and experience impacts on macro contexts historically, culturally and social.	. The student rarely connects how human expression and experience impacts on macro contexts historically, culturally and social.	The student cannot connect how human expression and experience impacts on macro contexts historically, culturally and social.	No Attempt Made

(SLO) Evaluate enduring and contemporary issues of human experience.

4 - Excellent	3 - Satisfactory	2 - Developing	1 - Unsatisfactory	0 - No Attainment)	No Score/No Attempt
Students can articulate* a possible difference between enduring and contemporary human experience.	Students can demonstrate* a possible difference between enduring and contemporary human experience.	Students can demonstrate occasionally a possible difference between enduring and contemporary human experience.	Students often mistake the difference between enduring and contemporary human experience.	Students are not able to demonstrate a possible difference between enduring and contemporary human experience.	No Attempt Made

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Gen Ed Rubrics - Arts and Humanities

(SLO) Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.

4 – Excellent	3 – Satisfactory	2 – Developing	1 – Unsatisfactory	0 - No Attainment	No Score/No Attempt
The student can distinguish between primary and secondary sources and identify reliable sources on a consistent basis.	The student can distinguish between primary and secondary sources and identify reliable sources on a consistent basis.	The student can distinguish between primary and secondary sources and identifies reliable sources inconsistently.	The student seldom can distinguish between primary and secondary sources and cannot identify reliable sources consistently.	The student cannot distinguish between primary and secondary sources and cannot identify reliable sources consistently.	No Attempt Made

**** See Ancillary Slides for Other Gen Ed rubrics ****

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Gen Ed Rubrics – Natural Sciences

(SLO): Explain the basic concepts and principles in one or more of the sciences.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
Student demonstrates knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the $\geq 90\%$ level (as relevant to assessment) or score greater than or equal to 1 SD above national average on a nationally standardized content exam	Student demonstrates knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the $\geq 80\%$ level (as relevant to assessment) or score at the national average or within 1 SD above the national average on a nationally standardized content exam	Student demonstrates knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the $\geq 70\%$ level (as relevant to assessment) or score greater than or equal to 1 SD below national average on a nationally standardized content exam	Student demonstrates knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the $\geq 60\%$ level (as relevant to assessment) or score less than 1 SD but greater than or equal to 2 SD below national average on a nationally standardized content exam	Student fails to demonstrate knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the 60% level (as relevant to assessment) or score less than 2 SD below national average on a nationally standardized content exam	No attempt submitted.

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Gen Ed Rubrics – Natural Sciences & Quantitative Reasoning

(SLO): Apply an appropriate model to the problem to be solved.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
The student selects an appropriate model, correctly assigns parameters, computes the problem correctly, and interprets the answer according to the original problem.	The student selects an appropriate model, correctly assigns parameters, and computes the problem correctly. OR The student selects an appropriate model, correctly assigns parameters, and interprets the answer according to the original problem.	The student selects an appropriate model and correctly assigns parameters for the problem, but does not correctly compute the problem, nor interpret the answer according to the original problem.	The student selects an appropriate model, but does not assign parameters correctly for the problem.	The student does not select an appropriate model for the problem to be solved.	No attempt submitted.

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Closing the Loop Spiraling Improvements

- Unit Plans
- Gen Ed Report
- (Program Reviews)

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2014-2015

Name of Division (Example: Industrial Technologies)

Name of Area (Example: Air Conditioning Technology)

UNIT PLAN DEVELOPMENT

UNIT PLAN REVIEW

Unit Goal: Student Learning Outcomes

This goal may address but is not limited to:

- **Assessment**
- **Student Performance**
- **Student Employment/Transfer**
- **Other Learning Outcomes**

ALL GOALS should be written in the SMART format:

- Specific
- Measurable
- Achievable
- Realistic and Results Oriented
- Time Specific

Participant(s):

Reviewer(s):

Unit Goal	Timeline	Actions	Link to Strategic Initiative #	Link to College Goal #	Expected Results/ Outcomes of Goal	Assessment method(s)/ Data Source(s)	Actual Results	Use of Results
Unit Goal : Student Learning Outcomes	2014-15							
	2015-16							
	2016-17							

