

Mississippi Delta Community College 2014-2015 General Education/University Parallel Transfer Degree Program Assessment Results



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Overview

The faculty members of Mississippi Delta Community College (MDCC) have identified six college-level general education competencies for degree students to attain. Each degree program at MDCC contains the general education core; thus, students enrolled in health sciences, technical programs, and the academic transfer programs of study receive instruction linked to the general education competencies.

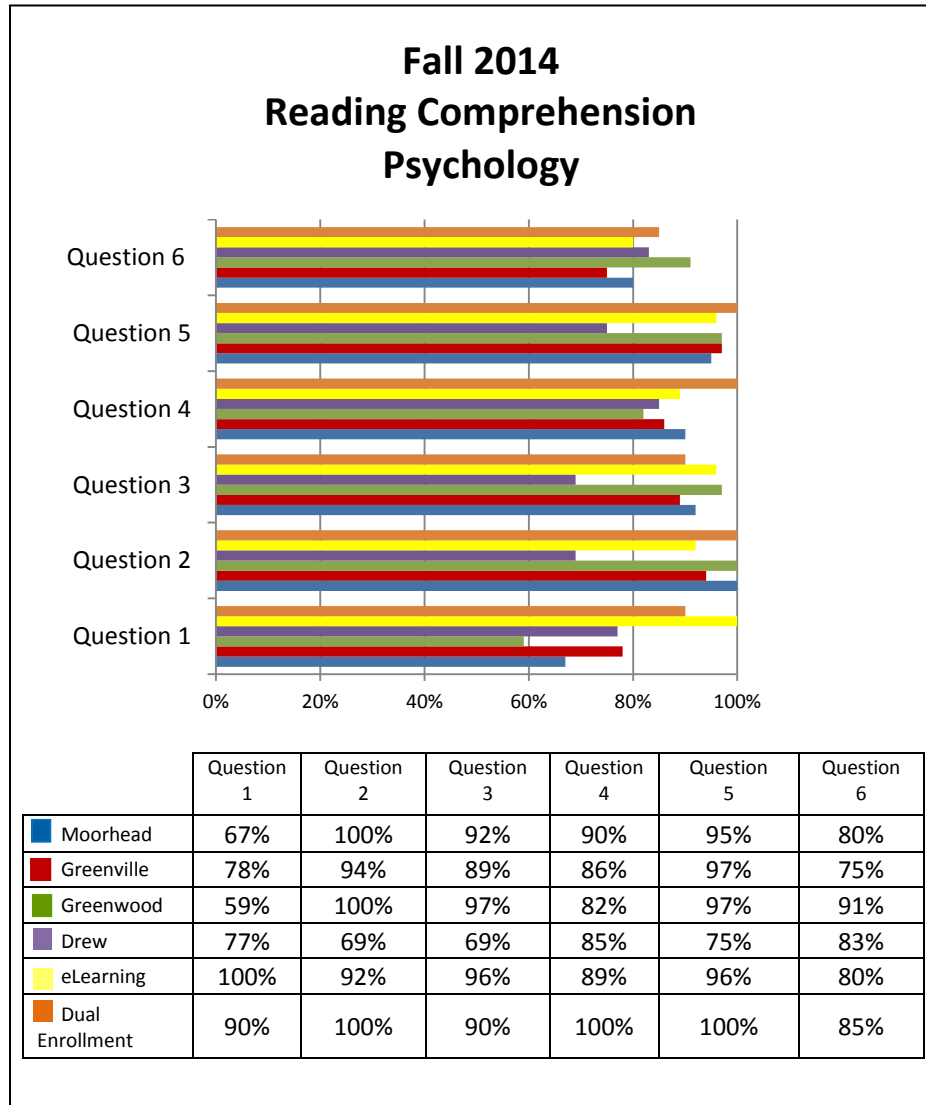
Instructors measure the extent to which students have attained the general education competencies through embedded test questions on locally developed examinations and the national Collegiate Assessment of Academic Proficiency (CAAP). A third evaluation, although an indirect assessment, is MDCC's Graduating Student Survey. While the CAAP is administered every other year, examination embedded questions and the Graduating Student Survey are administered annually. Planning and assessment are integrated across all divisions and locations including the main campus, off-campus instructional sites, dual enrollment courses, and eLearning/distance learning. Instructors analyze findings and use results to enhance and improve teaching, learning, and educational programs.

During the fall of 2014, the faculty of MDCC administered locally developed examinations with embedded test questions to assess the attainment of student learning for the general education competencies. The table below provides MDCC's six general education competencies, descriptions of the competencies, and courses assessed in fall of 2014. The remaining pages of this publication provide the fall 2014 assessment results.

Competency	Competency Description	Courses Assessed in Fall 2014
Reading Comprehension	Students will be able to comprehend readings from a variety of texts.	Psychology Sociology World Literature II
Technology Usage	Students will be able to identify and use appropriate computer applications.	Computer Applications
Communication Skills	Students will be able to write and speak effectively.	Composition I Composition II Speech
Problem Solving	Students will be able to use mathematics and science reasoning to solve problems.	College Algebra
Critical Thinking	Students will be able to think critically about a problem and formulate possible conclusions or solutions.	Biology I Biology II Physical Science I
Historical/Cultural Awareness	Students will be able to analyze how history and culture affect society.	American History I Art Appreciation Music Appreciation World Civilization I

Figure 1

Fall 2014 Reading Comprehension Course Embedded Results for Psychology and Evidence of Improvement



Student Learning Outcome: Reading Comprehension - Students will be able to comprehend readings from psychology.

Criteria/Benchmark: 70% of the students evaluated in psychology will answer each of the six embedded questions correctly.

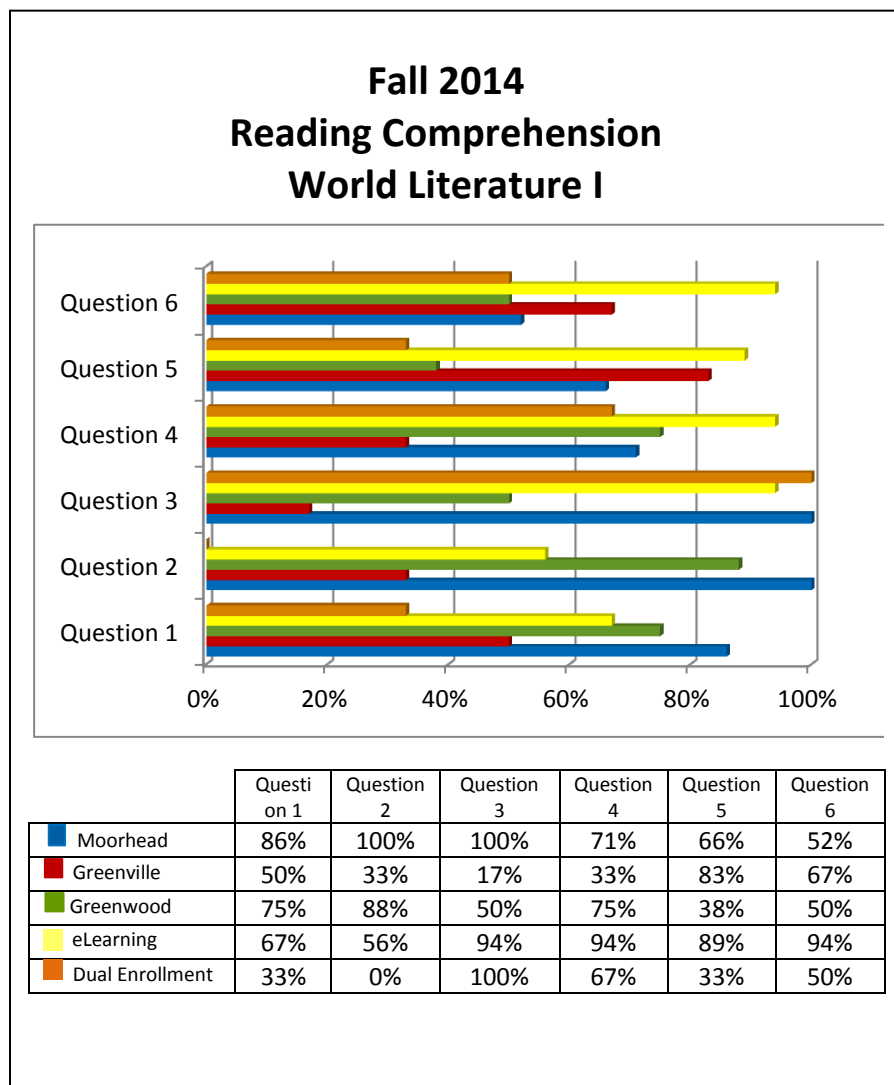
Explanation of Processes: To evaluate this student learning outcome, the psychology faculty created six reading comprehension questions related to psychology and embedded into the fall 2014 final students representing 10 sections from all six campus sites of Mississippi Delta Community College (Moorhead, Greenville, Greenwood, Drew, distance education /eLearning, and Dual Enrollment). Results by campus site are provided in Figure 1.

