

COLLEGE OF THE MAINLAND

PROGRAM/SERVICES OUTCOMES ASSESSMENT CHART

Team Name: General Education Committee

Fiscal Year: 2002-03

2003-2004 College Mission Statement: College of the Mainland, a comprehensive community college, is an accessible, affordable learner-centered institution dedicated to student success serving the mainland area of Galveston County and beyond.

Purposes - College of the Mainland will provide:

- a. a variety of college level transfer programs to prepare students for work at senior college and universities;
- b. a variety of one and two year occupational and technical programs designed to prepare students for employment immediately upon graduation;
- c. developmental courses for students not ready for college level work;
- d. adult education courses including GED, ABE (Adult Basic Education), and ESL (English as a Second Language) for students seeking basic skills;
- e. a variety of continuing education opportunities designed for those who wish to upgrade employment skills or to pursue areas of personal interest;
- f. economic development assistance in the form of training, business development, and cooperative efforts with other economic development agencies
- g. services in support of all educational programs to ensure student success and;
- h. venues for cultural and social activities to enhance the quality of life in our community.

General Education Committee Purposes:

- Provide leadership and coordination for the assessment of general education outcomes including:
 1. Development of the general education outcomes assessment plan
 2. Implementation, where appropriate, of assessment projects
 3. Coordination with faculty to evaluate assessment results and recommend improvements
 4. Completion of the assessment chart to document all assessment results and actions taken
 5. Evaluation of the annual general education assessment process for improvements in subsequent plans

Program/Service (from Section C – Operational and Administrative Functions): To provide a general education curriculum that includes courses and experiences that ensure that students develop reading skills at the college level. Competence in reading means the ability to comprehend, analyze, and interpret a variety of written materials, including books, monographs, articles, and other documents. The core curriculum should offer students the opportunity to master both general methods of analyzing written content and specific methods of analyzing the subject matter of individual disciplines.

**Supports College Purpose Statement:
A, b, c, e, f and h**

Intended Outcomes /Student Learning Outcomes	Criteria for Success	Means of Assessment/Timeline	Summary of data/feedback	Use of Results
Students will read with understanding at college level	90% of students will score at or above the 50th percentile (national norm) on the CAAP reading test after	CAAP (Collegiate Assessment of Academic Proficiency)-measures reading comprehension as a	A total of 14 students took the CAAP Reading in two sessions in April. Approximately 300 students who met the cohort criteria were sent a letter followed up by class announcements	<ul style="list-style-type: none"> ▶ Evaluate the method chosen to identify and test cohort ▶ Determine what, if any, information was gained from participant test scores ▶ Identify real use of information if

	<p>completing at least 24 core curriculum credit hours, including two of the following classes: Government 2301, Government 2302, History 1301, History 1302, or English 1302</p>	<p>combination of skills that can be conceptualized in two broad categories: Referring Skills and Reasoning Skills – April 2003</p>	<p>and a telephone call. Incentives in terms of Bookstore cash awards were offered.</p> <p>Results for students participants – total Reading – scored within following percentile ranges:</p> <p>0-25 = 1 student 26-49 = 3 students 50-75 = 2 students 76-99 = 8 students</p> <p>10 of 14 (71%) students scored at or above the 50th Percentile – does not meet criteria established but n is so small that not a good representation of college population</p> <p>Conclusions: Asking students to volunteer, even with incentives, did not draw a sufficient number of students to gain information for national comparison.</p>	<p>administered again under different circumstances – i.e. how data can be used to improve curriculum. Work with faculty to evaluate this issue.</p> <p>If determined to administer again questions for design: Evaluate test content to determine to what degree there's a match with COM curriculum. If there is sufficient content match continue by:</p> <ul style="list-style-type: none"> • Redefine cohort • Identify method to ensure sufficient cohort (administer in specific classes, for graduation, require for class assignment, dismiss specific classes to group administration, etc.)
<p>Students will have been assigned and undertake on their own sufficient reading materials to address the college's competency reading statement (intended outcome)</p>	<p>Students responses will be at or above the national community college mean on specific CCSSE reading items</p>	<p>CCSSE (Community College Survey of Student Engagement) – administer in April 2003</p> <p>3a. Number of assigned textbooks, manuals, books, or book-length packs of course readings.</p> <p>3b. Number of books read on your own (not assigned) for personal enrichment or academic enrichment.</p>	<p>CCSSE Scale: 1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20</p> <p>Means:</p> <p>3a. All 2 year colleges = 2.78 Small college = 2.77 COM = 2.74</p> <p>3b. All Colleges = 2.09 Small college = 2.07 COM = 2.06</p> <p>College of the Mainland participant</p>	<p>► GE Committee recommends that Curriculum and Entry-Level Assessment Committees evaluate recommendation to require college-level reading skills as a pre-requisite for all college-level courses</p> <p>► GE Assessment Committee recommends a follow-up study (Map) to determine the number, type of reading assignments required and how faculty assures that students are completing assignments (look at a cross-section of COM courses). Determine average and relate to the CCSSE scale to evaluate if students have reading assignments at the national CC mean</p>

