

Harper College

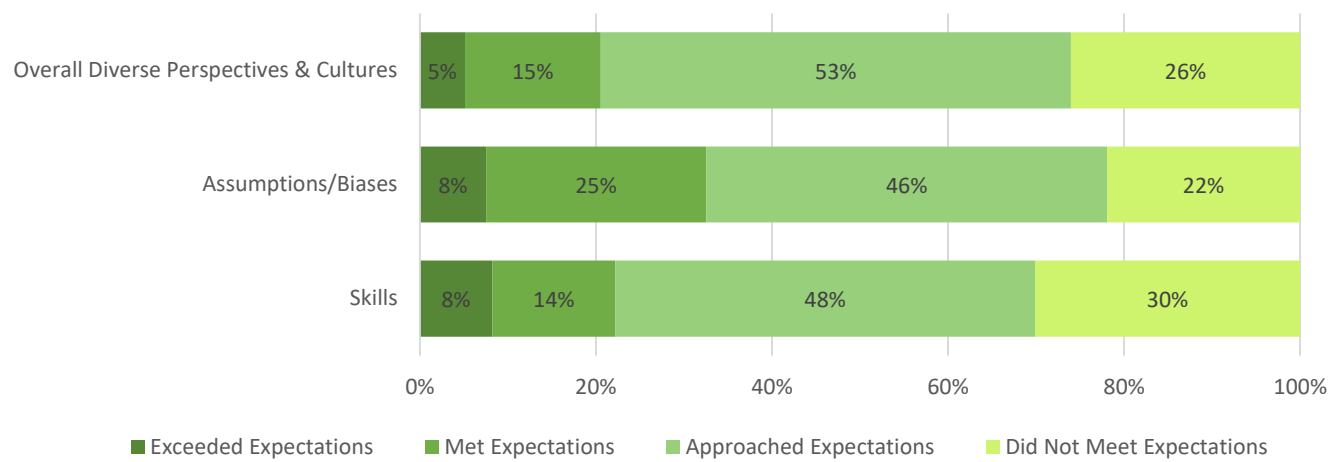
General Education Assessment and Improvement: Diverse Perspectives and Cultures

The most recent large-scale General Education Diverse Perspectives and Cultures assessment was conducted in 2016-17. The first column below includes results of that assessment for students who earned 45+ credit hours vs. all students who took the assessment. Additional demographic information was also reviewed. A follow-up assessment will be conducted in 2019-20.

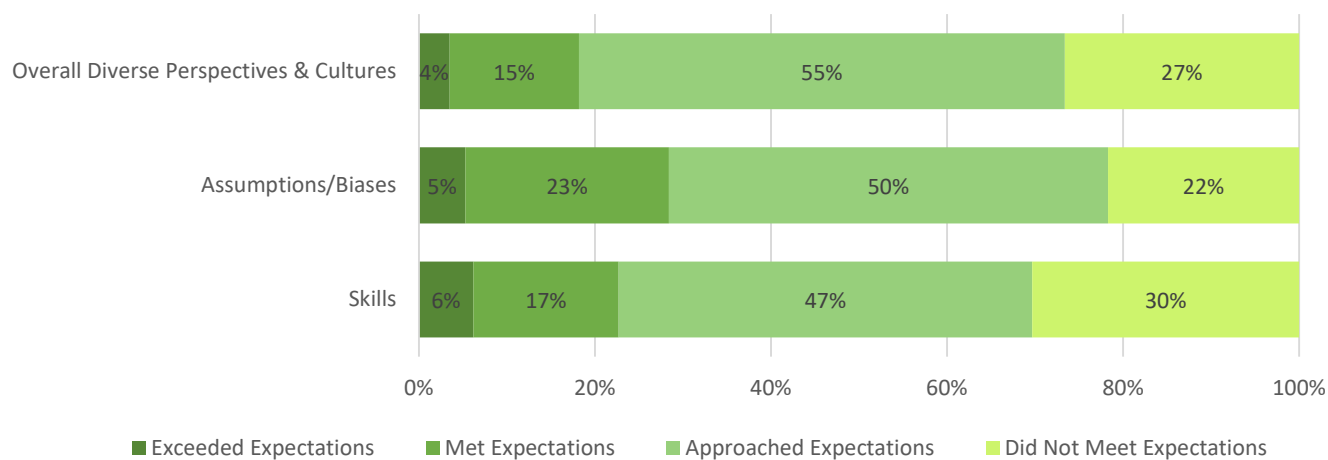
The second column includes related assessment information to provide additional information regarding students' achievement of this outcome, including two items from the Community College Survey of Student Engagement (CCSSE) that provide indirect assessment evidence related to the Communication outcome.

