

A-3, Mastery of General Education and Workforce Program Competencies

Associate of Arts

The results of licensure exam pass rates and the CLAST exam (see A-2) are indicators of student mastery of the curriculum. However, not all workforce programs prepare students to sit for licensure exams and 76% of eligible liberal arts students opt out of the CLAST exam. Thus additional ways are needed to monitor student attainment of program outcomes.

The general education capstone course, *Connections*, includes a comprehensive assessment of seven learning outcomes to be attained by students as defined by the college. Shown below are the mean scores of faculty assessments across the academic disciplines for students enrolling in the *Connections* course.

Scale: 1 = Inadequate, 2 = minimal, 3 = average, 4 = above average, 5 = Excellent.

General Education Outcome	Fall 2005	Fall 2006
# of course sections	19	28
1. Ability to think critically.	3.72	3.66
2. Ability to express themselves in written & oral communication	3.95	3.54
3. Ability to express themselves in quantitative terms.	3.94	3.99
4. Understanding & appreciation for the value and significance of culture.	4.24	3.87
5. The scientific method of inquiry and the historical and contemporary impact of science on daily life.	3.95	3.57
6. Understanding of global, political, social, economic, and historical perspectives.	3.71	3.76
7. Ability to use technology to access, retrieve, process, and communicate information.	4.01	3.84

The *Measure of Academic Proficiency and Progress* (MAPP) assessment instrument represents an external measure of the effectiveness of HCC's general education program. In 2005, from a pool of more than 3,000 students who were eligible (AA program students who had earned 45 hours or more towards the degree), a random sample of 500 students were invited to participate, and 35 ultimately did. In 2006, all students who were eligible (more than 2500) were invited to participate, and 274 did so. Of these, 255 were included in the study (19 students did not complete the test). The table below includes HCC's performance as compared to the national group in the areas of critical thinking, reading, writing, and math.

	Proficient			Marginal			Not Proficient		
	HCC 2005	HCC 2006	Nation	HCC 2005	HCC 2006	Nation	HCC 2005	HCC 2006	Nation
Critical Thinking	3%	12%	3%	34%	22%	11%	63%	66%	86%
Reading, Level 1	71%	76%	64%	17%	15%	22%	11%	9%	15%
Reading, Level 2	46%	49%	29%	14%	19%	22%	40%	32%	49%
Writing, Level 1	69%	66%	62%	17%	27%	27%	14%	6%	11%
Writing, Level 2	14%	18%	13%	43%	42%	38%	43%	40%	49%
Writing, Level 3	9%	11%	6%	20%	22%	24%	71%	67%	70%
Math, Level 1	57%	58%	48%	34%	25%	32%	9%	16%	20%
Math, Level 2	31%	35%	20%	20%	23%	30%	49%	42%	51%
Math, Level 3	6%	14%	4%	23%	14%	12%	71%	73%	84%

HCC 2005 Sample = 35 students

HCC 2006 Sample = 255 students

NTL Sample (retrieved electronically from www.ets.org on 4/10/07 – same data posted as of 7/06) = 13,459; weighted to 12,505

Workforce

Workforce programs (AS/AAS) are revisiting student outcomes against the *State Career and Technical Frameworks*. Program outcomes are accompanied by assessment measures and a statement outlining how the assessment results will be used to improve program outcomes. Assessment results will be available for summary in a future edition of the *Critical Success Factor* report.