			responses were below the national community or small college mean on either of these reading related items	
Project to determine what learning outcomes are being assessed and how across the general education curriculum		General Education Survey – Fall 2002 Faculty were asked to 1) list all general education courses he/she teaches, 2) identify the degree to which each learning outcome is being assessed within the course and 3) to indicate how learning outcomes are assessed (and given a list to choose from)	Scale: X=Course directly addresses the development of skills and knowledge defined in this learning outcome 0=Course requires application of skills and knowledge defined in this learning outcome and assesses that skill or knowledge application, but does not necessarily provide instruction for development Reading: 67=X 123=0 (out of 315 courses listed)	

Program/Service (from Section C – Operational and Administrative Functions): To provide a general education curriculum that includes courses and experiences that ensure that students develop writing skills. Competence in writing means the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. The core curriculum should offer students the opportunity to learn to write prose, which is characterized not only by correct grammar, syntax, diction, spelling, and punctuation, but also by precision, cogency, and economy. The core curriculum should also offer students the opportunity to become familiar with the writing process, including the discovery, development, organization, and presentation of a topic.

General Methods of implementing General Education Assessment:

The GE Committee will develop an annual plan for assessment of general education competencies. Each year a minimum of three of the eight GE competencies will have comprehensive plans implemented. Additionally, there may be follow-up assessment projects from the previous year. Reading, Writing and Critical Thinking were selected for the 2002-03 academic year.

Supports College Purpose Statement:

Intended Outcomes /Student Learning Outcomes	Criteria for Success	Means of Assessment/Timeline	Summary of data/feedback	Use of Results
Students will be able to demonstrate correct grammar usage in written prose and produce writing appropriate	80% of students after completing English 1301 will be able to write to audience and purpose as evidenced by a score of at least 3	Papers collected from Government 2301 & 2302, History 1301 & 1302 and Philosophy 2306. A scoring rubric designed by the	126 student papers were evaluation by six raters. Scale: Level 1 – demonstrates non-competence Level 2 – suggest non-competence	Based on the graders' comments and the qualitative summaries (full comments will be available for both English faculty and Curriculum Committee), the GE Assessment Committee recommends that the following actions be taken:

