

General Education Learning Outcomes

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2012-2013 Analysis of Results

SCC graduates will produce writing that is clear, precise, organized, incisive, and correct (according to the guidelines of Standard Written English) for a variety of purposes and audiences.

Writing

	Total Number of Artifacts	% of Artifacts Unable to Score	Number of Scored Earning ≥ 3	% of Scored Artifacts Earning ≥ 3	Fall Means	Spring Means	Annual Mean
2010-2011	105	4.8%	27	25.7%	2.03	2.43	2.23
2011-2012	100	0%	56	56.0%	2.81	2.74	2.775
2012-2013	100	4%	22	22%	2.26	2.24	2.25

GENERAL STUDENT STRENGTHS

- Elaborated and focused writing, thesis was present
- Thesis was organized appropriately and effectively according to the context
- Organized writing
- Appropriate paragraph structure

GENERAL STUDENT WEAKNESSES

- Lack of incisiveness (depth) and correctness
- Lack of examination into relevant concepts
- Grammatical errors - misuse of commas or semicolons, issues with subject/verb agreement, etc.
- Presence of incoherent sentences

RECOMMENDATIONS BASED ON RESULTS

Instructors should:

- Incorporate daily writing activities in class
- Concentrate feedback on weak areas before assigning a more substantial writing assignment
- Incorporate journals that require students to write outside of class and make connections between what is learned in the classroom and everyday life
- Teach strategies that address and emphasize the importance of the stages of the writing process (prewriting, drafting, revising, editing, publishing)
- Emphasize the revision process (and differentiate it from the editing process)
- Require submission of multiple rough drafts
- Within editing process, concentrate on spelling/grammar/punctuation/phrasing/documentation errors
- Provide opportunities for guided peer editing sessions with active participation from instructor so that revision/editing strategies are modeled

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For more information and resources on the General Education Learning Outcomes, please visit the Faculty Resource Moodle page.



SCC graduates will think about their thinking in order to improve it. They will be able (1) to analyze thought (their own and that of others) by identifying, examining, and employing the essential elements of reasoning; (2) to assess thought by applying intellectual standards; and (3) to think ethically and fairly by cultivating intellectual traits. They will demonstrate thinking that is clear, accurate, precise, relevant, logical, deep, broad, and fair, while analyzing, synthesizing, and evaluating.

Critical Thinking							
	Total Number of Artifacts	% of Artifacts Unable to Score	Number of Scored Artifacts Earning ≥3	% of Scored Artifacts Earning ≥3	Fall Means	Spring Means	Annual Mean
2010-2011	104	0%	29	29.8%	2.50	2.56	2.53
2011-2012	101	0%	29	28.7%	2.48	1.98	2.23
2012-2013	100	0%	30	30.0%	2.28	2.29	2.285

GENERAL STUDENT STRENGTHS

- Used logic when responding to essay, project, or report prompts
- Met the standard of accuracy in their responses, if not precision
- Showed ability to draw connections, such as causal analysis, or an ability to go beyond the scope of the assignment

GENERAL STUDENT WEAKNESSES

- Lack of depth (providing enough detail or examples) and breadth (examining several angles or points of view)
- Lack of discussion regarding the “why” factor of most assignments, which coincides with students’ ability to make inferences and conclusions, as well as identify significant implications and consequences

RECOMMENDATIONS BASED ON RESULTS

Instructors should:

- Model an application of the elements early in the course, with a textbook chapter or article
- Model active reading strategies (such as annotating)
- Think outside the box when creating assignments (ex: examine cause/effect in a history course, determine implications and consequences of a case study in a nursing course, find purpose of a documentary in an English class, etc.)

SCC graduates should be able to effectively use technology as a tool for research, problem solving, communication, and career enrichment.