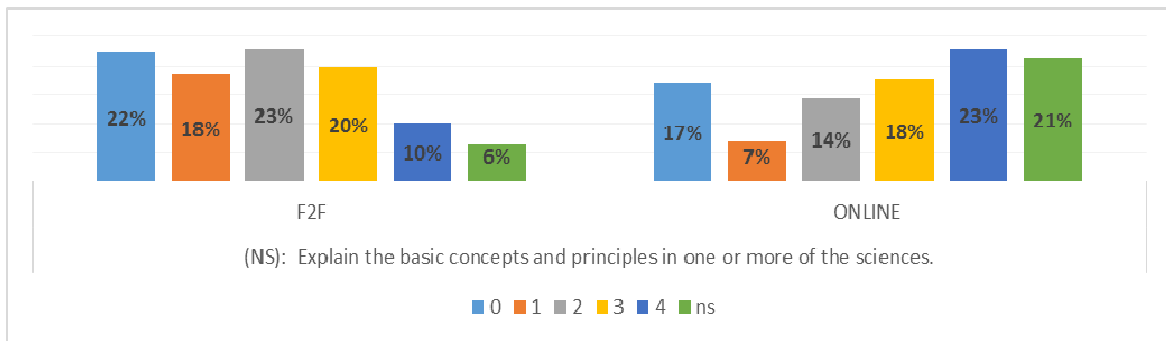
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Aggregate General Education Report

- By SLOs
- By delivery method

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MAYSVILLE COMMUNITY AND TECHNICAL COLLEGE GENERAL EDUCATION ASSESSMENT RESULTS BY STUDENT LEARNING OUTCOME Aggregate Results 2013-2014

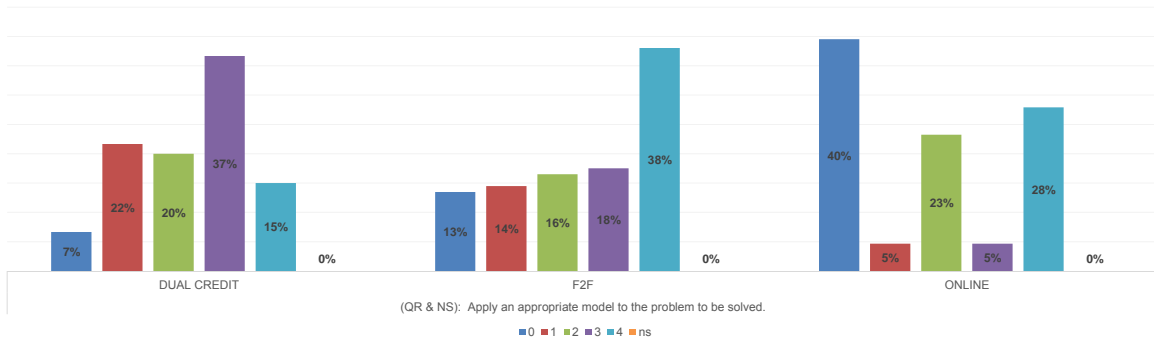


Explain the...	0	1	2	3	4	NS	TOTALS
F2F	35	29	36	31	16	10	157
ONLINE	32	13	27	33	43	40	188

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MAYSVILLE COMMUNITY AND TECHNICAL COLLEGE GENERAL EDUCATION ASSESSMENT RESULTS BY STUDENT LEARNING OUTCOME