<p>to the rhetorical situation.</p>	<p>on a scale of 1 to 4 on a locally developed rubric</p>	<p>GE committee was used by a core group of full- and part-time faculty</p>	<p>Level 3 – suggests competence Level 4 – demonstrates competence</p> <ul style="list-style-type: none"> ▶ On the 4 point scale, with a 3 or 4 identified as acceptable college level writing, the average score was 2.00 ▶ 39 papers were graded as acceptable – with some variations due to error in the process the pass rate is approximately 30% <p>81 student records were reviewed to determine the % that had taken Engl 1301 and Engl 1301 + 1302 (there are 81 student records because some students wrote papers for more than one class or no SS # was available) 68 (85%) students completed Engl 1301 52 (64%) students complete both Engl 1301 and 1302 (22 of the 81 transferred in 1301 – 1 student credit by exam) (20 [24.7%] students had Engl 1301 only)</p>	<ol style="list-style-type: none"> 1. English faculty and the Curriculum Committee should develop guidelines for formal writing assignments and distribute these standards to other faculty at a workshop 2. English 1301 should be a prerequisite for all classes in which writing is a significant component, and the prerequisite should be strictly enforced 3. A WAC (Writing Across the Curriculum) system should be discussed during 2003-2004 academic year 4. In courses that require a formal writing assignment ensure that assignment requires defined college-level writing components. Referred to Curriculum Committee 5. Recommend follow-up study to review the following components of English 1301 across all faculty in said course: sentence structure, subject-verb agreement, documentation and spelling. A random, representative sample of the last paper in the semester will be collected and reviewed by qualified evaluators using a rubric that matches expected outcomes being studied. Work with English faculty in design and follow-up.
<p>1. Experiences at COM included preparing drafts of papers before</p>	<p>Students responses will be at or above the national community college mean on</p>	<p>CCSSE – April 2003 1c. Prepared two or more drafts of a paper or assignment before</p>	<p>CCSSE Scale: 1=Never, 2=Sometimes, 3=Often, 4=Very Often Means: 1c. All CC = 2.51 Small college = 2.52</p>	<p>Suggests need for continuation of performance based outcomes projects as shown above.</p>

<p>submitting those papers</p> <p>2. Students believe their experience at COM has contributed to their knowledge, skill and personal development in writing clearly and effectively</p>	<p>specific CCSSE writing related items</p>	<p>turning it in</p> <p>3c. Number of written papers or reports of any length</p> <p>9c. Writing clearly and effectively</p>	<p>COM = 2.57</p> <hr/> <p>Scale: 1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20</p> <p>3c. All CC = 2.77</p> <p>Small college = 2.74 COM = 2.85</p> <p>Scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</p> <p>9c. All CC = 2.61 Small college = 2.62 COM = 2.66</p> <hr/> <p>On all three of these CCSSE items COM participant responses are above the mean for all national and small community colleges</p>	
<p>Project to determine what learning outcomes are being assessed and how across the general education curriculum</p>		<p>General Education Survey – Fall 2002</p>	<p>Scale: see reading section</p> <p>Writing: 78=X 92=0 (out of 315 courses listed)</p>	<p>See Writing Across the Curriculum recommendations above</p>
<p>Program/Service (from Section C – Operational and Administrative Functions): To provide a general education curriculum that includes courses and experiences that ensure that students develop identified math skills. Mathematical literacy is the ability to apply basic mathematical tools in the solution of real world problems. The core curriculum should offer students the opportunity to learn the skills to develop, solve, and interpret mathematical models, to understand the connections between mathematics and other disciplines, and to appreciate how appropriate technology can be used to enhance mathematical thinking and problem solving.</p>				
<p>Supports College Purpose Statement:</p>				
<p>Intended Outcomes /Student Learning Outcomes</p>	<p>Criteria for Success</p>	<p>Means of Assessment/Timeline</p>	<p>Summary of data/feedback</p>	<p>Use of Results</p>
<p>Students will be able to perform</p>	<p>1. 90% of students after completing College</p>	<p>CAAP (Collegiate Assessment of</p>	<p>See information in reading section above for general information about</p>	<p>► Recommend that this competency be studied in 2003-04.</p>

