

# 2015 General Education Assessment: Analysis and Results

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# 2015 General Education Assessment- Overview

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- The 2015 General Education Assessment was administered to volunteer course sections November 9<sup>th</sup>-13<sup>th</sup>.
- A faculty volunteer survey was used in 2015 and sent to all faculty who taught qualifying General Education courses.
- There were no question rotation changes for the 2015 assessment, however there were some minor changes made to two answer choices due to 2014 responses and expert feedback.
- Although students may have taken the assessment more than once, only their minimum response (by date and time stamp) was captured for overall analysis.
- Note: There was 1 'dummy' ID used therefore no demographic data is available for this student.
- There were 25 students that took the General Education Assessment in 2015 and also in 2014.
- As done in 2014, assessment grades were sent by section to participating instructors to share with individual students.
- Average time to complete assessment:
  - 18 minutes, 35 seconds
  - Range: 5 minutes, 11 seconds - 45 minutes, 57 seconds

# Response by Section

Section	# in Section	# Respondents	Response Rate
ACCT-202-01	25	20	80.0%
ACCT-213-01	16	9	56.3%
ACCT-215-01	25	14	56.0%
ART.-145-01	24	17	70.8%
ART.-244-01	18	16	88.9%
BIOL-107L-L101	22	20	90.9%
BIOL-107L-L102	22	15	68.2%
BIOL-151-05	87	68	78.2%
ECON-221-02	29	20	69.0%
ECON-221-03	35	22	62.9%
ECON-221-05	37	23	62.2%
ECON-221-07	28	12	42.9%
ENGL-101-09	29	19	65.5%
ENGL-101-32	29	17	58.6%
ENGL-101-40	28	19	67.9%
MAET-120-01	19	15	78.9%
MAET-180-01	20	15	75.0%
MATH-021-07	24	16	66.7%
MATH-021-09	23	12	52.2%
MATH-021-14	24	15	62.5%
MATH-120-04	33	22	66.7%
MATH-120-08	33	20	60.6%
MATH-130-06	30	22	73.3%
PHIL-295-07	30	19	63.3%
PSCN-170-02	26	18	69.2%
PSYC-281-15	33	23	69.7%
PSYC-281-24	35	17	48.6%
PSYC-283-01	35	29	82.9%
PSYC-291-01	35	27	77.1%
SCI.-101-04	19	14	73.7%
<b>Total</b>	<b>873</b>	<b>595</b>	<b>68.2%</b>

30 of 32 volunteer sections completed the assessment (2 scheduling conflicts)

68.2% mean response rate within sections

Note: These are unduplicated student responses

	2011	2012	2013	2014	2015
<b>N (Unduplicated)</b>	453	543	524	493	595
<b>Section Participation</b>	57.1%	90.6%	84.2%	100.0%	93.8%
<b>Overall Student Response Rate</b>	46.2%	73.8%	68.1%	67.2%	68.2%

Course Level	2011		2012		2013		2014		2015	
	#	%	#	%	#	%	#	%	#	%
<b>Developmental</b>	1	5%	0	0.0%	3	9.4%	1	3.5%	3	10.0%
<b>100-Level</b>	16	80%	21	72.4%	20	62.5%	21	72.4%	14	46.7%
<b>200-Level</b>	3	15%	8	27.6%	9	28.1%	7	24.1%	13	43.3%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>29</b>	<b>100%</b>	<b>32</b>	<b>100%</b>	<b>29</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

A greater number of 200-level, and fewer 100-level courses, participated in 2015 compared to past years.

# Response by Division and Department

Section	Department	Division
ACCT-202-01	Accounting	Business
ACCT-213-01	Accounting	Business
ACCT-215-01	Accounting	Business
ART.-145-01	Graphic Design	Fine Arts & Social Sciences
ART.-244-01	Graphic Design	Fine Arts & Social Sciences
BIOL-107L-L101	Biology	Science & Math
BIOL-107L-L102	Biology	Science & Math
BIOL-151-05	Biology	Science & Math
ECON-221-02	Economics	Fine Arts & Social Sciences
ECON-221-03	Economics	Fine Arts & Social Sciences
ECON-221-05	Economics	Fine Arts & Social Sciences
ECON-221-07	Economics	Fine Arts & Social Sciences
ENGL-101-09	English	Humanities
ENGL-101-32	English	Humanities
ENGL-101-40	English	Humanities
MAET-120-01	Media Arts & Entertainment	Fine Arts & Social Sciences
MAET-180-01	Media Arts & Entertainment	Fine Arts & Social Sciences
MATH-021-07	Developmental Math	Science & Math
MATH-021-09	Developmental Math	Science & Math
MATH-021-14	Developmental Math	Science & Math
MATH-120-04	Mathematics	Science & Math
MATH-120-08	Mathematics	Science & Math
MATH-130-06	Mathematics	Science & Math
PHIL-295-07	Philosophy	Humanities
PSCN-170-02	Political Science	Fine Arts & Social Sciences
PSYC-281-15	Psychology	Fine Arts & Social Sciences
PSYC-281-24	Psychology	Fine Arts & Social Sciences
PSYC-283-01	Psychology	Fine Arts & Social Sciences
PSYC-291-01	Psychology	Fine Arts & Social Sciences
SCI.-101-04	Physical Science	Science & Math

Division	2011	2012	2013	2014	2015
<b>Business</b>	1	4	4	3	3
<b>Counseling</b>	2	6	0	3	0
<b>Fine Arts &amp; Social Sciences</b>	8	8	7	6	13
<b>Health Sciences</b>	1	1	1	3	0
<b>Humanities</b>	3	6	9	7	4
<b>Science &amp; Math</b>	3	4	7	7	10
<b>Technology</b>	2	0	4	0	0
<b>Total</b>	<b>20</b>	<b>29</b>	<b>32</b>	<b>29</b>	<b>30</b>

The largest number of participating sections over the past two years have been from the Fine Arts & Social Sciences and Science & Math Divisions.

# Respondent Demographics

## Gender

	Fall 2015 MCC Population	Fall 2015 Gen. Ed. Assessment
Female	59.0%	59.9%
Male	41.0%	40.1%

Assessment respondent gender closely mirrors that of the overall Fall 2015 MCC population.

The majority of students from both populations are found between 18-39 years old with the largest proportion falling in the 20-29 range. The 2015 assessment sample contains a greater number of students aged 18-19 and fewer in the 20-29 and 30-39 year ranges compared to the MCC Fall student population. These are all statistically significant differences.

## Age Distribution

	Fall 2015 MCC Population	Fall 2015 Gen. Ed. Assessment
Under 18	2.3%	2.0%
18-19*	14.7%	34.0%
20-29*	57.3%	44.8%
30-39*	12.9%	9.6%
40-49	7.9%	6.2%
50-59	3.6%	2.9%
60-69	1.1%	0.5%
Over 69	0.2%	0.0%

## Accumulated MCC Credit Hours

	2014		2015	
	#	%	#	%
≤ 12	207	42.0%	246	41.4%
13-25	99	20.1%	104	17.5%
26-38	70	14.2%	96	16.2%
39-51	50	10.1%	68	11.4%
52-64	38	7.7%	45	7.6%
≥ 65	28	5.7%	35	5.9%
Blank	1	0.2%	0	0.0%
<b>Total</b>	<b>493</b>	<b>100%</b>	<b>594</b>	<b>100%</b>

Over forty percent of respondents have ≤12 accumulated Mott credit hours as of Fall 2015. 58% of these students are new students as of Fall 2015.

2015 Mean MCC Accumulated Credit Hour= 24  
2015 Median MCC Accumulated Credit Hours= 19

There were no statistically significant differences between 2014 and 2015 Gen. Ed. Assessment student Accumulated MCC Credit Hours.

\*Statistically significant difference at 95% confidence level

# Respondent Demographics

## Race/Ethnicity

	Fall 2015 MCC Population	Fall 2015 Gen. Ed. Assessment
American/Alaska Native	0.6%	0.1%
Asian	0.7%	1.0%
Black/African American	17.9%	16.7%
Hawaiian/Pacific Islander	0.1%	0.0%
Hispanic	4.1%	4.7%
More Than One	3.9%	4.4%
Unknown*	6.6%	3.9%
White	66.1%	69.2%

Fall Gen. Ed. Assessment race/ethnicity closely mirrors that of the overall MCC fall population with majority of students being White, followed by Black/African American. There was a statistically significant\* difference for those of unknown race/ethnicity.

Student placement data represent those students who took the Accuplacer placement test and their most recent result in Reading, Writing, and Math.

3 College-Level ENGL courses participating in the assessment, coupled with an increase in the number of 200-level sections assessed, may explain such a high percentage of students placing into college-level writing.

## Student Placement

Course Level	Reading		Writing		Math	
	#	%	#	%	#	%
College Level	290	60.9%	326	78.7%	216	45.4%
Developmental	186	39.1%	88	21.3%	260	54.6%
<b>Total</b>	<b>476</b>	<b>100%</b>	<b>414</b>	<b>100%</b>	<b>476</b>	<b>100%</b>

\*Statistically significant difference at 95% confidence level

# Respondent 'Best Fit' Program Code

## Student 'Best Fit' Academic Program Code

Program	#	%
ASGS2	79	13.3%
ASAR2	69	11.6%
ASCI2	65	10.9%
PREN2	53	8.9%
MGMT2	35	5.9%
ACTG2	29	4.9%
GRDE2	26	4.4%
CRJU2	25	4.2%
MAET2	22	3.7%
UNDC	22	3.7%
SOCW2	21	3.5%
ECED2	10	1.7%
BUSN2	9	1.5%
PREP2	9	1.5%
ASFA2	8	1.3%
PREH2	8	1.3%
PREO2	7	1.2%
RADL2	7	1.2%
CULA2	6	1.0%
PRER2	6	1.0%
AUTO2	5	0.8%
CADD2	5	0.8%
MKTG2	5	0.8%
MUSC2	4	0.7%
PHOT2	4	0.7%
SLIE2	4	0.7%
BAKE2	3	0.5%
BUSN3	3	0.5%

Program	#	%
CNEN2	3	0.5%
COCC2	3	0.5%
GENS1	3	0.5%
ACHR2	2	0.3%
ACTG1	2	0.3%
CISY2	2	0.3%
ELEC2	2	0.3%
FMGM	2	0.3%
MAET1	2	0.3%
MECE2	2	0.3%
SCIM3	2	0.3%
BCON2	1	0.2%
CORR2	1	0.2%
COSM1	1	0.2%
CPRO1	1	0.2%
ECES2	1	0.2%
ELED3	1	0.2%
ELET1	1	0.2%
FRSC1	1	0.2%
HAIR2	1	0.2%
HISO2	1	0.2%
MKTG1	1	0.2%
NURS2	1	0.2%
OTAS2	1	0.2%
PREA2	1	0.2%
TECH3	1	0.2%
WLDG1	1	0.2%
(blank)	4	0.7%
<b>Grand Total</b>	<b>594</b>	<b>100.0%</b>

## Top 20 Programs (Based on respondent #)

Associate in General Studies and Associate in Arts represent the top 'best fit' respondent academic programs.