Evidence of Improvement: The Psychology faculty analyzed the results from the fall 2014 embedded examination results and made the following improvements and changes based upon assessment findings:

1. Added video clips, models, and pictures as a means of delivery to appeal to visual learners.
2. Infused more "real life" examples and activities to connect the textbook concepts to external examples outside of the classroom.
3. Incorporated more hands-on activities and less lecture into instructional delivery.
4. Created online video lectures and instructions through the online Canvas platform.
5. Decided to implement MyPsych Lab online component during the Spring 2015 online courses and all courses during the Fall 2015.
6. Decided to adopt new textbooks for the spring semester to better facilitate student learning.

Figure 2

Fall 2014 Reading Comprehension Course Embedded Results for World Literature I and Evidence of Improvement



Student Learning Outcome: Reading Comprehension - Students will be able to comprehend readings from World Literature I.

Criteria/Benchmark: 70% of the students evaluated in World Literature I will answer each of the six embedded questions correctly.

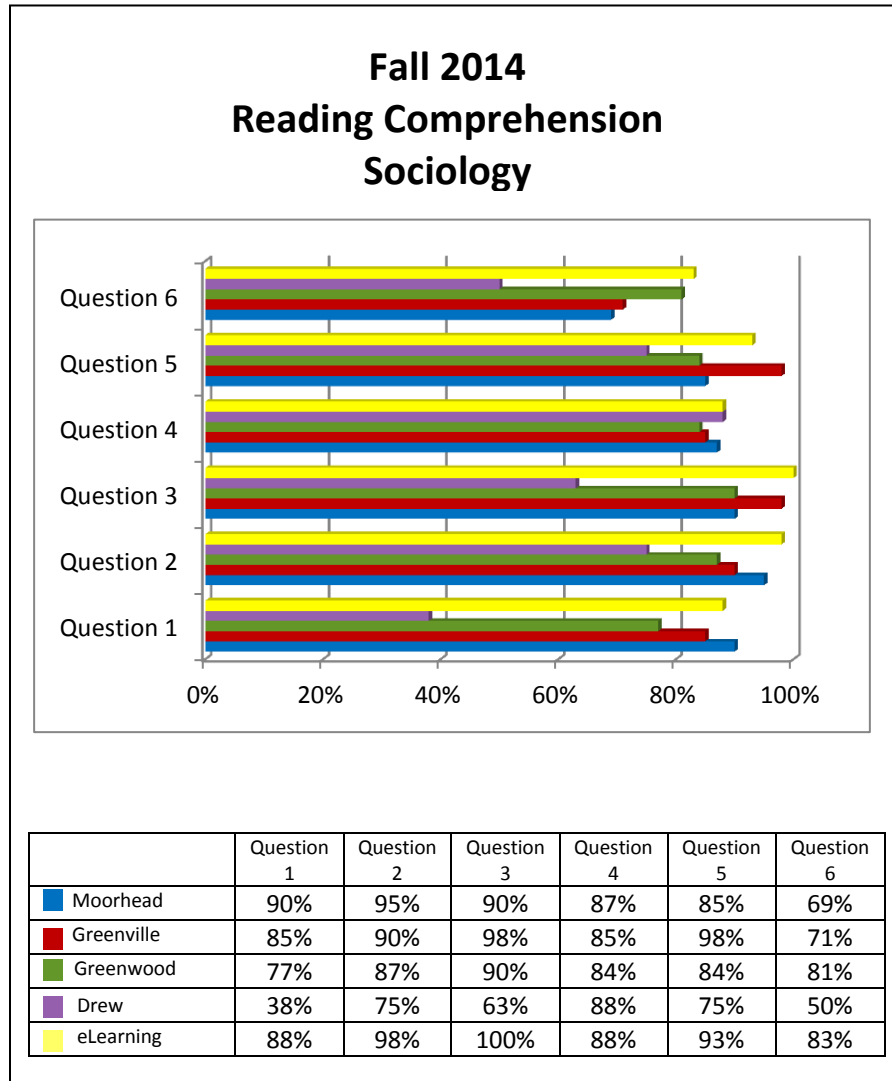
Explanation of Processes: To evaluate this student learning outcome, the World Literature I faculty created six reading comprehension questions related to world literature and embedded into the fall 2014 final examination. Faculty collected assessment results from 59 students representing seven sections and five of MDCC's five campus sites Moorhead, Greenville, Greenwood, Dual Enrollment, and distance education /eLearning). World Literature was not offered at the Drew Center during fall 2014. Results by campus site are provided in Figure 2.

Evidence of Improvement: The World Literature I faculty analyzed the results from the fall 2014 embedded examination results and made the following improvements and changes based upon assessment findings :

1. Incorporated more hands-on activities in the course including a research paper.
2. Allowed more opportunity for students to respond to the literature material orally and in writing.
3. Incorporated a number of supplementary materials from the MDCC library.
4. Expanded and enhanced the use of Canvas to create a blended course and increase the opportunity for student/teacher interaction.
5. Recommended incorporating a new textbook to the course.

Figure 3

Fall 2014 Reading Comprehension Course Embedded Results for Sociology and Evidence of Improvement



Student Learning Outcome: Reading Comprehension - Students will be able to comprehend readings from Sociology.

Criteria/Benchmark: 70% of the students evaluated in sociology will answer each of the six embedded questions correctly.

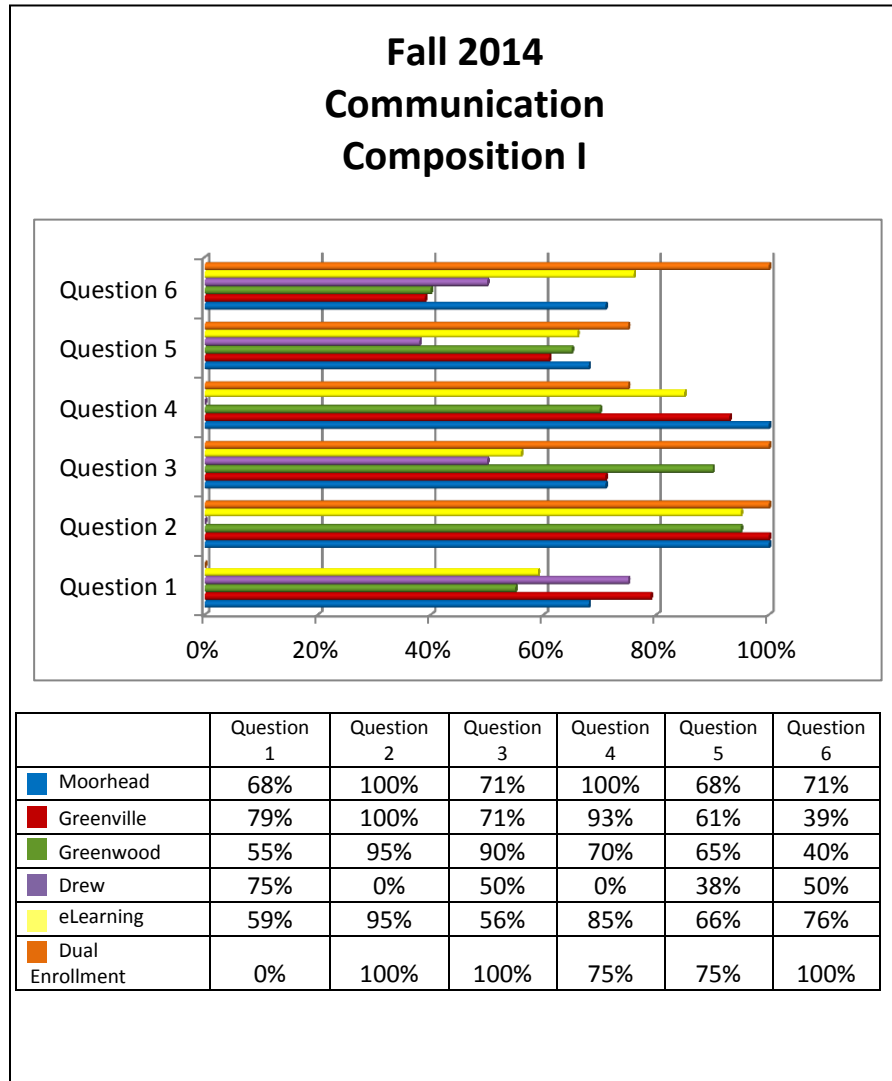
Explanation of Processes: To evaluate this student learning outcome, the sociology faculty created six reading comprehension questions related to sociology and embedded into the fall 2014 final examination. Faculty collected assessment results from 182 students representing 9 sections and five campus sites of Mississippi Delta Community College (Moorhead, Greenville, Greenwood, Drew, and distance education/eLearning). Sociology is not offered to dual enrollment students. Results by campus site are provided in Figure 3.