<p>mathematical calculations through the level of college algebra.</p>	<p>Algebra 1314 will demonstrate basic mathematical skills by scoring at or above the 50th percentile (national norm) on the CAAP math test. 2. 80% of transfer students after completing College Algebra 1314 will score at or above the 50th percentile (national norm) on the college algebra subscale of the CAAP math test.</p>	<p>Academic Proficiency)-test designed to measure students' proficiency in mathematical reasoning. The test assesses students' proficiency in solving mathematical problems encountered in many postsecondary curricula. It emphasizes quantitative reasoning rather than the memorization of formulas. The content areas tested include pre algebra; elementary, intermediate, and advanced algebra; coordinate geometry; and trigonometry.</p>	<p>CAAP administration and numbers. 13 students took the math portion of the CAAP with the following scoring in identified percentile ranges: Basic Algebra: 0-25 = 3 students 26-49 = 2 50-75 = 1 76-99 = 7 8 of 13 (.615%) scored at or above the 50th percentile – does not meet established criteria - n very small College Algebra: 0-26 = 2 students 26-50 = 3 50-76 = 2 76-100 = 6 8 of 13 (.615%) scored at or above 50th percentile</p>	<p>► Do follow-up on students in developmental math to include the length of time it takes students to complete DS sequences, subsequent success in higher level math courses, retention and completion rates in DS Math ► Add math faculty to GE Committee for 2003-04</p>
<p>Students believe their experience at COM has contributed to their knowledge, skill and personal development in solving numerical problems</p>	<p>Students responses will be at or above the national community college mean on specific CCSSE numerical item</p>	<p>CCSSE – April 2003 9f. Solving numerical problems</p>	<p>Scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much Means: 9f. All CC = 2.53 Small colleges = 2.55 COM = 2.71 COM mean difference significantly above the national CC mean (p<.001) and exceeds the small college mean</p>	<p>See above</p>
<p>Project to determine what learning</p>		<p>General Education Survey – Fall 2002</p>	<p>Scale: see reading section</p>	<p>See above</p>

outcomes are being assessed and how across the general education curriculum	(see reading section for additional information)	Mathematical Literacy: 68=X 34=0 (out of 315 courses listed)
---	--	--

Program/Service (from Section C – Operational and Administrative Functions): To provide a general education curriculum that includes courses and experiences that ensure that students develop critical thinking skills. Competence in critical thinking is the ability to use quantitative and qualitative skills to evaluate ideas and empirical claims, and to develop alternative perspectives and conclusions. The core curriculum should offer students the opportunity to develop their capacities for questioning assumptions, assessing evidence, and solving problems in various disciplines.

Supports College Purpose Statement:

Intended Outcomes /Student Learning Outcomes	Criteria for Success	Means of Assessment/Timeline	Summary of data/feedback	Use of Results
Critical Thinking: 1. Students will be able to critically analyze and evaluate college level material	<p>Critical Thinking: 1. 90% of students after completing 24 core curriculum credit hours, including two of the following classes: Government 2301, Government 2302, History 1301, History 1302, or English 1302, will demonstrate critical thinking skills by scoring at or above the 40th percentile on the CAAP critical thinking test.</p> <p>2. Students who have a transfer intent that have completed 24 core curriculum credit hours, including two of the</p>	CAAP (Collegiate Assessment of Academic Proficiency)- test that measures students' skills in clarifying, analyzing, evaluating, and extending arguments.	<p>See reading description above for CAAP administration and issues</p> <p>1. 13 students of the 14 completed the core at COM + coursework at COM and scored in the following percentile ranges:</p> <p>0-25 = 1 student 26-39 = 4 40-75 = 2 76-99 = 6</p> <p>8 students or 61% scored at the 40th % or better thus meeting the criterion established. In addition, while 50th % (national norm) was not used as criterion, 61% scored above this level with the lowest in this range at the 65th percentile.</p> <p>2. 12 of the 14 students had a transfer intent and those students scores as follows:</p>	Not a sufficient pool to make recommendations. See other critical thinking assessment recommendations included below