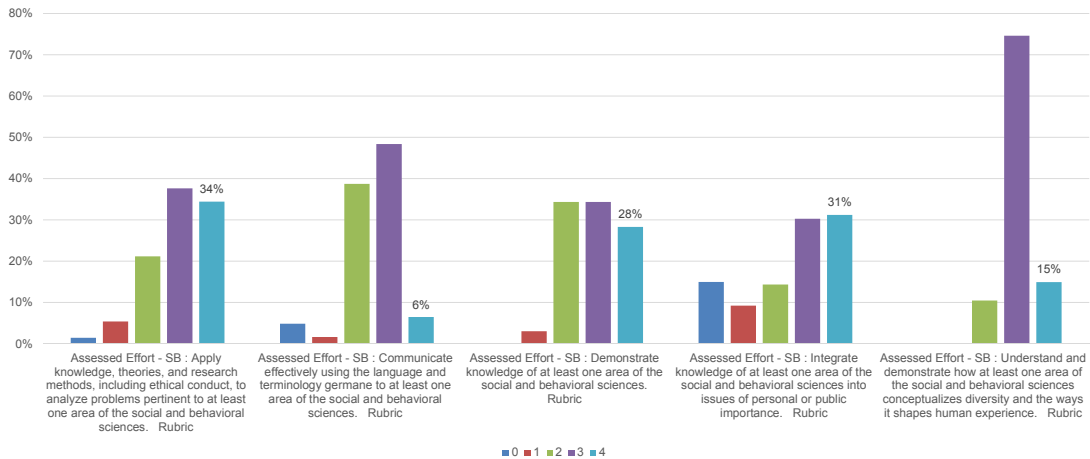
Aggregate Results
2013-2014



Apply an...	0	1	2	3	4	NS	TOTALS
DUAL CREDIT	4	13	12	22	9	0	60
F2F	40	43	49	52	113	0	297
ONLINE	17	2	10	2	12	0	43

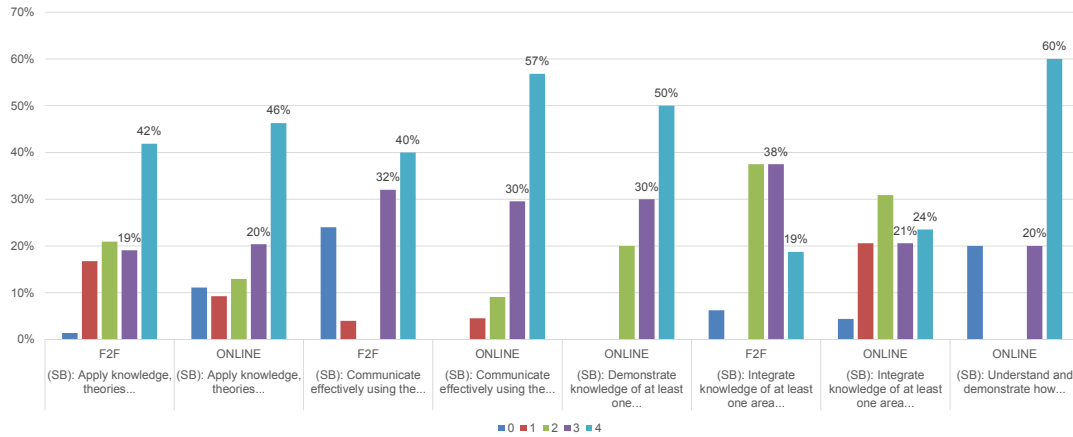
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MAYSVILLE COMMUNITY AND TECHNICAL COLLEGE COLLEGEWIDE GENERAL EDUCATION ASSESSMENT RESULTS BY STUDENT LEARNING OUTCOME SPRING 2013



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MAYSVILLE COMMUNITY AND TECHNICAL COLLEGE
COLLEGEWIDE GENERAL EDUCATION ASSESSMENT
RESULTS BY STUDENT LEARNING OUTCOME
 FALL 2013



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definition of EVOLUTION

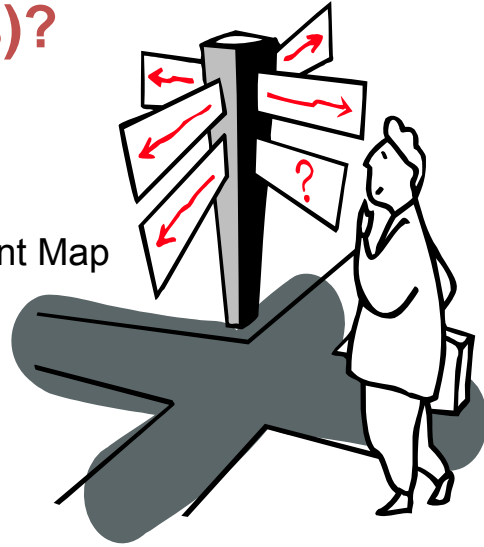
1. A gradual process in which something changes into a different and usually more complex or better form.
2. The process of developing

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Discussion: Next step(s)?