Evidence of Improvement: The sociology faculty analyzed the results from the fall 2014 embedded examination results and made the following improvements and changes based upon assessment findings:

1. Incorporated more reading comprehension practice into course.
2. Infused more technology into instructional teaching methods.
3. Incorporated more assignments that required students to think critically.
4. Restructured course content to include a reflection paper in which students selected a topic from the course materials.
5. Enhanced the delivery of instructional material by including current events.
6. Incorporated additional outside assignments that required students to reflect on their own lives and relate their personal experiences to the subject matter.
7. Decided to adopt new textbooks for the spring semester to better facilitate student learning.
8. Implemented a Distance Learning evaluation tool to improve the sociology courses offered to students.
9. Added discussion questions to enhance learning that required students to relate the material to “real life” situations.

Figure 4

Fall 2014 Communication Course Embedded Results for Composition I and Evidence of Improvement



Student Learning Outcome: Communication Skills - Students will be able to write effectively.

Criteria/Benchmark: 70% of the students evaluated in English Composition I will answer each of the six embedded questions correctly.

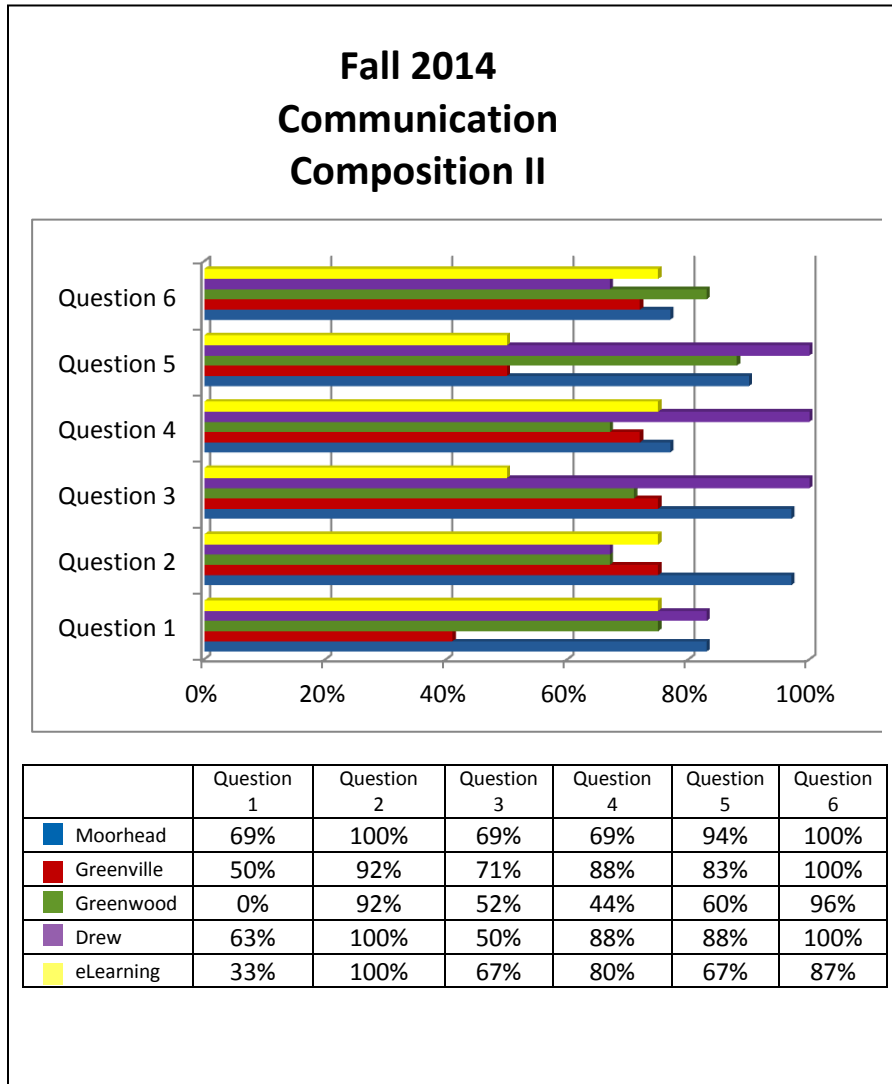
Explanation of Processes: To evaluate this student learning outcome, the English Composition I faculty created six written communication questions related to Composition I and embedded into the fall 2014 final examination. Faculty collected assessment results from 129 students representing 11 sections and all six campus sites of Mississippi Delta Community College (Moorhead, Greenville, Greenwood, Drew, Dual Enrollment, and distance education/eLearning). Results by campus site are provided in Figure 4.

Evidence of Improvement: The English Composition I faculty analyzed the results from the fall 2014 embedded examination results and made the following improvements and changes based upon assessment results:

1. Used repetition in the classroom more often and slowed teaching pace down in order to enhance students' understanding and learning.
2. Incorporated more practice writing that was not graded in order for students to develop confidence and understanding.
3. Dedicated more individual time to students.
4. Incorporated more online testing as well as more focused lesson or unit plans.
5. Added more instructional videos and more online discussions.
6. Provided emphasis on note taking.
7. Paired stronger students with weaker students for peer evaluations and tutoring.

Figure 5

Fall 2014 Communication Course Embedded Results for Composition II and Evidence of Improvement



Student Learning Outcome: Communication Skills - Students will be able to write effectively.

Criteria/Benchmark: 70% of the students evaluated in English Composition II will answer each of the six embedded questions correctly.

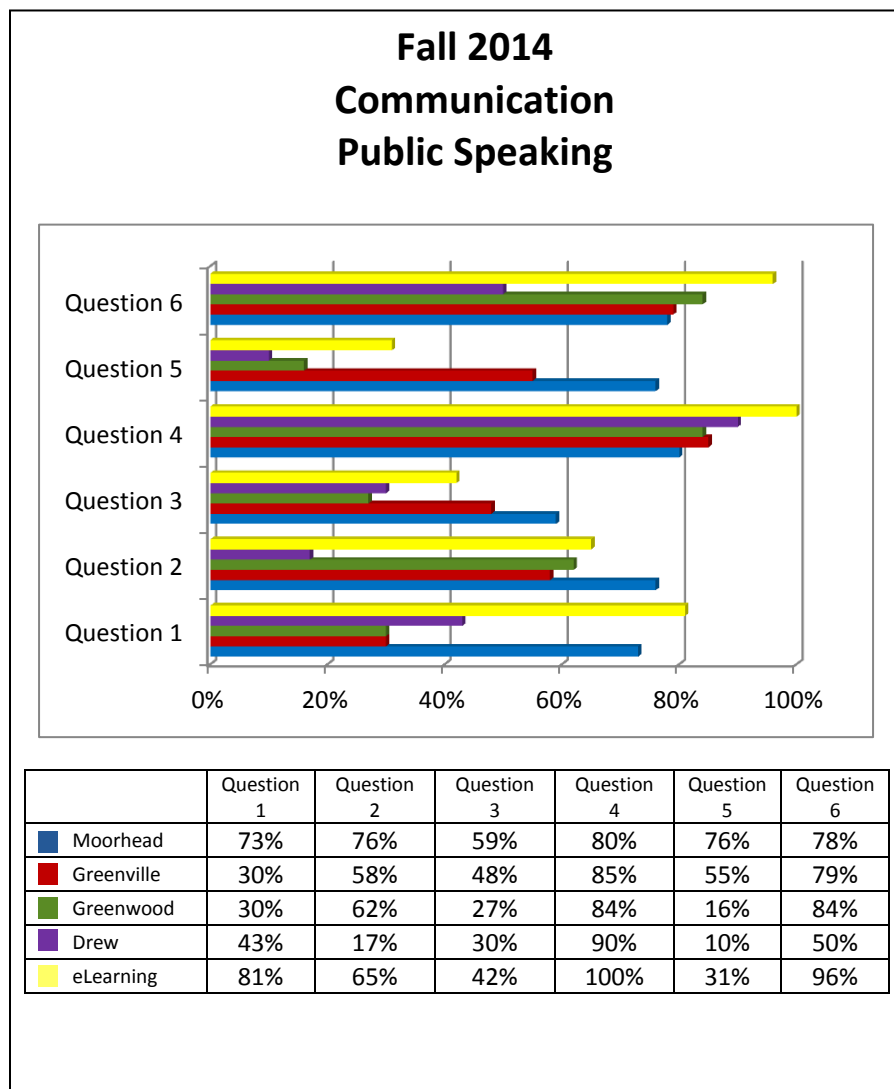
Explanation of Processes: To evaluate this student learning outcome, the English Composition II faculty created six communication questions related to Composition II and embedded into the spring 2014 final examination. Faculty collected assessment results from 103 students representing 9 sections and five campus sites of Mississippi Delta Community College (Moorhead, Greenville, Greenwood, Drew, and distance education/eLearning). Composition II was not offered to dual enrollment students. Results by campus site are provided in Figure 5.