Program Code	
ASGS2	SOCW2
ASAR2	ECED2
ASCI2	BUSN2
PREN2	PREP2
MGMT2	ASFA2
ACTG2	PREH2
GRDE2	PREO2
CRJU2	RADL2
MAET2	CULA2
UNDC	PRER2

## Division by 'Best Fit' Program Code

Division	#	%
Business	97	16.3%
Continuing Education	0	0.0%
Fine Arts & Social Sciences	118	19.9%
Health Sciences	94	15.8%
Humanities	4	0.7%
Science & Math	2	0.3%
Student & Admin Services	22	3.7%
Technology	29	4.9%
Transfer Programs	224	37.7%
(Blank)	4	0.7%
<b>Total</b>	<b>595</b>	<b>100%</b>

Business and Fine Arts & Social Sciences represent the divisions with the most student responses by 'best fit' program code.

Highest number of responses from students who's "best fit" programs fell under a transferrable degree (ASAR2, ASCI2, ASFA2, ASGS2, GENS1)

See Appendix I for Program Code and Program Name Matrix

# Assessment Category Mean Percent Scores

## Mean Percent Scores 2011-2015

	2011	2012	2013	2014	2015
<b>Overall</b>	71.89%	73.64%	73.65%	72.86%	74.53%
<b>Critical Thinking</b>	75.48%	77.43%	74.89%	74.36%	77.64%
<b>Global Awareness</b>	65.99%	66.42%	73.17%	72.75%	73.74%
<b>Citizenship</b>	75.44%	78.64%	72.95%	71.41%	72.22%
<b>N (Unduplicated)</b>	<b>453</b>	<b>543</b>	<b>524</b>	<b>493</b>	<b>595</b>

Although mean percentage scores show increases in all areas in 2015, no differences are found to be statistically significant.

## Median Percent Scores 2012-2015

	2012	2013	2014	2015
<b>Overall</b>	75.55%	73.65%	75.47%	77.36%
<b>Critical Thinking*</b>	82.35%	74.89%	76.47%	82.35%
<b>Global Awareness</b>	65.00%	73.17%	75.00%	75.00%
<b>Citizenship</b>	81.25%	72.95%	75.00%	75.00%
<b>N (Unduplicated)</b>	<b>543</b>	<b>524</b>	<b>493</b>	<b>595</b>

A statistically significant\* increase in median percent score in the area of critical thinking was found.

\*Statistically significant difference at 95% confidence level

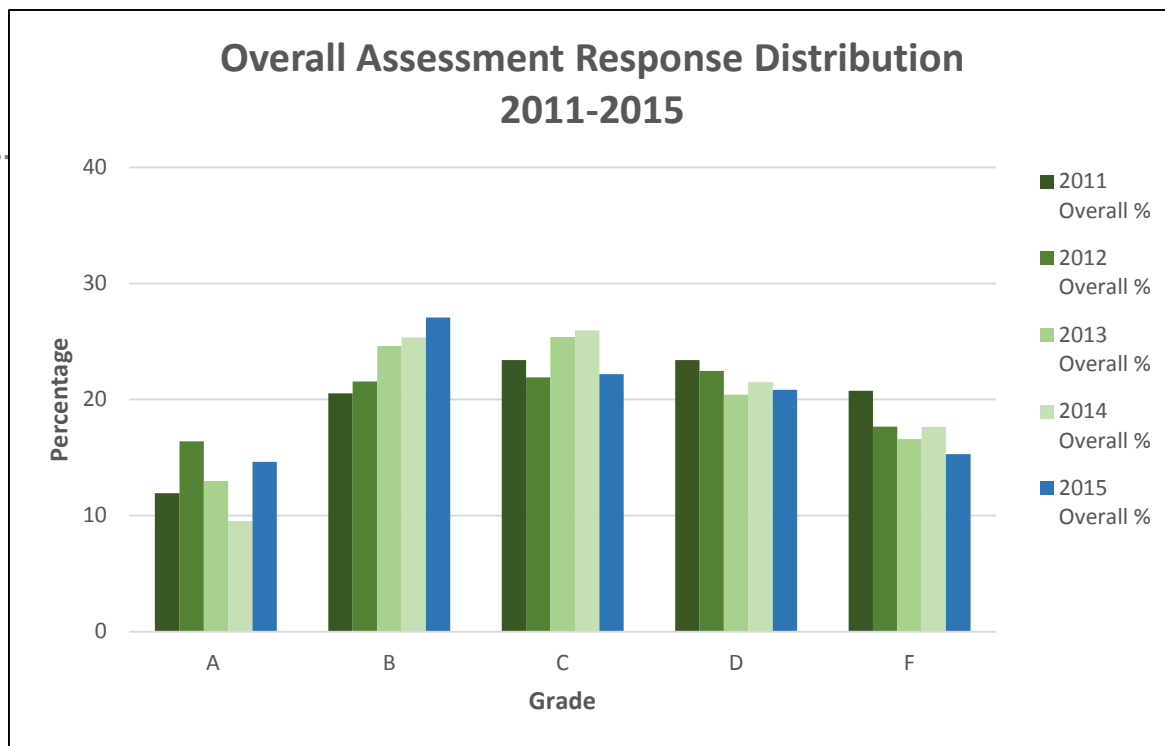


# Overall Response Distribution

Grade	% Score	2011 Overall Frequency	2011 Overall %	2012 Overall Frequency	2012 Overall %	2013 Overall Frequency	2013 Overall %	2014 Overall Frequency	2014 Overall %	2015 Overall Frequency	2015 Overall %
A*	90.00 - 100.00	54	11.92	89	16.39	68	12.98	47	9.53	87	14.63
B	80.00 - 89.99	93	20.53	117	21.55	129	24.62	125	25.36	161	27.06
C	70.00 - 79.99	106	23.4	119	21.92	133	25.38	128	25.96	132	22.18
D	60.00 - 69.99	106	23.4	122	22.47	107	20.42	106	21.5	124	20.84
F	0.00 - 59.99	94	20.75	96	17.68	87	16.60	87	17.65	91	15.29
<b>SUM</b>		<b>453</b>	<b>100</b>	<b>543</b>	<b>100</b>	<b>524</b>	<b>100</b>	<b>493</b>	<b>100</b>	<b>595</b>	<b>100</b>

This chart represents the overall assessment grade distribution from 2011-2015.

There was a statistically significant\* increase in the percent of students scoring in the 'A' range from 2014 to 2015.

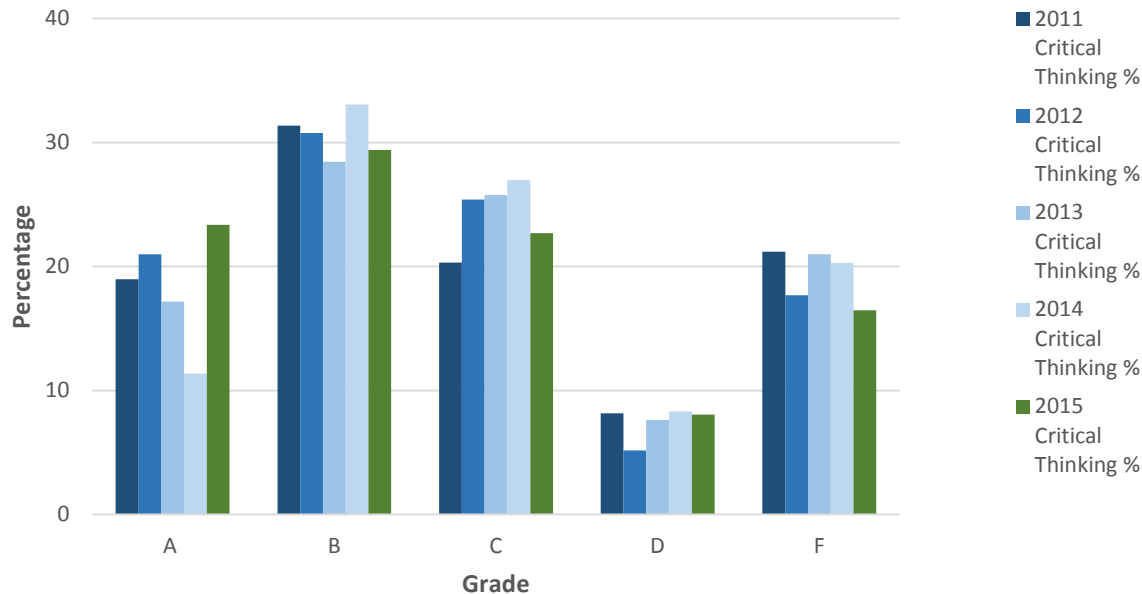


\*Statistically significant difference at 95% confidence level

# Critical Thinking Response Distribution

Grade	% Score	2011 Critical Thinking Frequency	2011 Critical Thinking %	2012 Critical Thinking Frequency	2012 Critical Thinking %	2013 Critical Thinking Frequency	2013 Critical Thinking %	2014 Critical Thinking Frequency	2014 Critical Thinking %	2015 Critical Thinking Frequency	2015 Critical Thinking %
<b>A*</b>	90.00 – 100.00	86	18.98	114	20.99	90	17.18	56	11.36	139	23.36
<b>B</b>	80.00 - 89.99	142	31.35	167	30.76	149	28.44	163	33.06	175	29.41
<b>C</b>	70.00 - 79.99	92	20.31	138	25.41	135	25.76	133	26.98	135	22.69
<b>D</b>	60.00 - 69.99	37	8.17	28	5.16	40	7.63	41	8.32	48	8.07
<b>F</b>	0.00 - 59.99	96	21.19	96	17.68	110	20.99	100	20.28	98	16.47
<b>SUM</b>		<b>453</b>	<b>100</b>	<b>543</b>	<b>100</b>	<b>524</b>	<b>100</b>	<b>493</b>	<b>100</b>	<b>595</b>	<b>100</b>

**Critical Thinking Response Distribution  
2011-2015**



This chart represents the critical thinking grade distribution from 2011-2015.