- “Celebrate” assessment results?
- Refine Gen Ed Curriculum Assessment Map



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Acknowledgements

- Maysville Community & Technical College General Education Faculty
- MCTC Assessment Committee members

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Ancillary Slides

Additional General Education Rubrics

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Gen Ed Rubrics – Natural Sciences

(SLO): Demonstrate an understanding of the methods of science inquiry

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
<p>Student demonstrates an understanding of 5/5 of the following components of scientific inquiry:</p> <ul style="list-style-type: none"> •Hypothesis/prediction •Variables(dependent and independent) •Controls •Conclusions •Limits/Errors 	<p>Student demonstrates an understanding of 4/5 of the following components of scientific inquiry:</p> <ul style="list-style-type: none"> •Hypothesis/prediction •Variables(dependent and independent) •Controls •Conclusions •Limits/Errors 	<p>Student demonstrates an understanding of 3/5 of the following components of scientific inquiry:</p> <ul style="list-style-type: none"> •Hypothesis/prediction •Variables(dependent and independent) •Controls •Conclusions •Limits/Errors 	<p>Student demonstrates an understanding of 2/5 of the following components of scientific inquiry:</p> <ul style="list-style-type: none"> •Hypothesis/prediction •Variables(dependent and independent) •Controls •Conclusions •Limits/Errors 	<p>Student does not demonstrate an understanding of at least 2/5 components of scientific inquiry:</p> <ul style="list-style-type: none"> •Hypothesis/prediction •Variables(dependent and independent) •Controls •Conclusions •Limits/Errors 	<p>No attempt submitted.</p>

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Gen Ed Rubrics – Natural Sciences

(SLO): Explain the basic concepts and principles in one or more of the sciences.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
Student demonstrates knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the $\geq 90\%$ level (as relevant to assessment) or score greater than or equal to 1 SD above national average on a nationally standardized content exam	Student demonstrates knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the $\geq 80\%$ level (as relevant to assessment) or score at the national average or within 1 SD above the national average on a nationally standardized content exam	Student demonstrates knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the $\geq 70\%$ level (as relevant to assessment) or score greater than or equal to 1 SD below national average on a nationally standardized content exam	Student demonstrates knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the $\geq 60\%$ level (as relevant to assessment) or score less than 1 SD but greater than or equal to 2 SD below national average on a nationally standardized content exam	Student fails to demonstrate knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the 60% level (as relevant to assessment) or score less than 2 SD below national average on a nationally standardized content exam	No attempt submitted.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Natural Sciences

(SLO): Demonstrate an understanding of the methods of science inquiry

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
Student demonstrates an understanding of 5/5 of the following components of scientific inquiry: <ul style="list-style-type: none"> •Hypothesis/prediction •Variables(dependent and independent) •Controls •Conclusions •Limits/Errors 	Student demonstrates an understanding of 4/5 of the following components of scientific inquiry: <ul style="list-style-type: none"> •Hypothesis/prediction •Variables(dependent and independent) •Controls •Conclusions •Limits/Errors 	Student demonstrates an understanding of 3/5 of the following components of scientific inquiry: <ul style="list-style-type: none"> •Hypothesis/prediction •Variables(dependent and independent) •Controls •Conclusions •Limits/Errors 	Student demonstrates an understanding of 2/5 of the following components of scientific inquiry: <ul style="list-style-type: none"> •Hypothesis/prediction •Variables(dependent and independent) •Controls •Conclusions •Limits/Errors 	Student does not demonstrate an understanding of at least 2/5 components of scientific inquiry: <ul style="list-style-type: none"> •Hypothesis/prediction •Variables(dependent and independent) •Controls •Conclusions •Limits/Errors 	No attempt submitted.

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Gen Ed Rubrics – Natural Sciences

(SLO): Apply scientific principles to interpret and make predictions in one or more of the sciences.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
Student demonstrates knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the $\geq 90\%$ level (as relevant to assessment) or score greater than or equal to 1 SD above national average on a nationally standardized content exam	Student demonstrates knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the $\geq 80\%$ level (as relevant to assessment) or score at the national average or within 1 SD above the national average on a nationally standardized content exam	Student demonstrates knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the $\geq 70\%$ level (as relevant to assessment) or score greater than or equal to 1 SD below national average on a nationally standardized content exam	Student demonstrates knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the $\geq 60\%$ level (as relevant to assessment) or score less than 1 SD but greater than or equal to 2 SD below national average on a nationally standardized content exam	Student fails to demonstrate knowledge to explain the basic science concepts and principles as defined by the course description and competencies at the 60% level (as relevant to assessment) or score less than 2 SD below national average on a nationally standardized content exam	No attempt submitted.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Natural Sciences