Evidence of Improvement: The English Composition II faculty analyzed the results from the fall 2014 embedded examination results and made the following improvements and changes based upon assessment results:

1. Expanded instruction to include other types of research styles and formats (beyond literary and MLA).
2. Placed more emphasis on how to locate and evaluate sources and how to summarize and paraphrase.
3. Dedicated more individual time to students.
4. Improved the introduction to writing a literary analysis through step-by-step modeling of the process.
5. Modified class time to include more critical literary analysis and less time on discussion of stories.
6. Adopted a new textbook and handbook.
7. Stressed more discussion of the content of the literature to help lay the foundation for analysis.
8. Added review material and quizzes to assist students to review basic and advanced grammar skills.

Figure 6

Fall 2014 Communication Course Embedded Results for Speech and Evidence of Improvement



Student Learning Outcome: Communication Skills - Students will be able to speak effectively.

Criteria/Benchmark: 70% of the students evaluated in public speaking will answer each of the six embedded questions correctly.

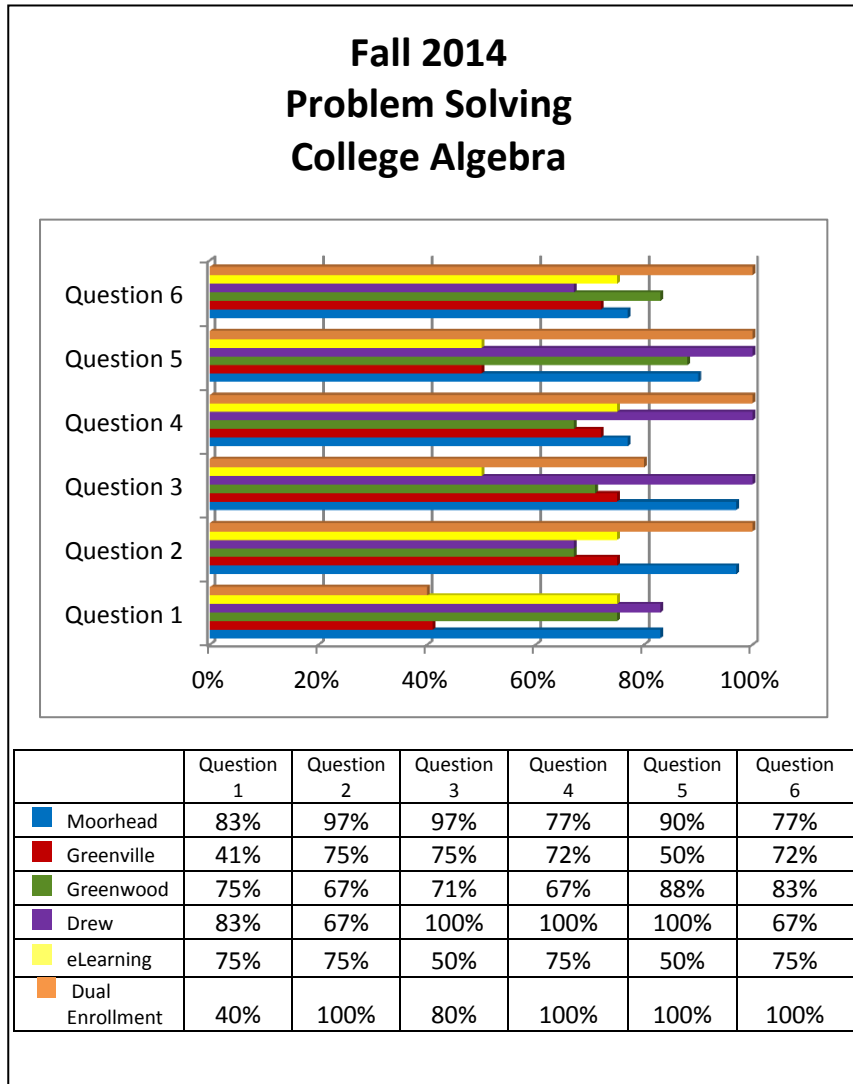
Explanation of Processes: To evaluate this student learning outcome, the public speaking faculty created six communication questions related to the course and embedded into the fall 2014 final examination. Faculty collected assessment results from 175 students representing 9 sections and all six campus sites of Mississippi Delta Community College (Moorhead, Greenville, Greenwood, Drew, Dual Enrollment, and distance education/eLearning). Results by campus site are provided in Figure 6.

Evidence of Improvement: The public speaking faculty analyzed the results from the fall 2014 embedded examination results and made the following improvements and changes based upon assessment results:

1. Used technology more often to enhance the delivery of subject matter in lectures.
2. Used activities and videos from additional sources to provide students with more practice making oral presentations.
3. Added more visual aids to teaching strategies.
4. Clarified and expanded online instruction through the online Canvas platform.
5. Incorporated an impromptu speech for students to present for extra credit.
6. Added power points from class lecture to Canvas.
7. Added discussion board assignments to Canvas.

Figure 7

Fall 2014 Problem Solving Course Embedded Results for College Algebra and Evidence of Improvement



Student Learning Outcome: Problem Solving - Students will be able to use mathematics skills to solve problems.

Criteria/Benchmark: 70% of the students evaluated in college algebra will answer each of the six embedded questions correctly.

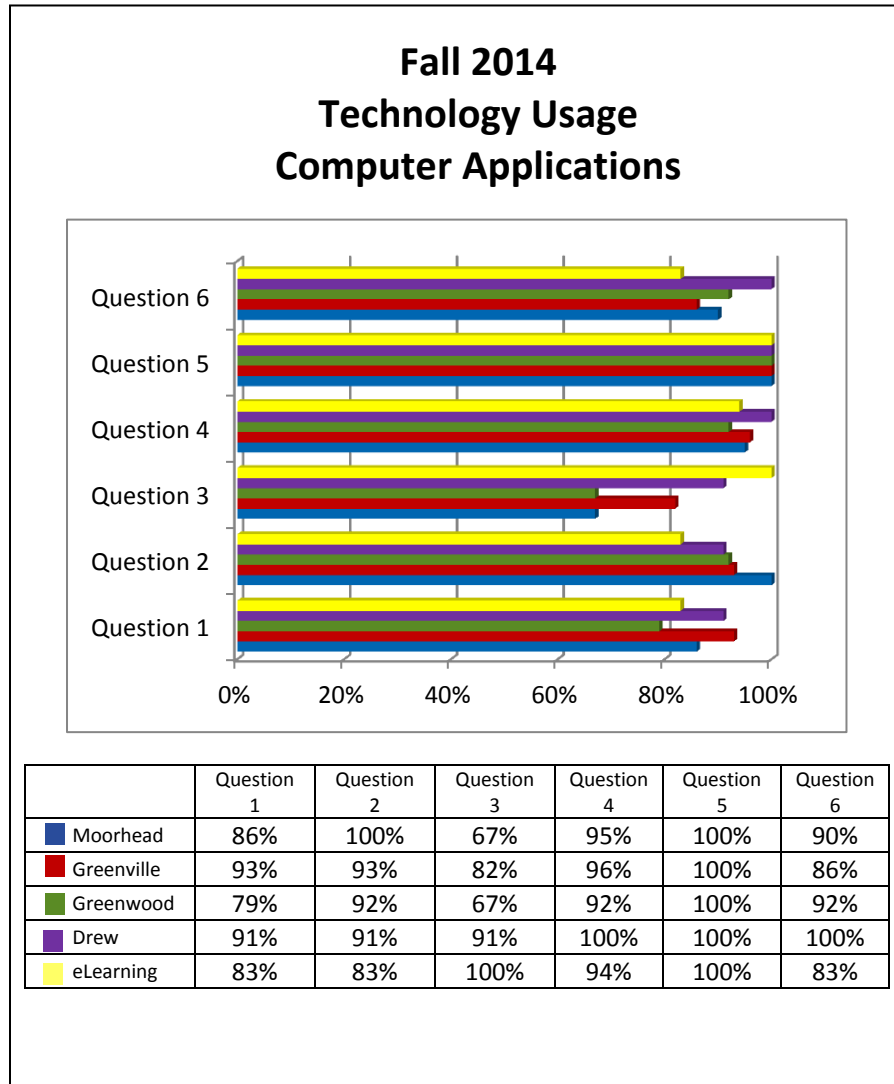
Explanation of Processes: To evaluate this student learning outcome, the college algebra faculty created six problem solving questions related to the course and embedded into the fall 2014 final examination. Faculty collected assessment results from 101 students representing 10 sections and all six campus sites of Mississippi Delta Community College (Moorhead, Greenville, Greenwood, Drew, Dual Enrollment, and distance education/eLearning). Results by campus site are provided in Figure 7.