There is a statistically significant\* increase in the percent of students receiving an 'A' in critical thinking from 2014 to 2015.

\*Statistically significant difference at 95% confidence level

# Global Awareness Response Distribution

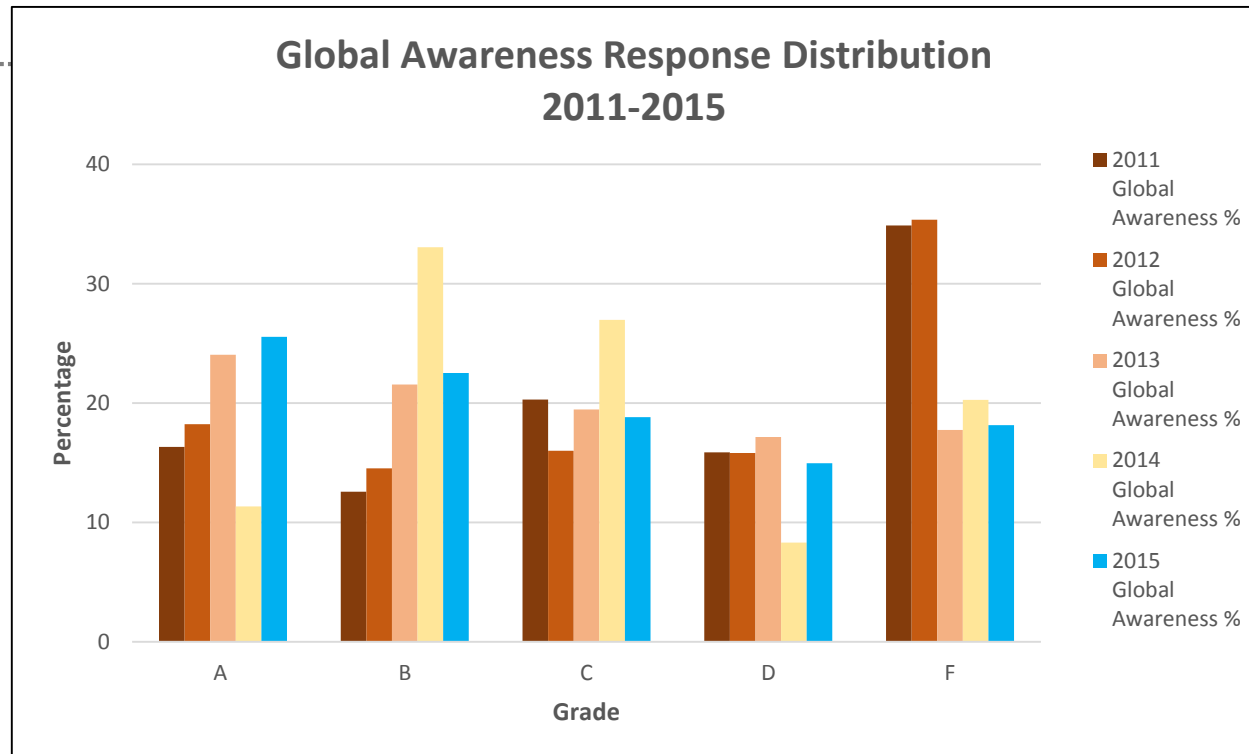
Grade	% Score	2011 Global Awareness Frequency	2011 Global Awareness %	2012 Global Awareness Frequency	2012 Global Awareness %	2013 Global Awareness Frequency	2013 Global Awareness %	2014 Global Awareness Frequency	2014 Global Awareness %	2015 Global Awareness Frequency	2015 Global Awareness %
A*	90.00 - 100.00	74	16.34	99	18.23	126	24.05	56	11.36	152	25.55
B*	80.00 - 89.99	57	12.58	79	14.55	113	21.56	163	33.06	134	22.52
C*	70.00 - 79.99	92	20.31	87	16.02	102	19.47	133	26.98	112	18.82
D*	60.00 - 69.99	72	15.89	86	15.84	90	17.18	41	8.32	89	14.96
F	0.00 - 59.99	158	34.88	192	35.36	93	17.75	100	20.28	108	18.15
<b>SUM</b>		<b>453</b>	<b>100</b>	<b>543</b>	<b>100</b>	<b>524</b>	<b>100</b>	<b>493</b>	<b>100</b>	<b>595</b>	<b>100</b>

This chart represents the global awareness grade distribution from 2011-2015.

A noticeable, and statistically significant\*, difference can be seen when looking at the distribution of A, B, C, and D grades.

The majority of 2015 Global Awareness responses fell within the A-C range (66.89%).

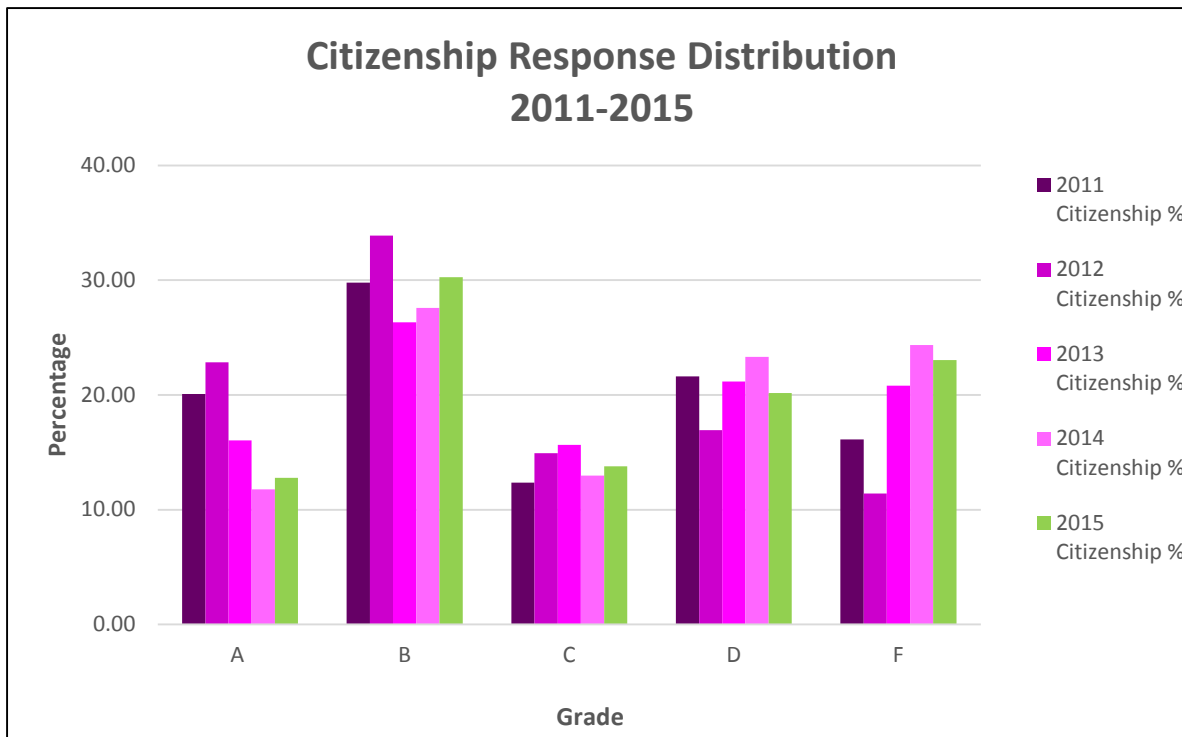
Despite the changes from 2014-15, 2015 results more closely follow the pattern established in 2013 and before.



\*Statistically significant difference at 95% confidence level

# Citizenship Response Distribution

Grade	% Score	2011 Citizenship Frequency	2011 Citizenship %	2012 Citizenship Frequency	2012 Citizenship %	2013 Citizenship Frequency	2013 Citizenship %	2014 Citizenship Frequency	2014 Citizenship %	2015 Citizenship Frequency	2015 Citizenship %
A	90.00 - 100.00	91	20.09	124	22.84	84	16.03	58	11.76	76	12.77
B	80.00 - 89.99	135	29.80	184	33.89	138	26.34	136	27.59	180	30.25
C	70.00 - 79.99	56	12.36	81	14.92	82	15.65	64	12.98	82	13.78
D	60.00 - 69.99	98	21.63	92	16.94	111	21.18	115	23.33	120	20.17
F	0.00 - 59.99	73	16.11	62	11.42	109	20.80	120	24.34	137	23.03
SUM		453	100	543	100	524	100	493	100	595	100



This chart represents the citizenship grade distribution from 2011-2015.

There are no statistically significant differences from 2014 to 2015.

Despite the lack of statistical significance, there is a noticeable increase in students receiving passing Citizenship grades (A, B, C) and decrease in those earning failing grades.

# % Correct & Point Biserial Correlation

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**% Correct:** Percentage of students that answered the question correctly.

**Point Biserial:** Quantifies relationship between student's score on that question, and the overall assessment score.

**Values near -1.00:** High assessment scoring students answered the item *incorrectly* more frequently than low scorers.

**Values near +1.00:** High assessment scoring students answered the item correctly more frequently than low scorers.

-A negative value indicates an item may have been misleading

-A score of +0.20 is desirable

**Source:**

Tucker, S. (2007). Using Remark Statistics for Test Reliability and Item Analysis.