	<p>following classes: Government 2301, Government 2302, History 1301, History 1302, or English 1302, will have a mean score on the CAAP critical thinking test greater than the 50th percentile nationally and no program/team/major's average will be less than the 30th percentile.</p>		<p>0-25 = 2 students 26-49 = 2 50-75 = 4 76-99 = 4</p> <p>67% of students scored at the 50% or better. Not enough in sample to evaluate program/major data.</p>	
<p>Same outcome as above</p>	<p>90% of student critical thinking papers will demonstrate critical thinking skills by scoring at least 2 on a scale of 1 to 4 on a locally developed rubric.</p>	<p>125 papers were collected from Government 2301, Government 2302, History 1301, History 1302, and Psychology 2301. A scoring rubric designed by the GE committee was used by a core group of full- and part-time faculty.</p>	<p>Scale: 4=Excellent – Does all or almost all of the following: 3=Good – Does most or many of the following: 2=Satisfactory – Does some of the following (minimal competency): 1=Unsatisfactory - Does little or none of the following: -Reasonable interprets and evaluates ideas, evidence and empirical claims -Identifies alternative perspectives -Questions assumptions by assessing evidence in a critical manner -Justifies conclusions by making plausible arguments citing factual evidence</p> <p>89.4% of papers assessed scored 2 or higher, virtually achieving the criteria for success. The mean score was 2.52, the median score was 3.0, and the mode was 3.0.</p> <p>Most of the faculty assignments had the critical thinking criteria assigned in a clear manner and a few did not</p>	<p>In future critical thinking assignments students should be clearly informed of the critical thinking criterion (as listed in the general education competency statements in the scale) when the assignment is given.</p>
<p>The degree to</p>	<p>Students responses</p>		<p>Scale: 1=Never, 2=Sometimes,</p>	

<p>which coursework at COM has emphasized the following mental activities:</p> <p>Analyzing the basic elements of an idea, experience, or theory</p> <p>Synthesizing and organizing ideas, information, or experiences in new ways</p> <p>Making judgments about the value or soundness of information, arguments, or methods</p> <p>Applying theories or concepts to practical problems or in new situations</p> <p>Thinking critically and analytically</p>	<p>will be at or above the national community college mean on specific CCSSE numerical items</p>	<p>2b. Analyzing basic elements</p> <p>2c. Synthesizing and organizing</p> <p>2d. Making judgments</p> <p>2e. Applying theories</p> <p>9e. Thinking critically and analytically</p>	<p>3=Often, 4=Very Often</p> <p>Means: 2b. All CC = 2.79 Small college = 2.75 COM = 2.85</p> <p>2c. All CC = 2.67 Small college = 2.65 COM = 2.70</p> <p>2d. All CC = 2.52 Small college = 2.50 COM = 2.63</p> <p>2e. All CC = 2.63 Small college = 2.62 COM = 2.62</p> <p>In all but one of the outcomes listed (2e) COM participants responses are above the national community college mean and on that item is equal to the small college mean. On 2e, applying theories the difference was .01 – the difference was minor.</p> <p>Scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</p> <p>9e. All CC = 2.82 Small college = 2.84 COM = 2.84</p> <p>Exceeded the national CC mean and equaled the small college mean</p>	
<p>Project to determine what learning outcomes are being assessed and how</p>		<p>General Education Survey – Fall 2002 (see reading section for additional information)</p>	<p>Scale: See reading section</p> <p>Critical Thinking: 171=X</p>	