Evidence of Improvement: The college algebra faculty analyzed the results from the fall 2014 embedded examination results and made the following improvements and changes based on assessment results:

1. Enhanced instructors' teaching by incorporating Sympodium software. The software allowed instructors to determine which compass assignments and quizzes the students had trouble mastering.
2. Implemented more questioning during class meetings by asking specific questions.
3. Incorporated the opportunity for students to practice in order to increase retention.
4. Provided more individual one-on-one help with students.
5. Provided students with additional resources to assist them outside of class.
6. Revised lesson presentations to include more "mini-lessons" within the lectures to help students develop their skills.

Figure 8

Fall 2014 Technology Usage Course Embedded Results for Computer Applications and Evidence of Improvement



Student Learning Outcome: Technology Usage - Students will be able to identify and use appropriate computer applications.

Criteria/Benchmark: 70% of the students evaluated in computer applications will answer each of the six embedded questions correctly.

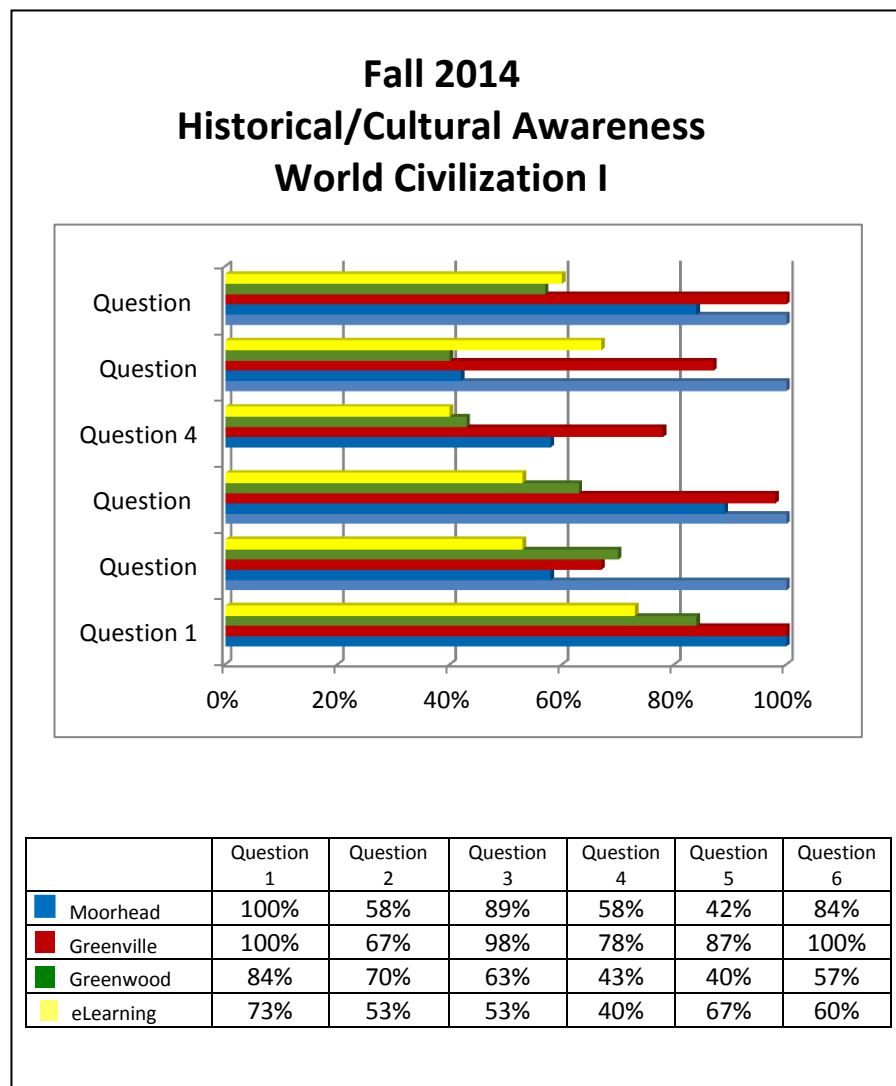
Explanation of Processes: To evaluate this student learning outcome, the computer applications faculty created six technology usage questions related to the course and embedded into the fall 2014 final examination. Faculty collected assessment results from 102 students representing 8 sections and five campus sites of Mississippi Delta Community College (Moorhead, Greenville, Greenwood, Drew, and distance education/eLearning). Computer Applications is not offered to dual enrollment students. Results by campus site are provided in Figure 8.

Evidence of Improvement: The computer applications faculty analyzed the results from the fall 2014 embedded examination results and made the following improvements and changes based on assessment results:

1. Engaged students more directly during class presentations.
2. Utilized Canvas to inform students of assignment deadlines and due dates.
3. Incorporated more relevant analogies into classroom instruction.
4. Changed instructional content to include more time on word processing, spreadsheets, and databases.
5. Enhanced the use of Canvas to include instruction, assignment delivery, testing, and communication.
6. Improved communication between the students and instructor through the use of the Canvas email interface.

Figure 9

Fall 2014 Historical/Cultural Awareness Course Embedded Results for World Civilization I and Evidence of Improvement



Student Learning Outcome: Historical/Cultural Awareness - Students will be able to analyze how history and culture affect society.

Criteria/Benchmark: 70% of the students evaluated in World Civilization I will answer each of the six embedded questions correctly.

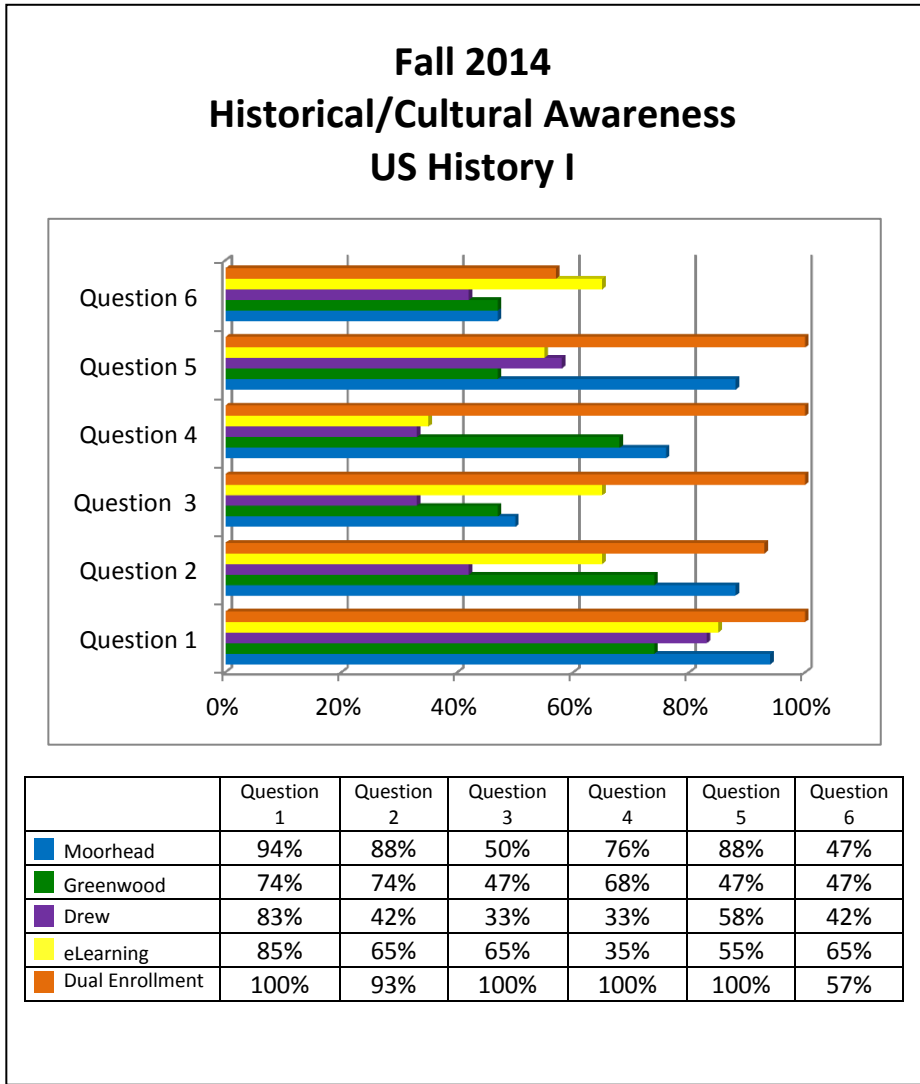
Explanation of Processes: To evaluate this student learning outcome, the World Civilization I faculty created six historical/cultural awareness questions related to the course and embedded into the fall 2014 final examination. Faculty collected assessment results from 112 students representing 7 sections and four campus sites of Mississippi Delta Community College (Moorhead, Greenville, Greenwood, and distance education/eLearning). World Civilization I was not offered to dual enrollment students or at the Drew Center. Results by campus site are provided in Figure 9.