ETS Baseline Scores from 2010/2012 and 2011/2013 Pre- and Post-Test

Reading							
	Total Number of Artifacts	% of Artifacts Unable to Score	Number of Scored Artifacts Earning ≥ 3	% of Scored Artifacts Earning ≥ 3	Fall Means	Spring Means	Annual Mean
2010-2011	72	22%	24	33.0%	2.88	2.50	2.69
2011-2012	62	9.7%	37	59.7%	2.92	2.92	2.92
2012-2013	89	30.0%	57	70.4%	3.11	3.34	3.225

Comp = Comparable Institutions' Scores (offering associate's degrees)

Marginal = Students whose test results do not provide enough evidence to classify the student either as proficient or as not proficient.

Number of Students Tested:

2010 cohort = 408 students. 2012 retest = 204 students.

2011 cohort = 357 students. 2013 retest = 203 students.

GENERAL STUDENT STRENGTHS/WEAKNESSES

- Were able to distinguish between facts and opinions
- Identified main purpose and key questions of the reading
- Presented main ideas and key concepts with appropriate amount of detail
- Demonstrated reading comprehension

GENERAL STUDENT WEAKNESSES

- Did not demonstrate clear understanding of the author's assumptions or understanding the author's arguments
- Lack of supportive evidence in identifying the author's tone, style, or bias
- Weakly evaluated value of information

RECOMMENDATIONS BASED ON RESULTS

Instructors should:

- Include explicit requirements of synthesis components in the rubric
- Utilize support resources outside the classroom (i.e. SCC library)
- Include assignments and class activities throughout the semester that address individual parts of the rubric

QEP Student Learning Outcome		Year	Scaled Score		Proficient		Marginal	
			SCC	Comp	SCC	Comp	SCC	Comp
Critical Thinking	Depth	2010 Pre	109.25	108.61	1%	1%	6%	5%
		2012 Post	109.82	110.71	5%	4%	4%	14%
		2011 Pre	109.56	108.61	2%	1%	6%	5%
		2013 Post	109.40	110.71	2%	4%	9%	14%
Writing, Level 1	Clarity Precision Accuracy Correctness	2010 Pre	111.86	111.28	39%	39%	40%	5%
		2012 Post	112.15	112.89	46%	54%	32%	14%
		2011 Pre	112.22	111.28	45%	39%	32%	36%
		2013 Post	112.40	112.89	43%	54%	39%	32%
Writing, Level 2	Clarity Precision Accuracy Correctness	2010 Pre	111.86	111.28	7%	7%	26%	25%
		2012 Post	112.15	112.89	8%	13%	29%	33%
		2011 Pre	112.22	111.28	12%	7%	25%	25%
		2013 Post	112.40	112.89	10%	13%	32%	33%
Writing, Level 3	Clarity Precision Accuracy Correctness	2010 Pre	111.86	111.28	1%	2%	14%	12%
		2012 Post	112.15	112.89	3%	4%	20%	19%
		2011 Pre	112.22	111.28	3%	2%	14%	12%
		2013 Post	112.40	112.89	5%	4%	14%	19%

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Technology Skills							
	Total Number of Artifacts	% of Artifacts Unable to Score	Number of Scored Artifacts Earning ≥ 3	% of Scored Artifacts Earning ≥ 3	Fall Means	Spring Means	Annual Mean
2010-2011	21	0%	10	47.6%	2.68	-	2.68
2011-2012	84	23.8%	43	67.2%	3.13	2.65	2.89
2012-2013	104	10.6%	63	66.7%	3.14	2.98	3.06

GENERAL STUDENT STRENGTHS

- Used a variety of technologies to formulate and communicate findings
- Interpreted technical materials to formulate logical, evidence-based solutions in verbal, written, or visual form

GENERAL STUDENT WEAKNESSES

- Struggled with analyzing problems, and implementing and evaluating solutions
- Struggled to apply knowledge to new situations to complete relevant tasks

RECOMMENDATIONS BASED ON RESULTS

Instructors should:

- Use explicit instructions
- Encourage students to thoroughly read directions
- Ask students to create a checklist related to their assignments (perhaps basing this on a rubric)
- Consider implementing a supplementary Moodle page and posting assignments well in advance

SCC graduates should be able to apply college-level mathematical concepts and methods to understand, analyze, and communicate in quantitative terms.