(SLO): Explain how scientific principles relate to issues of personal and/or public importance

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
Student is able to evaluate and synthesize issues of personal /public importance in terms of appropriate scientific principles.	Student is able to analyze issues of personal /public importance in terms of appropriate scientific principles.	Student is able to apply scientific principles to issues of personal /public importance.	Student is able to recognize scientific principles in issues of personal /public importance.	Student demonstrates no connection between scientific principles and issues of personal/public importance.	No attempt submitted.

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Gen Ed Rubrics – Natural Sciences & Quantitative Reasoning

(SLO): Apply an appropriate model to the problem to be solved.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
The student selects an appropriate model, correctly assigns parameters, computes the problem correctly, and interprets the answer according to the original problem.	The student selects an appropriate model, correctly assigns parameters, and computes the problem correctly. OR The student selects an appropriate model, correctly assigns parameters, and interprets the answer according to the original problem.	The student selects an appropriate model and correctly assigns parameters for the problem, but does not correctly compute the problem, nor interpret the answer according to the original problem.	The student selects an appropriate model, but does not assign parameters correctly for the problem.	The student does not select an appropriate model for the problem to be solved.	No attempt submitted.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Natural Sciences & Quantitative Reasoning

(SLO): Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis."

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
The student selects an appropriate model based on evaluation of applicable assumptions, correctly assigns parameters, performs the computation correctly, AND makes inference to interpret the answer in terms of the original problem.	The student selects an appropriate model based on evaluation of applicable assumptions, correctly assigns parameters, and performs the computation correctly OR The student selects an appropriate model based on evaluation of applicable assumptions, correctly assigns parameters, and makes inference to interpret the answer in terms of the original problem.	The student selects an appropriate model based on evaluation of applicable assumptions and correctly assigns parameters for the problem but does not correctly perform the computation, nor make inference to interpret the answer in terms of the original problem.	The student does not select an appropriate model but does attempt to evaluate applicable assumptions and/or assigns parameters for the problem.	The student does not select an appropriate model for the problem to be solved and does not evaluate assumptions or assign parameters.	No attempt submitted.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Quantitative Reasoning

(SLO): Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
The student shows clear understanding of mathematical information by drawing a graph, table, picture, or diagram, applying correct algebraic, geometric, or statistical formulas or expressions, or assigns parameters and evaluates expressions correctly.	The student shows good understanding of mathematical information by drawing a graph, table, picture, or diagram, applying correct algebraic, geometric, or statistical formulas or expressions, or assigns parameters and evaluates expressions correctly.	The student shows limited understanding of mathematical information by drawing a graph, table, picture, or diagram, applying correct algebraic, geometric, or statistical formulas or expressions, or assigns parameters and evaluates expressions correctly.	The student shows poor understanding of mathematical information in drawing a graph, table, picture, or diagram, in applying algebraic, geometric, or statistical formulas or expressions, or in assigning parameters and evaluating expressions correctly.	The student's response shows no understanding of given mathematical information.	No attempt made.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Quantitative Reasoning

(SLO): Interpret information presented in mathematical and/or statistical forms.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
Student shows a thorough understanding of the important mathematical features of the representation and provides a complete interpretation of the answer in terms of the original question.	Student shows a good understanding of the important mathematical features of the representation and provides an incomplete interpretation of the answer in terms of the original question.	Student shows a limited understanding of the important mathematical features of the representation and provides a partial interpretation of the answer in terms of the original question.	Student shows a poor understanding of the important mathematical features of the representation and the response lacks a coherent interpretation of the answer in terms of the original question.	Student does not show any mathematical understanding.	The student does not attempt the problem.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Quantitative Reasoning

(SLO): Determine when computations are needed and to execute the appropriate computations.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
The student shows a clear understanding of what computations are needed and can perform the appropriate computations.	The student shows good understanding of what computations are needed but has minor computational errors.	The student has limited understanding of what computations are needed and has computational errors.	The student has poor understanding of when computations are needed and has computational errors.	The student shows no understanding of when computations are needed.	No attempt made.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Social and Behavioral Sciences