Evidence of Improvement: The World Civilization I faculty analyzed the results from the fall 2014 embedded examination results and made the following improvements and changes based on assessment results:

1. Provided further explanation and direction concerning eLearning proctored examinations in order to prevent students' misunderstandings about virtual learning.
2. Used more visual aids in instruction including PowerPoint presentations.
3. Revised instructional delivery to include less lectures in class by posting lectures into Canvas.
4. Added video clips to Canvas so that students could have good visual aids to go along with notes and lectures provided during traditional campus courses.
5. Encouraged more class participation.
6. Infused more stories to ensure students had a better understanding of the content.
7. Enhanced the use of statistics to validate test results

Figure 10

Fall 2014 Historical/Cultural Awareness Course Embedded Results for American History I and Evidence of Improvement



Student Learning Outcome: Historical/Cultural Awareness - Students will be able to analyze how history and culture affect society.

Criteria/Benchmark: 70% of the students evaluated in US History I will answer each of the six embedded questions correctly.

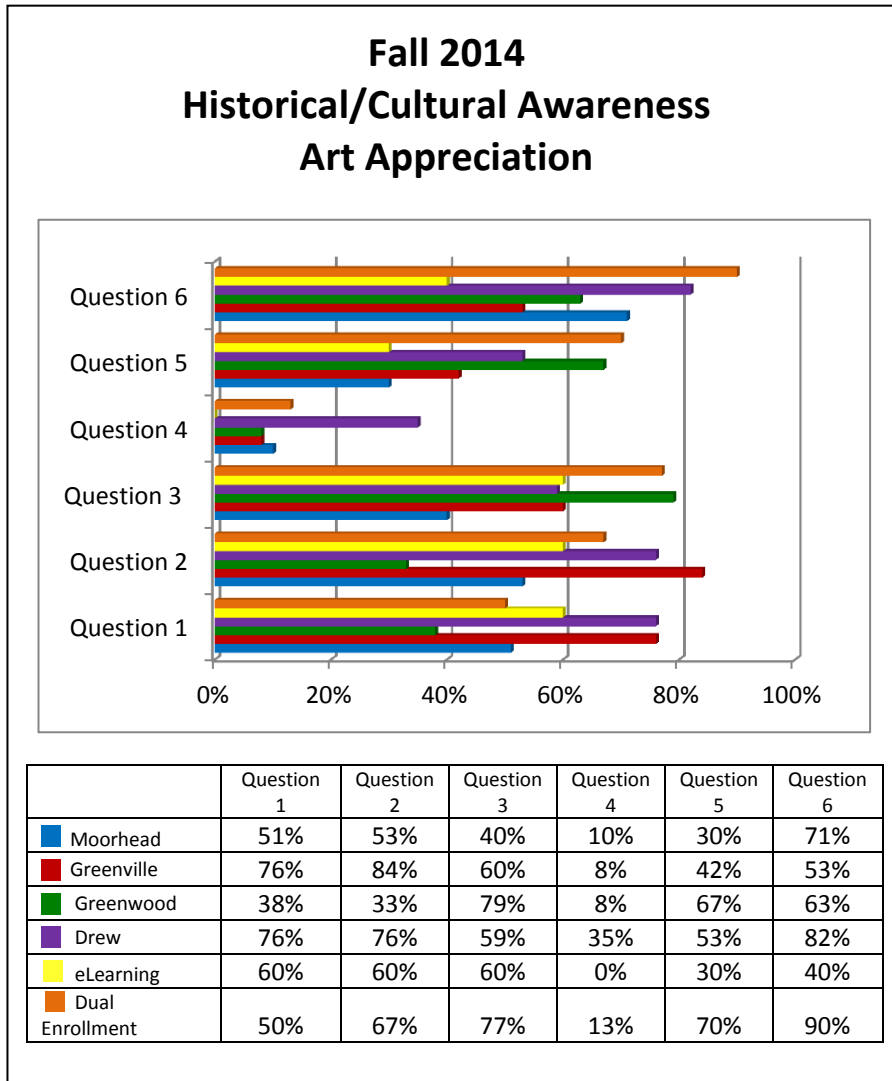
Explanation of Processes: To evaluate this student learning outcome, the US History I faculty created six historical/cultural awareness questions related to the course and embedded into the fall 2014 final examination. Faculty collected assessment results from 117 students representing 5 sections and five campus sites of Mississippi Delta Community College (Moorhead, Greenwood, Drew, Dual Enrollment, and distance education/eLearning). US History I was not offered at the Greenville Higher Education Center. Results by campus site are provided in Figure 10.

Evidence of Improvement: The US History I faculty analyzed the results from the fall 2014 embedded examination results and made the following improvements and changes based upon assessment results:

1. Provided further explanation and direction concerning eLearning proctored examinations in order to prevent students' misunderstandings about virtual learning.
2. Used more visual aids in instruction including PowerPoint presentations.
3. Revised instructional delivery to include less lectures in class by posting lectures into Canvas.
4. Added video clips to Canvas so that students could have good visual aids to go along with notes and lectures provided during traditional campus courses.
5. Encouraged more class participation.
6. Reviewed and revised course assessments.
7. Enhanced the use of statistics to validate test results.
8. Added quizzes to Canvas

Figure 11

Fall 2014 Historical/Cultural Awareness Course Embedded Results for Art Appreciation and Evidence of Improvement



Student Learning Outcome: Historical/Cultural Awareness - Students will be able to analyze how history and culture affect society.

Criteria/Benchmark: 70% of the students evaluated in Art Appreciation will answer each of the six embedded questions correctly.

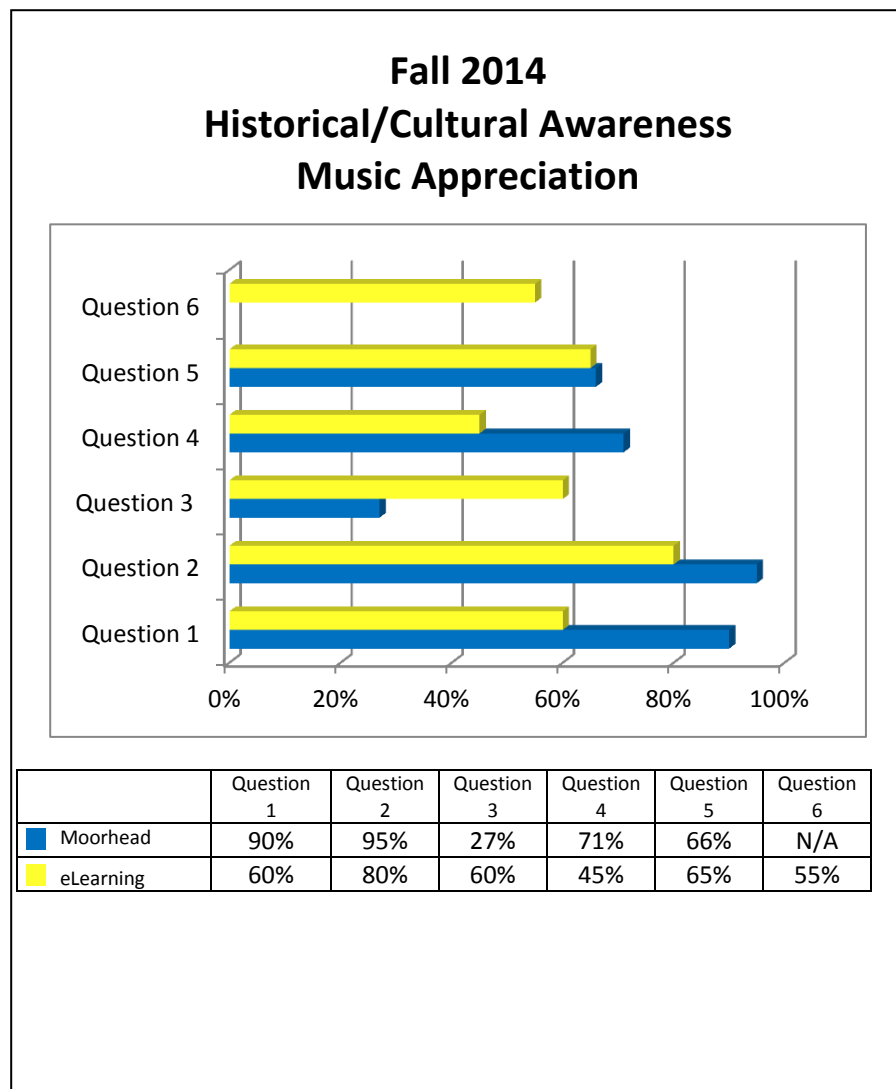
Explanation of Processes: To evaluate this student learning outcome, the Art Appreciation faculty created six historical/cultural awareness questions related to the course and embedded into the fall 2014 final examination. Faculty collected assessment results from 213 students representing 8 sections and all five campus sites of Mississippi Delta Community College (Moorhead, Greenville, Greenwood, Drew, and distance education/eLearning). Art Appreciation was not offered to dual enrollment students. Results by campus site are provided in Figure 11.