Quantitative Literacy							
	Total Number of Artifacts	% of Artifacts Unable to Score	Number of Scored Artifacts Earning ≥ 3	% of Scored Artifacts Earning ≥ 3	Fall Means	Spring Means	Annual Mean
2010-2011	105	27.6%	33	43.4%	2.16	2.84	2.50
2011-2012	100	9%	33	36.3%	2.49	2.40	2.445
2012-2013	91	0%	54	59.3%	2.73	2.89	2.81

GENERAL STUDENT STRENGTHS

- Analyzed information and calculations while making rational conclusions
- Showed accurate calculations and computations

GENERAL STUDENT WEAKNESSES

- Lacked ability to explain calculations and to utilize calculations in a quantitative scenario
- Lacked concept understanding
- Absence of in-depth analysis and detail

RECOMMENDATIONS BASED ON RESULTS

Instructors should:

- Build student competency by utilizing simpler quantitative literacy assignments on a repetitive basis
- Create assignments shifted towards interpretation and analysis of calculated results within the context of the problem
- Give students a copy of the rubric and outcome sheet at the beginning of the course, and emphasize (and model) those concepts throughout the course
- Allow adequate class time to discuss the calculations, formulas, and variables within the problem
- Emphasize the literacy aspect of the assignment not just the calculation or mathematical result
- Introduce quantitative literacy in a two part process: 1) Perform calculations 2) Apply understanding of calculations

SCC graduates should be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

Information Literacy							
	Total Number of Artifacts	% of Artifacts Unable to Score	Number of Scored Artifacts Earning ≥ 3	% of Scored Artifacts Earning ≥ 3	Fall Means	Spring Means	Annual Mean
2010-2011	9	0%	2	22.2%	-	2.33	2.33
2011-2012	75	37.3%	8	17.02%	1.94	2.25	2.095
2012-2013	101	6.9%	21	22.3%	2.23	2.26	2.245

GENERAL STUDENT STRENGTHS

- Used multiple information resources to reach a specified goal
- Effectively identified and located unbiased information

GENERAL STUDENT WEAKNESSES

- Did not appropriately use or cite in-text citations
- Did not cite a source with precision (on either the reference page or in-text citations)
- Did not consistently analyze, evaluate, or organize information which displayed competency
- Did not demonstrate the ability to critically evaluate sources

RECOMMENDATIONS BASED ON RESULTS

Instructors should:

- Provide clear instructions (e.g., which type of citation to use [APA, MLA, etc.], purpose of assignments, suggested search engines, sites to avoid, and learning expectations)
- Include citation style and grading rubric with assignment
- Utilize available resources in the library (staff, databases, etc.)
- Demonstrate how to synthesize, paraphrase, cite, and evaluate sources
- Demonstrate how to locate articles within the electronic databases
- Expect students to use multiple resources
- Provide and discuss the rubric

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Speaking							
	Total Number of Artifacts	% of Artifacts Unable to Score	Number of Scored Artifacts Earning ≥ 3	% of Scored Artifacts Earning ≥ 3	Fall Means	Spring Means	Annual Mean
2010-2011	7	0%	2	28.6%	-	1.80	1.80
2011-2012	54	3%	28	51.9%	2.68	2.69	2.685
2012-2013	47	17.2%	26	66.7%	3.00	3.05	3.025

GENERAL STUDENT STRENGTHS

- Addressed assignment content and clearly related goal to the topic
- Prepared appropriate level of information

GENERAL STUDENT WEAKNESSES

- Lacked presentation skills
- Organized poorly or strayed from apparent focus
- Not prepared or practiced

RECOMMENDATIONS BASED ON RESULTS

Instructors should:

- Create more specific elements of speaking assignment
- Offer opportunities for practice
- Design each speaking assignment to include a required practice session with the instructor prior to the class presentation
- Verbally discuss assignment expectations and make sure those expectations align with directions stated on assignment