across the general education curriculum			51=0 (out of 315 courses listed)	
Program/Service (from Section C – Operational and Administrative Functions): To provide a general education curriculum that includes courses and experiences that ensure that students develop speaking skills. Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. The core curriculum should offer students the opportunity to develop command of the language, poise, and self-confidence through experience in making presentations to small groups, to large groups, and through the media.				
Supports College Purpose Statement:				
Intended Outcomes /Student Learning Outcomes	Criteria for Success	Means of Assessment/Timeline	Summary of data/feedback	Use of Results
Students will have experiences in making class presentations Experience at COM contributes to knowledge, skills and personal development in speaking clearly and effectively	Students responses will be at or above the national community college mean on specific CCSSE speaking items	CCSSE – April 2003 1b. Made a class presentation 9d. Speaking clearly and effectively	Scale: 1=Never, 2=Sometimes, 3=Often, 4=Very Often Means: 1b. All CC = 2.05 Small college = 2.07 COM = 1.92 Does not meet criteria for success – participants responses below the national community and small college means Scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much 9d. All CC = 2.52 Small College = 2.53 COM = 2.53 Slightly exceeds national community college mean and equals small college mean	Recommend that this competency being studied during 2003-04 more fully
Project to determine what learning outcomes are being assessed and how across the general		General Education Survey – Fall 2002 (see reading section for additional information)	Scale: See reading section Speaking: 50=X 81=0	

education curriculum			(out of 315 courses listed)	
Program/Service (from Section C – Operational and Administrative Functions): To provide a general education curriculum that includes courses and experiences that ensure that students develop listening skills. Competence in listening (including affective listening) is the ability to comprehend, analyze, and interpret various forms of oral communication. The core curriculum should offer students the opportunity to develop this competence through participation in lectures, class discussions, field experiences, and other educational venues.				
Supports College Purpose Statement:				
Intended Outcomes /Student Learning Outcomes	Criteria for Success	Means of Assessment/Timeline	Summary of data/feedback	Use of Results
Project to determine what learning outcomes are being assessed and how across the general education curriculum		General Education Survey – Fall 2002 (see reading section for additional information)	Scale: See reading section Listening: 72=X 119=0 (out of 315 courses listed)	

Program/Service (from Section C – Operational and Administrative Functions): To provide a general education curriculum that includes courses and experiences that ensure that students develop their awareness and appreciation of diversity, multiculturalism, and global interdependence. Students will be able to understand and respect differences and commonalities among diverse peoples and cultures.				
Supports College Purpose Statement:				
Intended Outcomes /Student Learning Outcomes	Criteria for Success	Means of Assessment/Timeline	Summary of data/feedback	Use of Results
Students will have experiences at COM with students who have a different background and set of experiences than they do.	Students responses will be at or above the national community college mean on specific CCSSE awareness and appreciation diversity items	CCSSE – April 2003 1s.Had serious conversations with students of a different race or ethnicity other than	Scale: 1=Never, 2=Sometimes, 3=Often, 4=Very Often Means: 1s. All CC = 2.30 Small college = 2.16 COM = 2.56 Exceeds the national community and	<ul style="list-style-type: none"> ▸ Recommend that this competency being studied during 2003-04 more fully ▸ Look at evaluation of papers from Geography, Lit 2332, economics (?), etc.

		<p>your own</p> <p>1t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values</p> <p>6c. Encouraging contact among students from different economic, social and racial or ethnic backgrounds (to what extent emphasized)</p> <p>9k. Understanding people of other racial and ethnic backgrounds</p>	<p>small college means – difference significantly above the national CC mean ($p < 0.01$)</p> <p>1t. All CC = 2.32 Small college = 2.25 COM = 2.42</p> <p>COM participant responses exceeds the national community college mean/ exceeds small college mean – difference significantly above ($p < 0.01$)</p> <hr/> <p>Scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</p> <p>6c. All CC = 2.37 Small college = 2.32 COM = 2.49</p> <p>Exceeds the community college mean/exceeds small college mean – difference significantly above ($p < 0.01$)</p> <p>9k. All CC = 2.25 Small College = 2.19 COM = 2.45</p> <p>Exceed both national and small CC – difference significantly above ($p < 0.01$)</p>	
<p>Project to determine what learning outcomes are being assessed and how across the general education curriculum</p>		<p>General Education Survey – Fall 2002 (see reading section for additional information)</p>	<p>Scale: See reading section</p> <p>Multicultural/Global Awareness:</p> <p>59=X 52=0</p>	