(SLO): Demonstrate knowledge of at least one area of the social and behavioral sciences.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
The student clearly defines the social science/behavioral science and demonstrates excellent understanding of the discipline's terminology. Student can articulate the cross-connections between the social and behavioral sciences.	The student indicates a clear understanding of the social science/behavioral science and the discipline's terminology. Student can demonstrate a basic understanding of the cross-connections between the social and behavioral sciences	The student demonstrates a general understanding of the social science/behavioral science and a general understanding and recognition of the discipline's terminology.	The student demonstrates a limited knowledge of the social science/behavioral science and has problematic issues with the discipline's terminology.	The student cannot effectively demonstrate an understanding of the social science/behavioral science and cannot demonstrate an understanding of the terminology.	No attempt made.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Social and Behavioral Sciences

(SLO): Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
The student possesses an exceptional understanding and application of the social and behavioral sciences. The student has an excellent understanding of ethical research methods and how they are utilized in the social and behavioral sciences. The student has demonstrated excellent knowledge of the main theoretical perspectives in the social and behavioral sciences.	The student has a clear understanding of the social and behavioral sciences and understands the application of ethical research methods. The student demonstrates knowledge of the differing theoretical perspectives related to the social and behavioral sciences.	The student shows general knowledge of the social and behavioral sciences. The student has a basic knowledge of research methods and some understanding of the theoretical perspectives.	The student has limited knowledge of the social and behavioral sciences. The student demonstrates little knowledge of research methods and theoretical perspectives.	The student demonstrated no knowledge of the social and behavioral sciences. The student has no understanding of research methods or the theoretical perspectives.	No attempt made.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Social and Behavioral Sciences

(SLO): Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
The student demonstrates an exceptional understanding of societal and cultural issues related to the social and behavioral sciences. The student has excellent knowledge of how diversity shapes the human experience. The student demonstrates an awareness of diversity as it relates to the social and behavioral sciences in a global context.	The student possesses a general understanding of societal and cultural issues and has some knowledge of how diversity shapes the human experience. The student demonstrates general awareness of diversity as it relates to the social and behavioral sciences in a global context.	The student demonstrates a basic understanding of societal and cultural issues and has little knowledge of how diversity shapes the human experience. The student has some awareness of diversity as it relates to the social and behavioral sciences in a global context.	The student has limited understanding of societal and cultural issues and has difficulty demonstrating how diversity shapes the human experience. The student possesses minimal awareness of diversity as it relates to the social and behavioral sciences in a global context.	The student has no understanding of societal and cultural issues related to the social and behavioral sciences. The student cannot demonstrate how diversity shapes the human experience. The student has no awareness of diversity as it relates to the social and behavioral sciences in a global context.	No attempt made.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Social and Behavioral Sciences

(SLO): Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
The student demonstrates an exceptional ability to conceptualize and apply their knowledge of the social science/behavioral science to their personal and public life. The student utilizes the discipline's terminology effectively and identifies the definitions through application.	The student conceptualizes and applies their knowledge of the social science/behavioral science to their personal and public life. The student utilizes the discipline's terminology and has an understanding of identifying definitions through application.	The student conceptualizes and applies basic knowledge of the social science/behavioral science to their personal and public life. The student has difficulty utilizing the discipline's terminology and little ability to identify a definition through application.	Student cannot conceptualize and apply basic knowledge of the social science/behavioral science to their personal and public life. The student has extreme difficulty utilizing the discipline's terminology and little ability to identify a definition through application.	Student cannot conceptualize and apply basic knowledge of the social science/behavioral science to their personal and public life. The student cannot utilize the terminology to identify a definition through application.	No attempt made.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Social and Behavioral Sciences

(SLO): Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
The student communicates exceptionally knowledge of the social and behavioral sciences by applying the appropriate language and terminology.	The student communicates clearly knowledge of the social and behavioral sciences by using the appropriate language and terminology.	The student communicates a general knowledge of the social and behavioral sciences but has difficulty using appropriate language and terminology.	The student communicates limited knowledge of the social and behavioral sciences when asked to utilize appropriate language and terminology.	The student communicates no understanding of the social and behavioral sciences' language and terminology.	No attempt made.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Written and Oral Communications