# % Correct & Point Biserial Correlation- **Critical Thinking**

Question #	2011 % Correct	2012 % Correct	2013 % Correct	2014 % Correct	2015 % Correct	% Correct- Trend
1	67.0%	72.2%	71.0%	73.4%	75.1%	
2	77.0%	82.1%	80.7%	87.8%	81.7%	
3	95.0%	97.4%	96.2%	97.0%	96.3%	
* √ 4	83.0%	83.1%	84.4%	33.7%	83.0%	
5	66.0%	70.9%	70.2%	68.8%	69.1%	
6	92.0%	94.3%	93.3%	92.7%	91.8%	
* √ 7	72.0%	74.4%	73.3%	60.2%	73.5%	
8	75.0%	75.3%	75.4%	74.6%	78.3%	
9	76.0%	78.8%	77.5%	81.1%	79.7%	
10	90.0%	91.9%	89.9%	93.3%	91.1%	
11	77.0%	77.9%	80.2%	83.6%	79.2%	
12	77.0%	82.0%	83.2%	82.2%	82.7%	
13	60.0%	61.5%	64.3%	63.5%	59.0%	
14			33.2%	71.4%	75.0%	
15	58.0%	57.3%	57.1%	61.9%	61.0%	
16	82.0%	83.1%	83.6%	79.3%	80.9%	
17	61.0%	57.8%	59.7%	63.7%	62.7%	

Question #	2011 Point Biserial	2012 Point Biserial	2013 Point Biserial	2014 Point Biserial	2015 Point Biserial	Point Biserial- Trend
1	0.42	0.36	0.41	0.30	0.37	
2	0.28	0.33	0.37	0.32	0.66	
3	0.26	0.23	0.29	0.17	0.27	
4	0.20	0.17	0.26	0.27	0.26	
5	0.42	0.43	0.45	0.41	0.41	
6	0.34	0.28	0.38	0.33	0.31	
7	0.36	0.28	0.30	-0.04	0.35	
8	0.29	0.28	0.34	0.32	0.26	
9	0.39	0.45	0.39	0.33	0.41	
10	0.35	0.22	0.28	0.22	0.29	
11	0.43	0.47	0.44	0.44	0.43	
12	0.38	0.44	0.40	0.30	0.39	
13	0.37	0.33	0.37	0.31	0.30	
14			0.02	0.31	0.27	
15	0.31	0.26	0.28	0.28	0.28	
16	0.41	0.37	0.43	0.43	0.38	
17	0.32	0.41	0.43	0.37	0.31	

\*Statistically significant difference from 2014 to 2015 at 95% confidence level

√ Refers to question changes from 2014 to 2015. Refer to Appendix II for description of question/answer changes

# % Correct & Point Biserial Correlation- **Global Awareness**

Question #	2011 % Correct	2012 % Correct	2013 % Correct	2014 % Correct	2015 % Correct	% Correct- Trend
18	51.0%	48.8%	52.1%	51.1%	52.8%	
19	79.0%	77.4%	80.2%	78.5%	82.6%	
20			56.9%	59.8%	64.4%	
21			89.9%	90.9%	89.1%	
22			77.5%	74.9%	78.5%	
23			71.0%	75.5%	72.0%	
24			83.8%	84.0%	85.0%	
25	60.0%	64.5%	66.8%	64.7%	65.6%	
26	89.0%	91.9%	92.2%	93.5%	93.3%	
27	86.0%	86.0%	84.7%	81.3%	85.7%	
28	49.0%	48.4%	43.3%	40.2%	41.3%	
29	70.0%	69.6%	81.9%	80.7%	82.9%	
30	52.0%	59.1%	61.1%	60.9%	61.7%	
31	57.0%	59.5%	61.3%	57.4%	61.0%	
32	75.0%	77.7%	80.9%	83.4%	81.3%	
33	64.0%	62.3%	62.4%	61.1%	57.7%	
34	77.0%	75.9%	81.3%	81.1%	81.0%	
35	83.0%	84.9%	86.8%	88.8%	87.2%	
36	47.0%	53.2%	55.9%	51.9%	57.3%	
37	87.0%	88.2%	93.5%	95.3%	94.6%	

Question #	2011 Point Biserial	2012 Point Biserial	2013 Point Biserial	2014 Point Biserial	2015 Point Biserial	Point Biserial- Trend
18	0.48	0.56	0.52	0.56	0.52	
19	0.43	0.51	0.45	0.48	0.39	
20			0.54	0.41	0.45	
21			0.42	0.46	0.42	
22			0.46	0.46	0.50	
23			0.21	0.15	0.15	
24			0.56	0.56	0.49	
25	0.40	0.47	0.38	0.38	0.40	
26	0.41	0.26	0.31	0.32	0.39	
27	0.39	0.44	0.34	0.34	0.36	
28	0.34	0.45	0.40	0.29	0.27	
29	0.48	0.57	0.49	0.56	0.48	
30	0.34	0.30	0.31	0.20	0.36	
31	0.26	0.32	0.27	0.39	0.35	
32	0.37	0.42	0.39	0.23	0.38	
33	0.36	0.39	0.33	0.33	0.33	
34	0.46	0.43	0.43	0.43	0.37	
35	0.32	0.32	0.32	0.31	0.38	
36	0.34	0.39	0.30	0.35	0.38	
37	0.38	0.42	0.36	0.27	0.37	

# % Correct & Point Biserial Correlation- **Citizenship**

Question #	2011 % Correct	2012 % Correct	2013 % Correct	2014 % Correct	2015 % Correct	% Correct- Trend
38			80.7%	78.3%	79.0%	
39			73.1%	73.6%	71.6%	
* 40	69.0%	71.8%	77.5%	74.4%	80.2%	
41	74.0%	75.5%	78.1%	75.9%	76.3%	
42	66.0%	66.9%	63.9%	61.5%	64.7%	
43	27.0%	29.5%	26.3%	23.9%	28.7%	
44	91.0%	92.6%	94.5%	95.3%	94.8%	
45	95.0%	95.2%	94.3%	91.9%	93.3%	
46	68.0%	72.9%	68.3%	66.1%	69.6%	
47	72.0%	71.5%	73.7%	71.2%	70.4%	
48	64.0%	65.2%	63.7%	61.7%	62.2%	
* 49	71.0%	98.2%	80.2%	83.0%	73.6%	
* 50	60.0%	60.4%	63.2%	55.0%	62.2%	
51			93.1%	91.1%	91.8%	
52			48.3%	48.5%	48.6%	
53			88.4%	91.3%	88.6%	

Question #	2011 Point Biserial	2012 Point Biserial	2013 Point Biserial	2014 Point Biserial	2015 Point Biserial	Point Biserial- Trend
38			0.52	0.53	0.48	
39			0.33	0.38	0.33	
40	0.46	0.41	0.41	0.46	0.45	
41	0.29	0.29	0.32	0.33	0.28	
42	0.31	0.42	0.32	0.32	0.33	
43	0.24	0.21	0.24	0.19	0.28	
44	0.32	0.31	0.26	0.27	0.35	
45	0.26	0.24	0.26	0.29	0.28	
46	0.45	0.45	0.45	0.35	0.52	
47	0.45	0.48	0.35	0.48	0.43	
48	0.47	0.46	0.49	0.44	0.41	
49	0.29	0.25	0.23	0.23	0.15	
50	0.46	0.45	0.41	0.49	0.36	
51			0.23	0.35	0.26	
52			0.18	0.24	0.20	
53			0.39	0.35	0.43	

\*Statistically significant difference from 2014 to 2015 at 95% confidence level



# Grade Distribution by Course Level

## 2015 Assessment Grade Distribution by Course Level

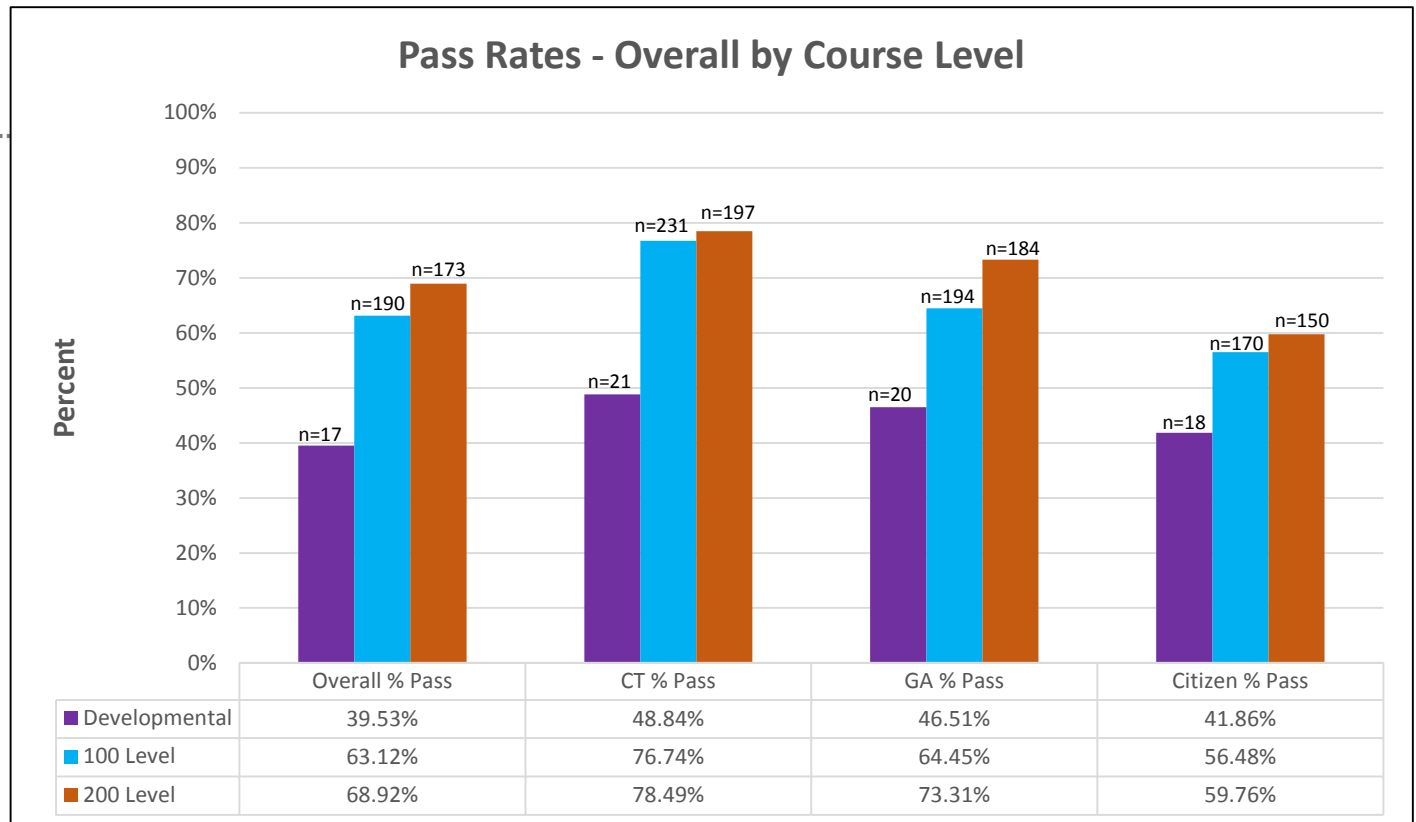
	Overall Assessment		Critical Thinking		Global Awareness		Citizenship	
	% Pass (A, B, C)	% Fail (D, F)	% Pass (A, B, C)	% Fail (D, F)	% Pass (A, B, C)	% Fail (D, F)	% Pass (A, B, C)	% Fail (D, F)
<b>Developmental</b>	39.53%	60.47%	48.84%	51.16%	46.51%	53.49%	41.86%	58.14%
<b>100 Level</b>	63.12%	36.88%	76.74%	23.26%	64.45%	35.55%	56.48%	43.52%
<b>200 Level</b>	68.92%	31.08%	78.49%	21.51%	73.31%	26.69%	59.76%	40.24%

This chart represents the overall assessment pass rates by course level of respondents.