Based on these results, the Learning Assessment Committee and General Education–Diverse Perspectives and Cultures Work Group are working to improve this outcome across Harper College. [The Diverse Perspectives and Cultures Improvement Plan can be found here.](#)

Direct Assessment Scores, 45+ Hours

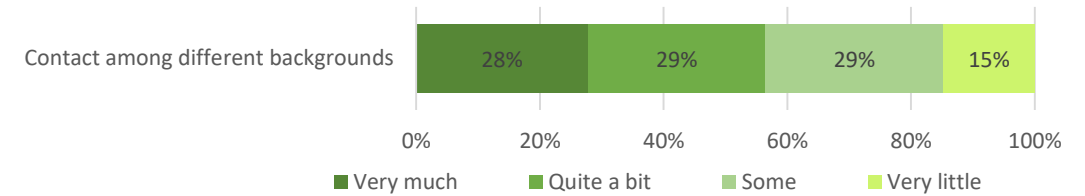


Direct Assessment Scores, All Student Groups



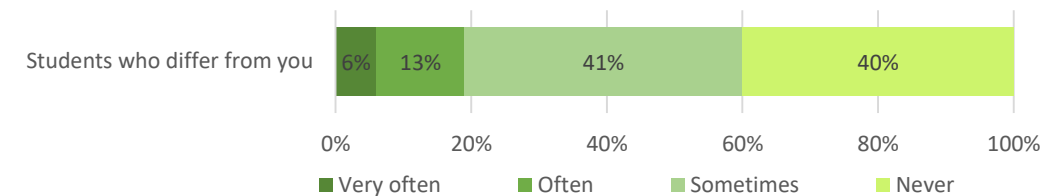
Source: Harper College 2016-17 General Education Diverse Perspectives and Cultures assessment.
N = 545

Indirect Assessment Scores



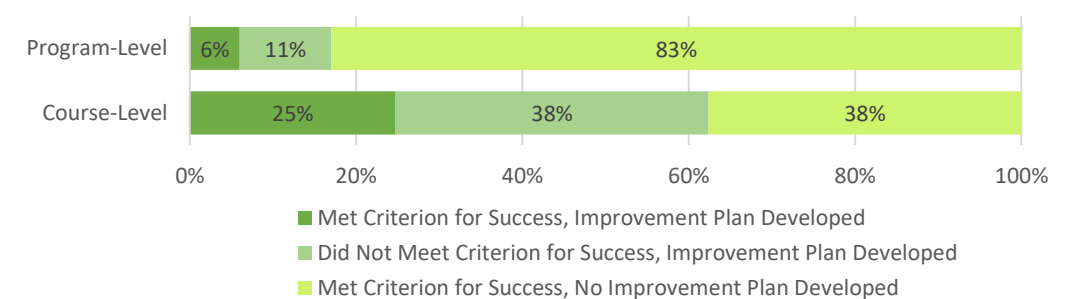
Source: Community College Survey of Student Engagement (CCSSE) 2018.

Item 9: How much does this college emphasize contact among students from different economic, social, and racial or ethnic backgrounds? N=891



Item 4r: In your experiences at this college during the current school year, about how often have you had serious conversations with students who differ from you? N=898

Program and Course Assessment Ratings



Source: 2017-18 Harper College program and course assessment reports. Note: If a program or course does not meet the criterion for success defined by faculty, an improvement plan is required.

[Additional information about course and program assessment can be found here.](#)