(SLO): Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
Student articulates a clear purpose, presents a logical order, demonstrates a clear awareness of audience, and uses appropriate grammatical and thematic conventions.	Student demonstrates a clear purpose, logical order, and general awareness of audience. Student adheres to appropriate grammatical and thematic conventions.	Student's writing is effective in its purpose, but lacking in clarity, order, and/or audience awareness. Student has minor issues with grammar and theme.	Student's writing is found to be lacking in purpose, including deficiencies in clarity, order, and/or audience awareness. Student has minor issues with grammar and theme.	Student has no purpose, logical order, or awareness of audience. Multiple grammatical and thematic issues are present.	No attempt made.

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Written and Oral Communications

(SLO): Listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
Speaks with a clear purpose in public, interpersonal and small groups. Communication is logical and well organized. Listens attentively and is aware of audience.	Speaks clearly with purpose but does not adhere to strict logic. Able to speak in all 3 contexts. Organization is effective. Listens attentively.	Lack of logic, listening skills, and awareness of audience. Organization is competent.	Student's speech and listening is found to be lacking in logic, organization and audience awareness.	Student has no logic, organization, awareness of audience or listening skills.	No attempt made

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Written and Oral Communications

(SLO): Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
Student's work demonstrates <u>mastery</u> (few or no errors) of the following: •locating and accessing appropriate and relevant primary and secondary sources, not limited to academic databases; •evaluating/assessing and analyzing the quality of potential sources to the topic and purpose of the assignment, and •citing research according to assigned documentation style, including formatting requirements.	Student's work shows <u>proficiency</u> (possibly a few errors) in the following: • locating and accessing appropriate and relevant primary and secondary sources, not limited to academic databases; •evaluating/assessing and analyzing the quality of potential sources to the topic and purpose of the assignment; and •citing research according to assigned documentation style, including formatting requirements.	Student's work demonstrates some <u>competency</u> (several errors) in the following: • locating and accessing appropriate and relevant primary and secondary sources, not limited to academic databases; •evaluating/assessing and analyzing the quality of potential sources to the topic and purpose of the assignment, and •citing research according to assigned documentation style, including formatting requirements.	Student's work shows <u>little understanding</u> (many errors) of the following: •locating and accessing appropriate and relevant primary and secondary sources, not limited to academic databases; •evaluating/assessing and analyzing the quality of potential sources to the topic and purpose of the assignment; and •citing research according to assigned documentation style, including formatting requirements.	Student's work demonstrates no competency in any of the following: •locating and accessing appropriate and relevant primary and secondary sources, not limited to academic databases; •evaluating/assessing and analyzing the quality of potential sources to the topic and purpose of the assignment; and •citing research according to assigned documentation style, including formatting requirements.	No attempt made

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Written and Oral Communications

(SLO): Identify analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
Student response is effective , and demonstrates logical organization, effective unity and coherence, correct use of mechanics and grammar, and a clear understanding of the topic and ideas presented in an assigned reading. Student follows specific guidelines regarding length, development, and presentation of the written assignment.	Student response is effective overall, but may have some lapses in logical organization, unity, coherence, correct use of mechanics and grammar, or may not relate as clearly to the topic and ideas presented in an assigned reading. Student generally adheres to the guidelines for the written assignment.	Student response is effective, but may have many lapses in logical organization, unity, coherence, correct use of mechanics and grammar, and may only be loosely related to the topic and ideas presented in an assigned reading. Student response fails to follow some of main aspects of the guidelines for the assignment.	Student response is ineffective due to major problems with logical organization, unity, coherence, correct use of mechanics and grammar, or shows little to no relationship to the ideas presented in an assigned reading. Student response does not follow the assignment guidelines .	Student response is minimal at best, with no connection to the assigned reading or the writing assignment. Student response shows a lack of understanding of assignment guidelines .	No attempt made

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Gen Ed Rubrics – Written and Oral Communications

(SLO): Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

4 Excellent	3 Satisfactory	2 Developing	1 Unsatisfactory	0 No Attainment	N/S No Score Attempted
Student demonstrates a thorough ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.	Student demonstrates a proficient ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.	Student demonstrates a marginal ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.	Student demonstrates a minimal ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.	Student does not demonstrate an ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.	No attempt made