100 vs 200-Level: statistically significant difference for Global Awareness pass rates only.

100 vs Dev.: Statistically significant differences for all but Citizenship.

200 vs Dev.: Statistically significant differences between pass rates for all assessment sections.



# Grade Distribution by Race

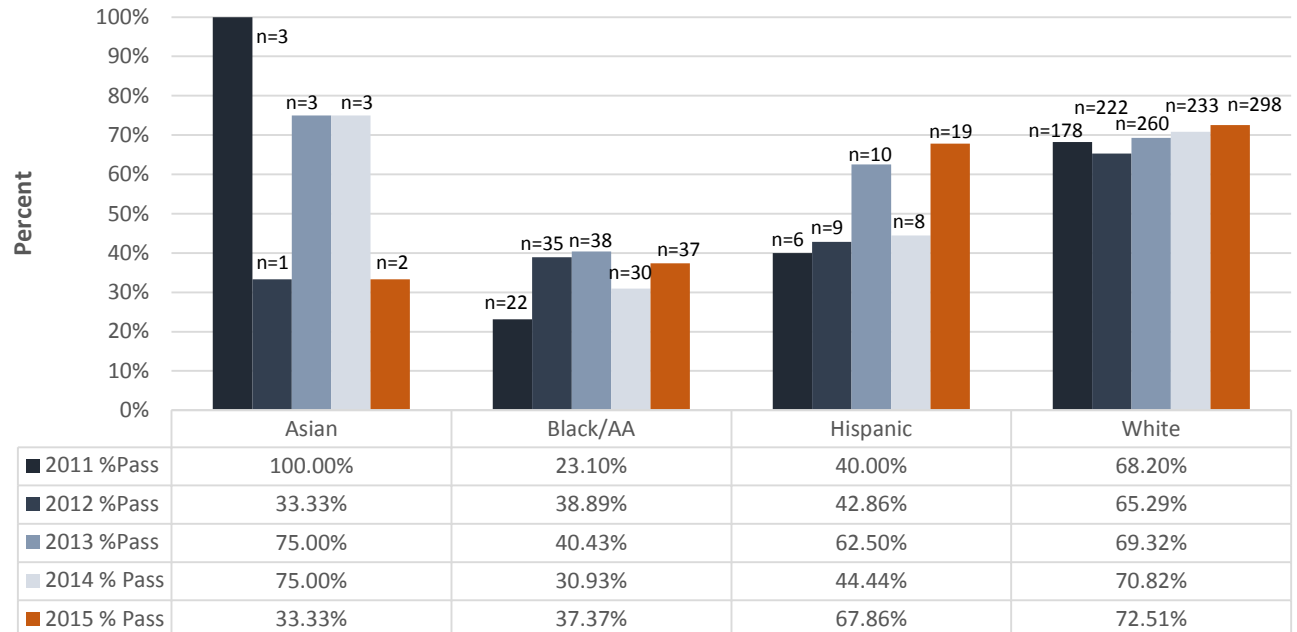
## 2015 Assessment Grade Distribution by Race

	Overall Assessment		Critical Thinking		Global Awareness		Citizenship	
	% Pass (A, B, C)	% Fail (D, F)	% Pass (A, B, C)	% Fail (D, F)	% Pass (A, B, C)	% Fail (D, F)	% Pass (A, B, C)	% Fail (D, F)
Am. In/AL Nat.	0.00%	100.00%	100.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Asian	33.33%	66.67%	66.67%	33.33%	83.33%	16.67%	33.33%	66.67%
Black/AA	37.37%	62.63%	53.54%	46.46%	39.39%	60.61%	38.38%	61.62%
Hispanic	67.86%	32.14%	82.14%	17.86%	60.71%	39.29%	67.86%	32.14%
More Than One	38.46%	61.54%	61.54%	38.46%	50.00%	50.00%	42.31%	57.69%
Unknown	56.52%	43.48%	60.87%	39.13%	65.22%	34.78%	47.83%	52.17%
White	72.51%	27.49%	82.24%	17.76%	74.94%	25.06%	62.29%	37.71%
Blank	100.00%	0.00%	0.00%	100.00%	100.00%	0.00%	100.00%	0.00%

This chart represents the overall assessment pass rates, by race, from 2011 to 2015.

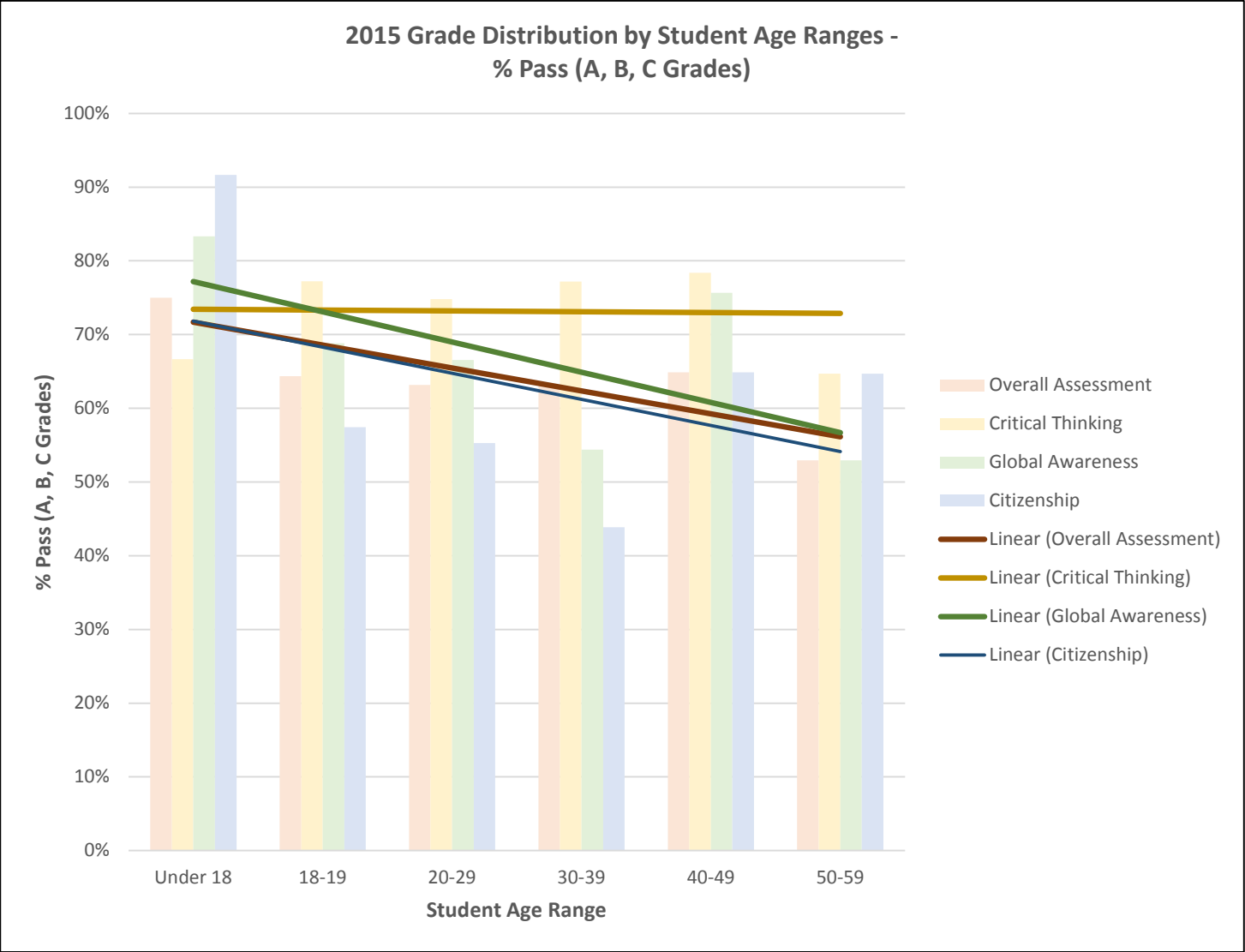
There are no statistically significant differences found between 2014 and 2015 overall assessment pass rates in terms of student race.