Evidence of Improvement: The Art Appreciation faculty analyzed the results from the fall 2014 embedded examination results and made the following improvements and changes based upon assessment results:

1. Provided more hands-on student activities to reinforce the styles of artists.
2. Utilized a variety of delivery methods to cater to students who learn differently
3. Added more student engagement activities to instructional delivery methods.
4. Diversified instruction to include different student learning styles.
5. Implemented the use of Canvas in the traditional campus course; posted slides, videos, and podcasts for the course.
6. Required students to come to class each course period and improved method of keeping course attendance.
7. Added iPads, Smart TV and other technology to the art courses.

Figure 12

Fall 2014 Historical/Cultural Awareness Course Embedded Results for Music Appreciation and Evidence of Improvement



Student Learning Outcome: Historical/Cultural Awareness - Students will be able to analyze how history and culture affect society.

Criteria/Benchmark: 70% of the students evaluated in Music Appreciation will answer each of the six embedded questions correctly.

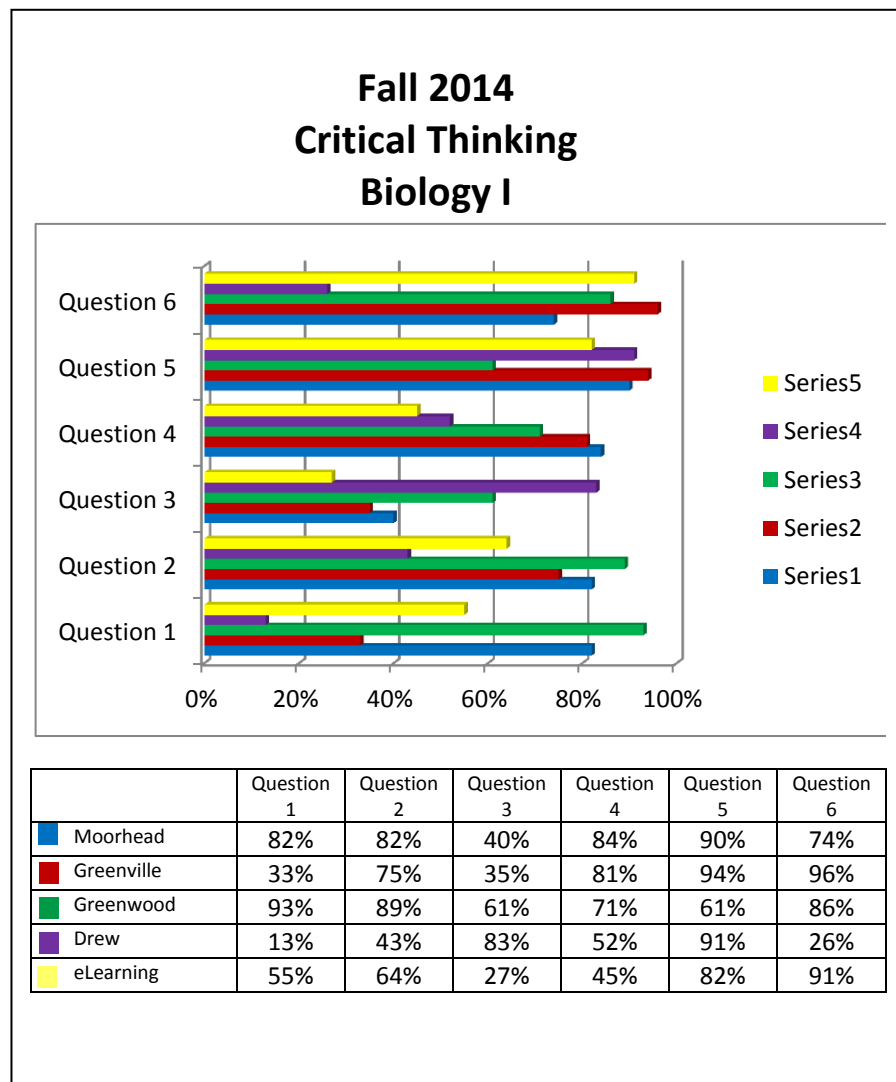
Explanation of Processes: To evaluate this student learning outcome, the Music Appreciation faculty created six historical/cultural awareness questions related to the course and embedded into the fall 2014 final examination. Faculty collected assessment results from 61 students representing 4 sections on the Moorhead campus and the Virtual eLearning campus. Music Appreciation was not offered in Greenville, Greenwood, or Drew in fall 2014. Music Appreciation is not offered to dual enrollment students. Results by campus site are provided in Figure 12.

Evidence of Improvement: The Music Appreciation faculty analyzed the results from the fall 2014 embedded examination and made the following improvements and changes based upon assessment results:

1. Matched the course material to the curriculum.
2. Made the course content relevant to students.
3. Included more navigational instruction for students.
4. Purchased iPads for use in the classroom setting.
5. Reviewed assessment results and redesigned instructional time to include more emphasis on areas students demonstrated to be weak on the spring assessment.
6. Posted YouTube videos of music and musicians for the course.

Figure 13

Fall 2014 Critical Thinking Course Embedded Results for Biology I and Evidence of Improvement



Student Learning Outcome: Critical Thinking - Students will be able to think critically about a problem in science and formulate possible conclusions or solutions.

Criteria/Benchmark: 70% of the students evaluated in Biology I will answer each of the six embedded questions correctly.

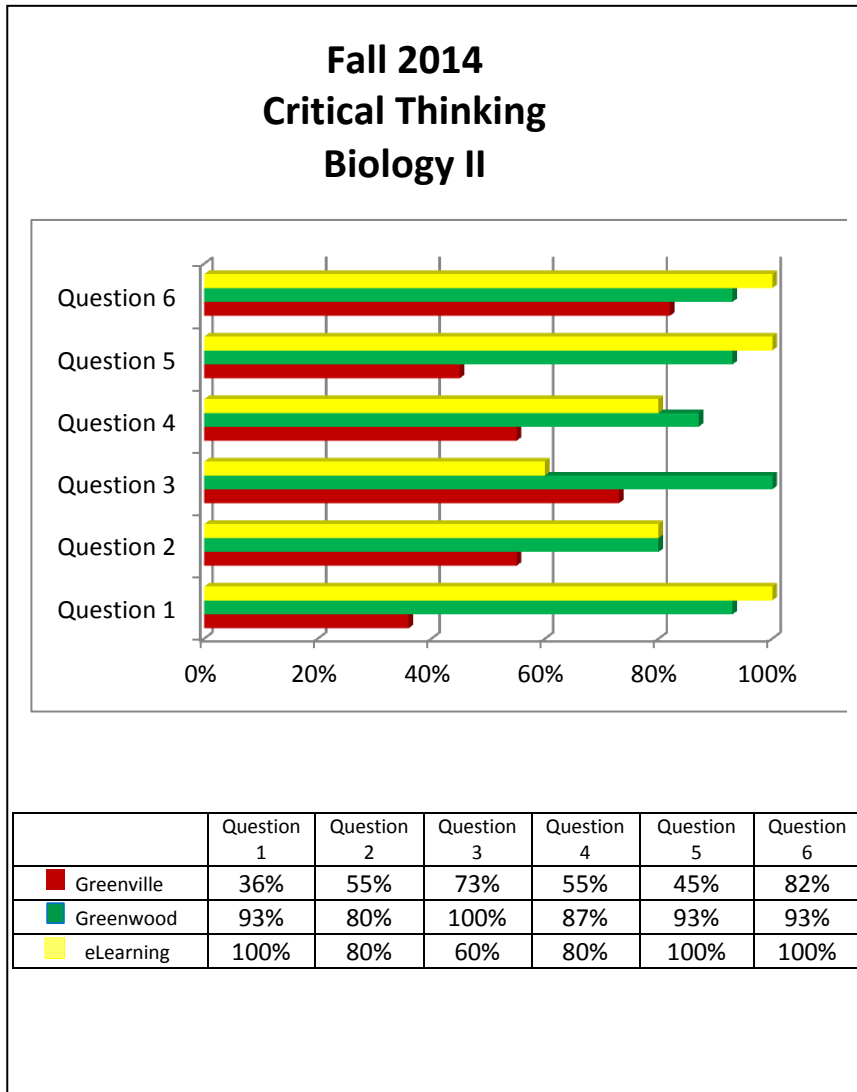
Explanation of Processes: To evaluate this student learning outcome, the Biology I faculty created six critical thinking questions related to the course and embedded into the fall 2014 final examination. Faculty collected assessment results from 160 students representing 10 sections on the Moorhead campus, Virtual eLearning campus, Greenwood Center, Drew Center, and Greenville Higher Education Center. Biology I was not offered to dual enrollment students. Results by campus site are provided in Figure 13.