(out of 315 courses listed)

Program/Service (from Section C – Operational and Administrative Functions): To provide a general education curriculum that includes courses and experiences that ensure that students develop computer literacy skills. Computer literacy is the ability to use computer-based technology to acquire information, communicate, and solve problems. The core curriculum should offer students the ability to learn how to use keyboards, word processing programs, database programs, spreadsheet programs, presentation software, the Internet, and electronic mail. A core curriculum should also offer students the opportunity to understand the possibilities, problems, and limits of the use of technology, and the tools needed to learn and evaluate new technologies as they become available.

Supports College Purpose Statement:

Intended Outcomes /Student Learning Outcomes	Criteria for Success	Means of Assessment/Timeline	Summary of data/feedback	Use of Results
Student will demonstrate an understanding of defined computer literacy skills and knowledge	Students responses will score at or above the national community college mean on specific CCSSE computer literacy items	<p>CCSSE – April 2003</p> <p>1j. Used an electronic medium (list-serv, chat group, Internet, Etc.) to discuss or complete and assignment</p> <p>1k. Used e-mail to communicate with instructor</p> <p>6g. Using computers in academic work</p>	<p>Scale: 1=Never, 2=Sometimes, 3=Often, 4=Very Often</p> <p>Means: 1j. All CC = 2.09 Small college = 2.07 COM = 1.91</p> <p>COM participant mean below CC and small college means</p> <p>1k. All CC = 2.10 Small college = 2.03 COM = 1.93</p> <p>COM participant mean below national mean – difference significantly below (p<0.01)/below small college mean</p> <hr/> <p>Scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</p> <p>6g. All CC = 2.99 Small college = 3.00 COM = 2.75</p>	<ul style="list-style-type: none"> ▸ Redefine computer literacy competencies required for graduation and the methods for determining competencies have been met; specifically look at test used to test out because it does not test competencies fully – refer to Curriculum Committee ▸ Recommend that Curriculum Committee develop strategies to address ways to increase the use of technology and software application use in instruction ▸ Recommend more fully studying this competency during 2003-04 ▸ Recommend that Technology Committee and BRC review history of funding of instruction computer technology and set goals for improvement of level of funding

		<p>9g. Using computing and information technology</p> <p>10h. Compute lab (frequency of use, importance and satisfaction)</p> <p>10h. Satisfaction: Computer Lab</p> <p>10h. Importance: Computer Lab</p>	<p>COM participant responses below national and small college means – difference significantly below ($p < 0.01$)</p> <hr/> <p>Scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</p> <p>9g. All CC = 2.65 Small college = 2.68 COM = 2.52 COM participant mean below CC and small college means</p> <hr/> <p>Scale: 0=don't know/na, 1=rarely/never, 2=sometimes, 3=often</p> <p>10h. All CC = 2.05 Small college = 2.03 COM = 1.86 COM participant mean below CC and small college mean – difference significantly below ($p < 0.01$)</p> <p>10h. All CC = 2.45 Small college = 2.45 COM = 2.41 COM participant mean below CC and small college means</p> <p>10h. All = 2.38 Small College = 2.35 COM = 2.36 COM participant mean slightly below CC mean/slightly above small college mean</p>	
Project to determine what learning outcomes are being assessed and how across the general		General Education Survey – Fall 2002 (see reading section for additional information)	<p>Scale: See reading section</p> <p>Computer Literacy:</p> <p>37=X</p>	

education curriculum			66=0 (out of 315 courses listed)	
----------------------	--	--	-------------------------------------	--

Note: On the CCSSE item on experiences at COM contributing to a broad general education – COM participants had a mean of 3.00 compared to All community college mean of 2.84 which is significant at $p < 0.01$