### Pass Rates - Overall Assessment by race 2011-2015



# Grade Distribution by Age Group

## 2015 Assessment Grade Distribution by Age



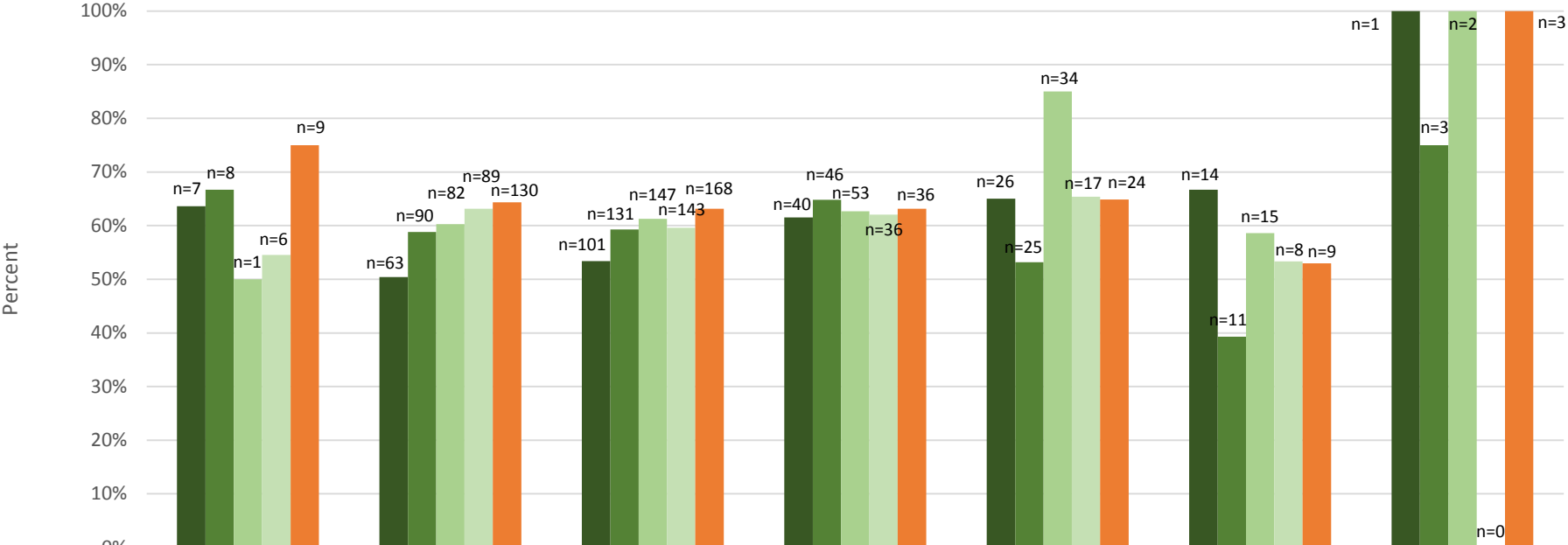
This chart represents pass rates for the overall assessment, as well as the 3 assessment areas, by age group, for 2015.

A linear trend can be observed in that as age increases, the percent of passing students in the areas of Global Awareness, Citizenship, and Overall decrease.

As age increases, Critical Thinking pass rates remain fairly stable.

# Grade Distribution by Age Group

Pass Rates - Overall Assessment by Age Group 2011-2015



	<18	18-19	20-29	30-39	40-49	50-59	60-69
■ 2011- % Pass	63.6%	50.4%	53.4%	61.5%	65.0%	66.7%	100.0%
■ 2012- % Pass	66.7%	58.8%	59.3%	64.8%	53.2%	39.3%	75.0%
■ 2013- % Pass	50.0%	60.3%	61.3%	62.7%	85.0%	58.6%	100.0%
■ 2014- % Pass	54.5%	63.1%	59.6%	62.1%	65.4%	53.3%	0.0%
■ 2015- % Pass	75.0%	64.4%	63.2%	63.2%	64.9%	52.9%	100.0%

This chart represents the overall assessment pass rates, by age group, from 2011 to 2015.

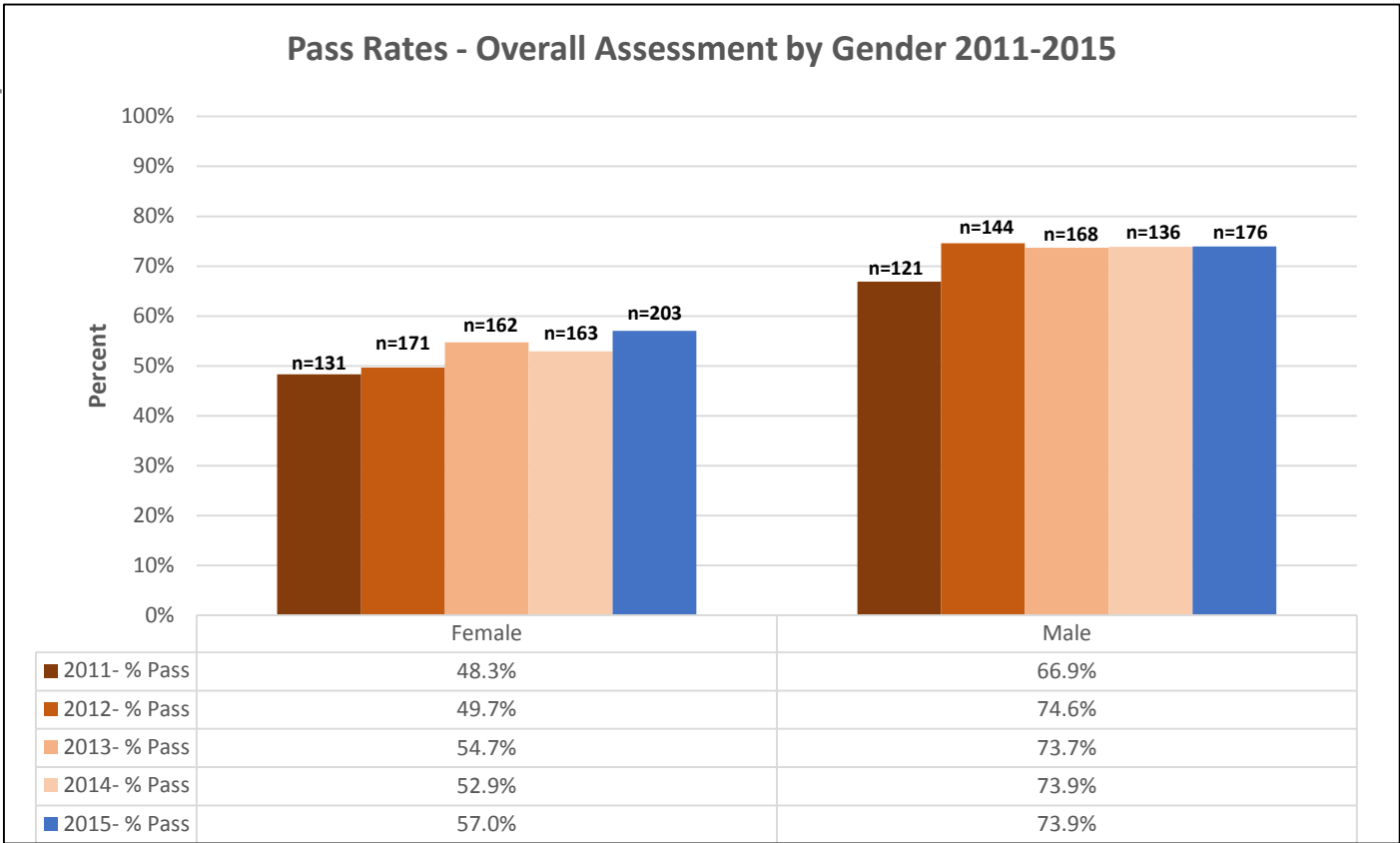
There is no statistically significant difference between overall assessment pass rates by age group from 2014 to 2015.

# Grade Distribution by Gender

	Overall Assessment		Critical Thinking		Global Awareness		Citizenship	
	% Pass (A, B, C)	% Fail (D, F)	% Pass (A, B, C)	% Fail (D, F)	% Pass (A, B, C)	% Fail (D, F)	% Pass (A, B, C)	% Fail (D, F)
<b>Female</b>	57.0%	43.0%	73.9%	26.1%	57.0%	43.0%	48.6%	51.4%
<b>Male</b>	73.9%	26.1%	78.2%	21.8%	81.5%	18.5%	68.9%	31.1%
<b>Blank</b>	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%	0.0%

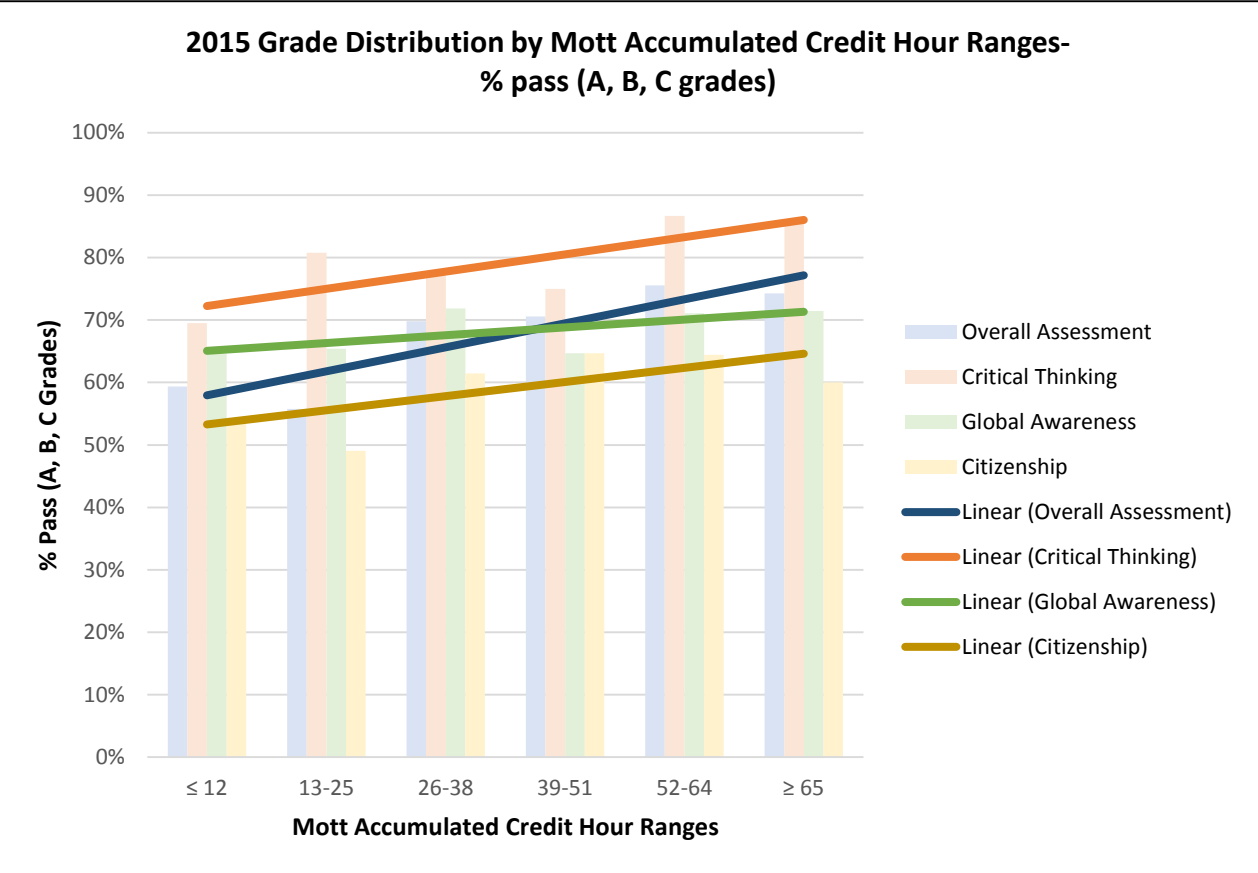
This chart represents the overall assessment pass rates, by gender, from 2011 to 2015.