Evidence of Improvement: The Biology I faculty analyzed the results from the fall 2014 embedded examination and made the following improvements and changes based upon assessment results:

1. Modified activities including the CCL's Tutor Trac System.
2. Utilized Textbook Online Companion.
3. Incorporated the use of ELPs (e-Learning platforms in Canvas).
4. Engaged students more directly during class presentations.
5. Increased use of visual aids in instructions, including PowerPoint presentations and YouTube videos.
6. Encouraged students to use CyberEd tutorials and quizzes.

Figure 14

Fall 2014 Critical Thinking Course Embedded Results for Biology II and Evidence of Improvement



Student Learning Outcome: Critical Thinking - Students will be able to think critically about a problem in science and formulate possible conclusions or solutions.

Criteria/Benchmark: 70% of the students evaluated in Biology II will answer each of the six embedded questions correctly.

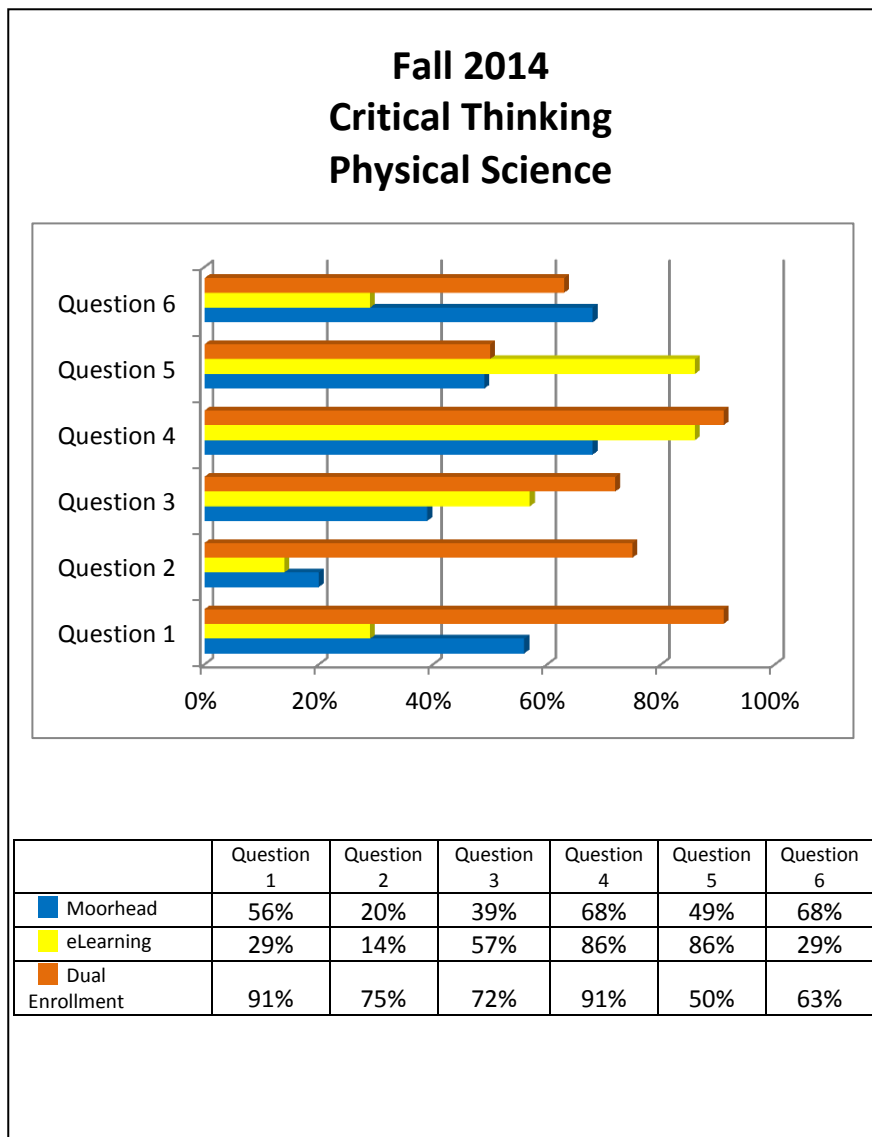
Explanation of Processes: To evaluate this student learning outcome, the Biology II faculty created six critical thinking questions related to the course and embedded into the fall 2014 final examination. Faculty collected assessment results from 31 students representing 3 sections at the Virtual eLearning campus, Greenwood Center, and Greenville Higher Education Center. Biology II was not offered at the Moorhead campus, Drew Center, or to dual enrollment students. Results by campus site are provided in Figure 14.

Evidence of Improvement: The Biology II faculty analyzed the results from the fall 2014 embedded examination and made the following improvements and changes based upon assessment results:

1. Modified activities including the CCL's Tutor Trac System.
2. Utilized Textbook Online Companion.
3. Incorporated the use of ELPs (e-Learning platforms in Canvas).
4. Engaged students more directly during class presentations.
5. Increased use of visual aids in instructions, including PowerPoint presentations and YouTube videos

Figure 15

Fall 2014 Critical Thinking Course Embedded Results for Physical Science and Evidence of Improvement



Student Learning Outcome: Critical Thinking - Students will be able to think critically about a problem in science and formulate possible conclusions or solutions.

Criteria/Benchmark: 70% of the students evaluated in Physical Science will answer each of the six embedded questions correctly.

Explanation of Processes: To evaluate this student learning outcome, the Physical Science faculty created six critical thinking questions related to the course and embedded into the fall 2014 final examination. Faculty collected assessment results from 80 students representing 5 sections on the Moorhead campus, Virtual eLearning campus, Dual Enrollment campus. Physical Science was not offered at the Greenwood Center, Greenville Higher Education Center, Drew Center, or to dual enrollment students. Results by campus site are provided in Figure 15.

Evidence of Improvement: The Physical Science faculty analyzed the results from the fall 2014 embedded examination results and made the following improvements and changes based upon assessment results:

1. Modified activities including the CCL’s Tutor Trac System.
2. Utilized Textbook Online Companion.
3. Incorporated the use of ELPs (e-Learning platforms in Canvas).
4. Engaged students more directly during class presentations.
5. Increased use of visual aids in instructions, including PowerPoint presentations and YouTube videos.

MDCC’s Student Exit Survey Results – Indirect Assessment

In addition to the direct assessments of student learning for the general education core, Mississippi Delta assesses general education competencies through *MDCC’s Student Exit Survey*. Six opinion statements related to student attainment of student learning of the general education core were included on the institution’s annual Student Exit Survey in May of 2015. Distance education and dual enrollment students as well as students in Moorhead, Greenville, Greenwood, and Drew all participated in the survey. Although an indirect assessment, survey results on the May 2015 Student Exit Survey indicated that over 75% of the students feel that their reading comprehension, technology, communication, problem-solving, critical thinking, and historical/cultural awareness skills have improved since enrolling at Mississippi Delta Community College.

My reading comprehension skills have improved since completing courses at Mississippi Delta Community College:		
Answer Options	Response Percent	Response Count
Strongly Agree	54.26%	172
Agree	35.33%	112
Neutral	10.41%	33
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<i>answered question</i>		317
<i>skipped question</i>		6

My technology skills have improved since completing courses at Mississippi Delta Community College:		
Answer Options	Response Percent	Response Count
Strongly Agree	59.62%	189
Agree	34.38%	109
Neutral	5.99%	19
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<i>answered question</i>		317
<i>skipped question</i>		6

My communication skills have improved since completing courses at Mississippi Delta Community College:		
Answer Options	Response Percent	Response Count
Strongly Agree	62.10%	195
Agree	30.89%	97
Neutral	7.01%	22
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<i>answered question</i>		314
<i>skipped question</i>		9

MDCC's Student Exit Survey Results – Indirect Assessment...Continued

My problem solving skills have improved since completing courses at Mississippi Delta Community College:		
Answer Options	Response Percent	Response Count
Strongly Agree	59.55%	187
Agree	35.67%	112
Neutral	4.78%	15
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<i>answered question</i>		314
<i>skipped question</i>		9

My critical thinking skills have improved since completing courses at Mississippi Delta Community College:		
Answer Options	Response Percent	Response Count
Strongly Agree	59.49%	188
Agree	35.44%	112
Neutral	5.06%	16
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<i>answered question</i>		316
<i>skipped question</i>		7

My historical and cultural awareness skills have improved since completing courses at Mississippi Delta Community College:		
Answer Options	Response Percent	Response Count
Strongly Agree	55.59%	174
Agree	33.23%	104
Neutral	10.22%	32
Disagree	0.96%	3
Strongly Disagree	0.00%	0
<i>answered question</i>		313
<i>skipped question</i>		10