There are no statistically significant differences found between 2014 and 2015 overall assessment pass rates in terms of respondent gender.



# Grade Distribution by Accumulated Credit Hours

	Overall Assessment		Critical Thinking		Global Awareness		Citizenship	
	% Pass (A, B, C)	% Fail (D, F)	% Pass (A, B, C)	% Fail (D, F)	% Pass (A, B, C)	% Fail (D, F)	% Pass (A, B, C)	% Fail (D, F)
≤ 12	59.3%	40.7%	69.5%	30.5%	64.6%	35.4%	54.1%	45.9%
13-25	55.8%	44.2%	80.8%	19.2%	65.4%	34.6%	49.0%	51.0%
26-38	69.8%	30.2%	77.1%	22.9%	71.9%	28.1%	61.5%	38.5%
39-51	70.6%	29.4%	75.0%	25.0%	64.7%	35.3%	64.7%	35.3%
52-64	75.6%	24.4%	86.7%	13.3%	71.1%	28.9%	64.4%	35.6%
≥ 65	74.3%	25.7%	85.7%	14.3%	71.4%	28.6%	60.0%	40.0%
Blank	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%	0.0%



This chart displays % pass rates (A, B, C grades) by Mott accumulated credit ranges.

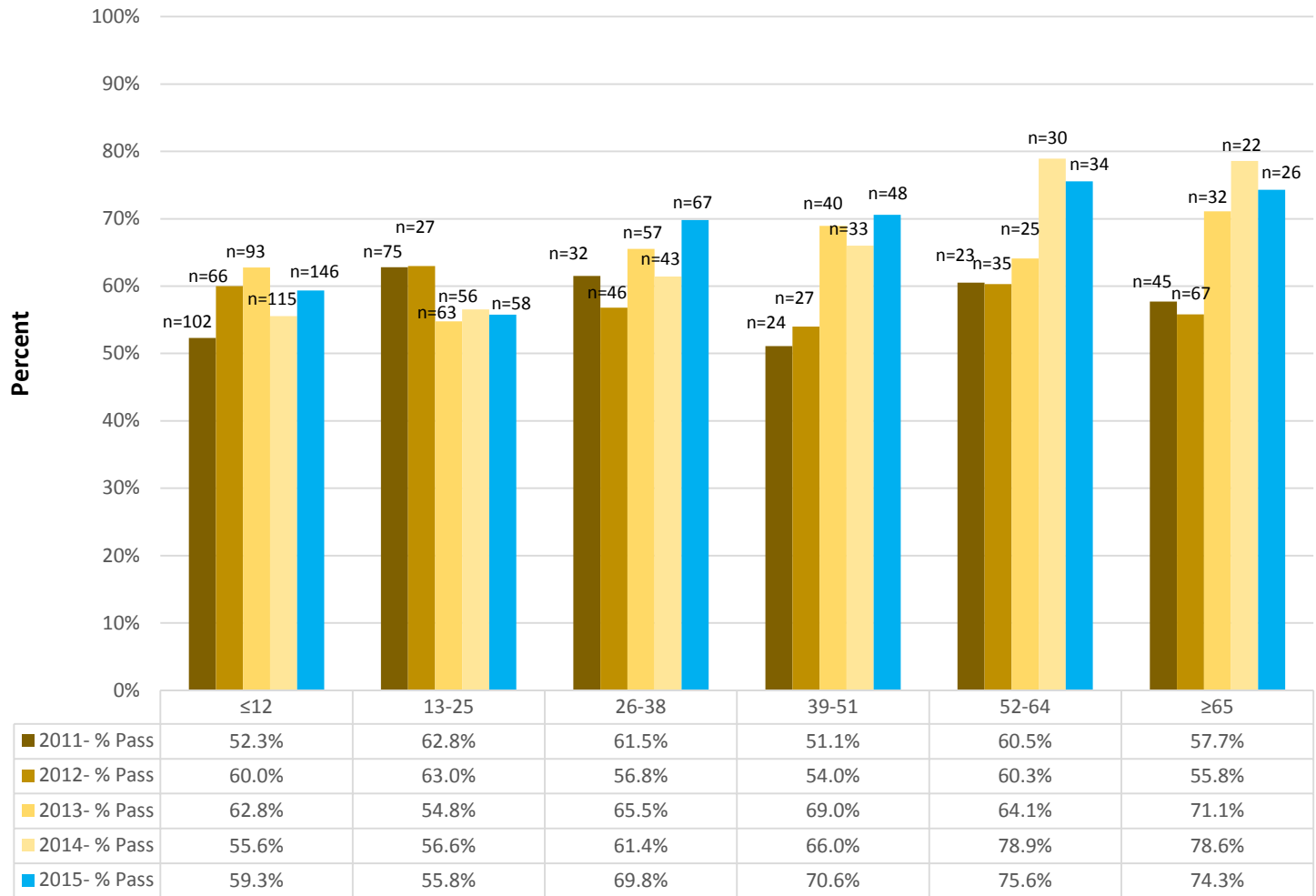
A linear trend can be observed when comparing an increase in Mott accumulated credit hours and an increase in % passing in all assessment areas.

# Overall Grade Distribution by Accumulated Credit Hours

This chart represents the overall assessment pass rates, by Mott accumulated credit hour ranges, from 2011 to 2015.

There are no statistically significant differences found between 2014 and 2015 overall assessment pass rates in terms of respondent MCC accumulated credit hours.

## Overall Assessment by MCC Accumulated Credit Hours 2011-2015



# Grade Distribution by Academic Program Division

## Assessment Grade Distribution by 'Best Fit' Program Code Division

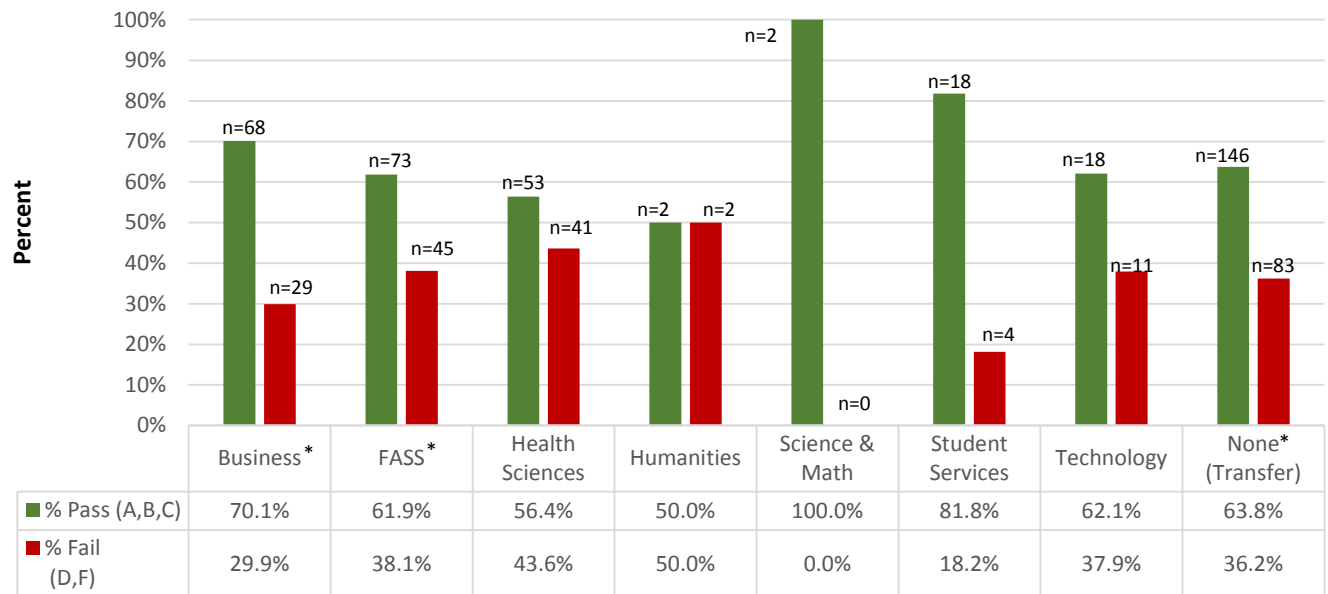
	N	Overall		Critical Thinking		Global Awareness		Citizenship	
		% Pass (A,B,C)	% Fail (D,F)	% Pass (A,B,C)	% Fail (D,F)	% Pass (A,B,C)	% Fail (D,F)	% Pass (A,B,C)	% Fail (D,F)
<b>Business*</b>	79	70.1%	29.9%	80.4%	19.6%	68.0%	32.0%	70.1%	29.9%
<b>FASS*</b>	118	61.9%	38.1%	69.5%	30.5%	69.5%	30.5%	55.9%	44.1%
<b>Health Sciences</b>	94	56.4%	43.6%	74.5%	25.5%	53.2%	46.8%	38.3%	61.7%
<b>Humanities</b>	4	50.0%	50.0%	50.0%	50.0%	75.0%	25.0%	50.0%	50.0%
<b>Science &amp; Math</b>	2	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
<b>Student Services</b>	22	81.8%	18.2%	77.3%	22.7%	90.9%	9.1%	81.8%	18.2%
<b>Technology</b>	29	62.1%	37.9%	75.9%	24.1%	79.3%	20.7%	51.7%	48.3%
<b>None (Transfer)*</b>	229	63.8%	36.2%	76.9%	23.1%	66.4%	33.6%	57.2%	42.8%

This chart represents the overall assessment % pass/fail by student 'best fit' academic program code division.

Statistically significant\* differences can be seen between the percent of pass/fail in the Business and Fine Arts & Social Sciences divisions as well as students that have no division (transfer program students).

Please see Appendix I to view the 'best fit' programs that fall into these academic divisions.

### 2015 Overall % Pass/Fail by 'Best Fit' Academic Program Division



\*Statistically significant difference at 95% confidence level



# Grade Distribution by 'Best Fit' Academic Program

## Grade Distribution by Top 20 Programs: Ranked by Number of Student Respondents

Program Code		Overall		Critical Thinking		Global Awareness		Citizenship	
	N	% Pass	% Fail	% Pass	% Fail	% Pass	% Fail	% Pass	% Fail
ASGS2	79	59.5%	40.5%	74.7%	25.3%	72.2%	27.8%	55.7%	44.3%
ASAR2	69	66.7%	33.3%	81.2%	18.8%	62.3%	37.7%	56.5%	43.5%
ASCI2	65	63.1%	36.9%	75.4%	24.6%	66.2%	33.8%	60.0%	40.0%
PREN2	53	56.6%	43.4%	75.5%	24.5%	47.2%	52.8%	35.8%	64.2%
MGMT2	35	74.3%	25.7%	82.9%	17.1%	65.7%	34.3%	80.0%	20.0%
ACTG2	29	79.3%	20.7%	86.2%	13.8%	79.3%	20.7%	79.3%	20.7%
GRDE2	26	69.2%	30.8%	80.8%	19.2%	80.8%	19.2%	53.8%	46.2%
CRJU2	25	68.0%	32.0%	68.0%	32.0%	72.0%	28.0%	60.0%	40.0%
MAET2	22	59.1%	40.9%	54.5%	45.5%	68.2%	31.8%	63.6%	36.4%
UNDC	22	81.8%	18.2%	77.3%	22.7%	90.9%	9.1%	81.8%	18.2%
SOCW2	21	52.4%	47.6%	71.4%	28.6%	61.9%	38.1%	42.9%	57.1%
ECED2	10	40.0%	60.0%	60.0%	40.0%	40.0%	60.0%	50.0%	50.0%
BUSN2	9	66.7%	33.3%	88.9%	11.1%	66.7%	33.3%	55.6%	44.4%
PREP2	9	55.6%	44.4%	55.6%	44.4%	66.7%	33.3%	55.6%	44.4%
ASFA2	8	75.0%	25.0%	87.5%	12.5%	62.5%	37.5%	50.0%	50.0%
PREH2	8	37.5%	62.5%	87.5%	12.5%	50.0%	50.0%	50.0%	50.0%
PREO2	7	100.0%	0.0%	100.0%	0.0%	85.7%	14.3%	28.6%	71.4%
RADL2	7	42.9%	57.1%	42.9%	57.1%	57.1%	42.9%	42.9%	57.1%
CULA2	6	50.0%	50.0%	33.3%	66.7%	33.3%	66.7%	33.3%	66.7%
PRER2	6	33.3%	66.7%	66.7%	33.3%	16.7%	83.3%	16.7%	83.3%

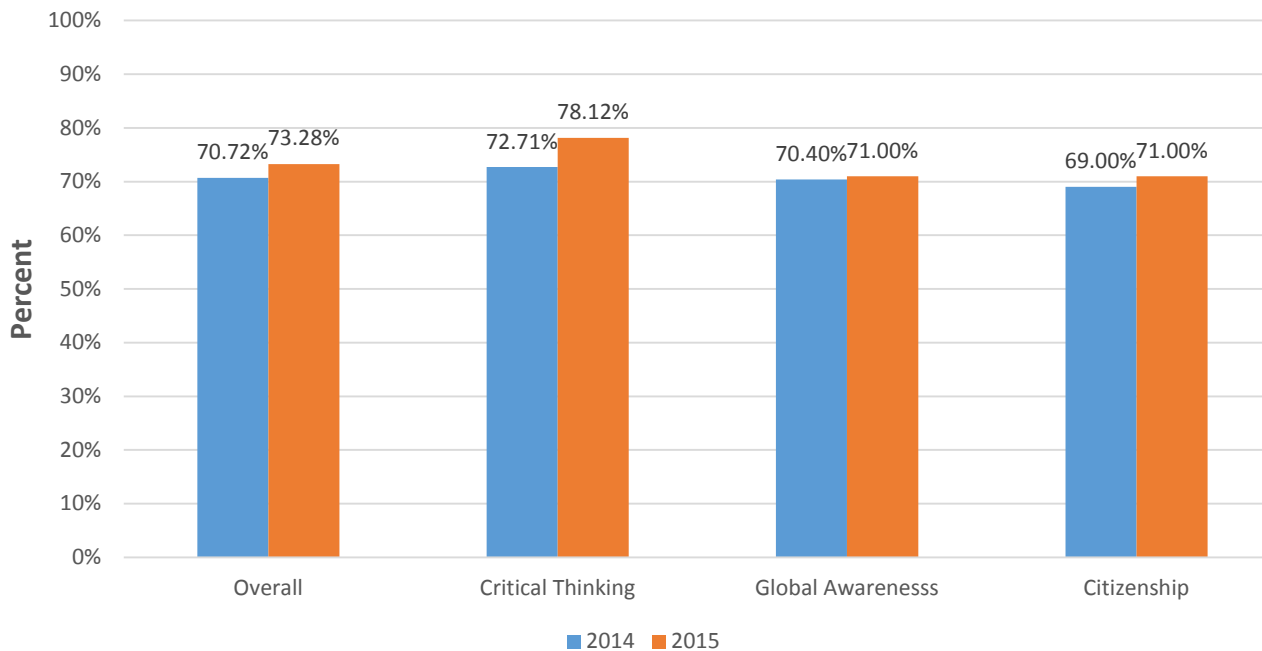
# 2014-15 GE Assessment Student Repeaters

## Student Respondents 2014-2015: Percent Correct Change Overall and by Sub-Section

Change in % Correct 2014-2015	
Section	% Change
Overall	2.57%
Critical Thinking	5.41%
Global Awareness	0.60%
Citizenship	2.00%

Overall Grades			
Grade	2014	2015	Change
A	4	6	+2
B	5	4	-1
C	4	4	0
D	5	7	+2
F	7	4	-3

Repeat Respondents 2014-2015 Average % Correct (n=25)



This chart displays average % for n=25 repeat students by year for each section of the General Education Assessment.

Changes for all sections were in the positive direction. However no changes were found to be statistically significant. Interpretation is done with caution due to the small sample size.

# Appendix I- Program Code, Program Title, Division Matrix

Program Code	Program Title	Division
<b>ACHR2</b>	Air Conditioning, Heating & Refrigeration Technology	Technology
<b>ACTG1</b>	Accounting Certificate	Business
<b>ACTG2</b>	Accounting	Business
<b>ASAR2</b>	Associate in Arts	
<b>ASCI2</b>	Associate in Science	
<b>ASFA2</b>	Associate in Fine Arts	
<b>ASGS2</b>	Associate in General Studies	
<b>AUTO2</b>	Automotive Technology	Technology
<b>BAKE2</b>	Baking & Pastry Arts	Business
<b>BCON2</b>	Building and Construction Technology	Technology
<b>BUSN2</b>	General Business	Business
<b>BUSN3</b>	Business Transfer	Business
<b>CADD2</b>	CAD and Design	Technology
<b>CISY2</b>	Computer Information Systems	Technology
<b>CNEN2</b>	Computer Network Engineering	Technology
<b>COCC2</b>	Computer Occupations Technology	Technology
<b>CORR2</b>	Corrections	FASS
<b>COSM1</b>	Cosmetology Certificate	Business
<b>CPRO1</b>	Computer Programming Certificate	Technology
<b>CRJU2</b>	Criminal Justice	FASS
<b>CULA2</b>	Culinary Arts	Business
<b>ECED2</b>	Early Childhood Education	FASS
<b>ECES2</b>	Early Childhood Education - Special Needs	FASS
<b>ELEC2</b>	Electronics and Electrical Technology	Technology
<b>ELED3</b>	Elementary Education Transfer	FASS
<b>ELET1</b>	Electronics and Electrical Technology Certificate	Technology

Program Code	Program Title	Division
<b>FMGM</b>	Food Services Management	Business
<b>FRSC1</b>	Autopsy Assistant Certificate	FASS
<b>GENS1</b>	General Studies Certificate	
<b>GRDE2</b>	Graphic Design	FASS
<b>HAIR2</b>	Haircare Salon Management	Business
<b>HISO2</b>	Histologic Technician	Health Sciences
<b>MAET1</b>	Media Arts/Entertainment Technology Production Fund Certificate	FASS
<b>MAET2</b>	Media Arts and Entertainment Technology	FASS
<b>MECE2</b>	Mechanical Operations Technology	Technology
<b>MGMT2</b>	Business Management	Business
<b>MKTG2</b>	Marketing Management	Business
<b>MUSC2</b>	Music Technology	FASS
<b>NURS2</b>	Nursing Associate Degree	Health Sciences
<b>OTAS2</b>	Occupational Therapy Assistant	Health Sciences
<b>PHOT2</b>	Photography	FASS
<b>PREA2</b>	Pre-Dental Assisting	Health Sciences
<b>PREH2</b>	Pre-Dental Hygiene	Health Sciences
<b>PREN2</b>	Pre-Nursing	Health Sciences
<b>PREO2</b>	Pre-Occupational Therapy Assisting	Health Sciences
<b>PREP2</b>	Pre-Physical Therapist Assistant	Health Sciences
<b>PRER2</b>	Pre-Respiratory Therapy	Health Sciences
<b>RADL2</b>	Radiologic Technology	Health Sciences
<b>SCIM3</b>	Science and Math Transfer	Science & Math
<b>SLIE2</b>	Sign Language Interpreter Education	Humanities
<b>SOCW2</b>	Social Work Technician	FASS
<b>TECH3</b>	Technology Transfer	Technology
<b>UNDC</b>	Undecided	Student Services
<b>WLDG1</b>	Welding Certificate	Technology

# Thank You!

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5-5877

