

# General Education Learning Outcomes



**SURRY**   
*Community College*<sup>™</sup>  
Serving Surry and Yadkin Counties

**2017-2018 Summary 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 Score of $\geq 3$	% of Scored Artifacts Earning $\geq 3$	Fall Means	Spring Means	Annual Mean
2014-2015	74	0%	17	23.0%	2.20	1.75	1.98
2015-2016	95	0%	22	23.2%	2.48	1.79	2.14
2016-2017	100	0%	49	49%	2.34	2.54	2.44
2017-2018	92	0%	35	38%	2.30	2.30	2.30

**GENERAL STUDENT STRENGTHS:**

- Focused around a clear thesis statement
- Included paragraph structure which was tightly focused and developed
- Included topic sentences (within paragraphs) supported by relevant information

**GENERAL STUDENT WEAKNESSES:**

- Missed in-text citations within the body
- Lacked precision, depth and correctness
- Lacked depth and breadth; investigated complexities of an issue only when prompted to do so
- Contained grammatical, mechanical, and usage errors (misuse of commas or semicolons, issues with subject/verb agreement, etc.) which interfered with clarity

*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 Earning $\geq 3$	% of Scored Artifacts Earning $\geq 3$	Fall Means	Spring Means	Annual Mean
2014-2015	88	0%	25	28.4%	2.28	2.35	2.31
2015-2016	99	0%	32	32.3%	2.30	2.16	2.33
2016-2017	97	1%	20	20.6%	2.11	1.60	1.85
2017-2018	100	0%	22	22%	2.21	1.98	2.10

#### GENERAL STUDENT STRENGTHS:

- Demonstrated accuracy and fairness
- Demonstrated relevance and significance; took statistics and research and applied to life and the environment

#### GENERAL STUDENT WEAKNESSES:

- Lacked precision and clarity when attempting to use a particular citation style
- Lacked depth and breadth; struggled to substantiate claims or to show an understanding about why certain results were achieved

*SCC graduates will read actively and analytically at the college level and synthesize and apply information across disciplines.*

### Reading

	Total Number of Artifacts	% of Artifacts Unable to Score	Number of Scored Earning $\geq 3$	% of Scored Artifacts Earning $\geq 3$	Fall Means	Spring Means	Annual Mean
2014-2015	34	2.9%	24	72.7%	2.91	3.15	3.03
2015-2016	77	1.3%	49	64.5%	2.61	2.75	2.68
2016-2017	67	7.5%	48	77.4%	3.26	3.07	3.17
2017-2018	73	0%	42	57.5%	2.73	2.87	2.80

#### GENERAL STUDENT STRENGTHS:

- Included good structural organization
- Adhered to instructor's directions
- Demonstrated quality in depth of discussion

#### GENERAL STUDENT WEAKNESSES:

- Lacked synthesis related to material including author's tone, evidence to support, bias, and argument
- Lacked analysis appropriate for college level reading

*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 Earning $\geq 3$	% of Scored Artifacts Earning $\geq 3$	Fall Means	Spring Means	Annual Mean
2014-2015	87	5.7%	46	56.1%	2.66	2.38	2.52
2015-2016	72	13.9%	33	53.23%	2.25	2.65	2.45
2016-2017	96	7.3%	59	66.3%	2.99	3.11	3.05
2017-2018	99	6.1%	54	54.5%	2.34	3.34	2.84

#### GENERAL STUDENT STRENGTHS:

- Demonstrated proficiency in performing calculations correctly and completely

#### GENERAL STUDENT WEAKNESSES:

- Lacked understanding of major concepts and expectations associated with assignment
- Lacked complete explanations, connection amongst concepts, in-depth reasoning, and analysis in determining rational conclusions and results

*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 Earning $\geq 3$	% of Scored Artifacts Earning $\geq 3$	Fall Means	Spring Means	Annual Mean
2014-2015	82	0%	18	22.0%	2.23	2.49	2.36
2015-2016	83	4.8%	31	39.2%	2.26	2.78	2.52
2016-2017	91	0%	55	60.4%	2.83	2.61	2.71
2017-2018	96	0%	62	64.6%	2.78	2.93	2.86

#### GENERAL STUDENT STRENGTHS:

- Recognized when information was needed
- Located relevant information
- Properly cited sources when provided a single citation style

#### GENERAL STUDENT WEAKNESSES:

- Contained errors in grammar, punctuation, and spelling
- Lacked critical analysis
- Did not aggressively seek out scholarly sources to support research
- Cited sources with no recognizable or consistent style or logic

*SCC graduates should be able to speak in a manner that is clear, precise, coherent, perceptive, audience-aware, and correct (according to Standard Written English) in both small and large group settings.*

**Speaking**

	Total Number of Artifacts	% of Artifacts Unable to Score	Number of Scored Artifacts Earning $\geq 3$	% of Scored Artifacts Earning $\geq 3$	Fall Means	Spring Means	Annual Mean
2014-2015	41	0%	12	29.3%	2.15	2.50	2.32
2015-2016	21	0%	13	61.9%	2.82	3.5	3.16
2016-2017	52	5.8%	25	51%	2.90	2.71	2.77
2017-2018	62	0%	10	16.1%	2.00	2.20	2.10

**GENERAL STUDENT STRENGTHS:**

- Included use of multimedia in presentations to gain audience attention and to make transitions between points
- Illustrated main points and demonstrated practical critical thinking skills

**GENERAL STUDENT WEAKNESSES:**

- Provided a list of sources on final page of PowerPoint presentation but did not address citations orally
- Lacked confidence; struggled to present in a manner which exuded knowledge of content (presented while reading from PowerPoint slides)

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

Technology Skills							
	Total Number of Artifacts	% of Artifacts Unable to Score	Number of Scored Earning $\geq 3$	% of Scored Artifacts Earning $\geq 3$	Fall Means	Spring Means	Annual Mean
2014-2015	61	9.8%	35	63.6%	2.93	3.20	3.07
2015-2016	84	1.2%	50	60.2%	2.72	2.62	2.67
2016-2017	85	0%	42	49.4%	2.66	2.80	2.73
2017-2018	84	0%	53	63.1%	2.85	2.74	2.80

#### **GENERAL STUDENT STRENGTHS:**

- Implemented technology to effectively create a solution or resolve a problem

#### **GENERAL STUDENT WEAKNESSES:**

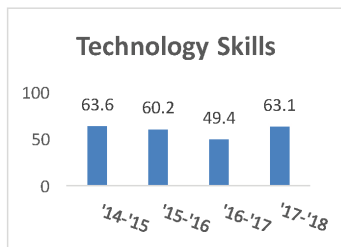
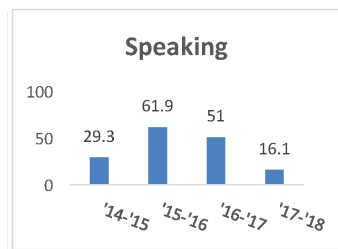
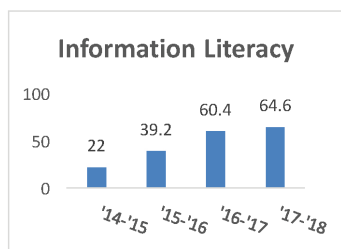
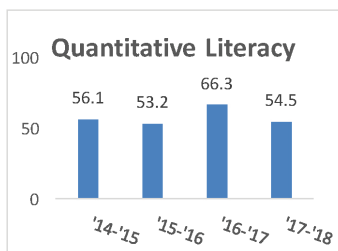
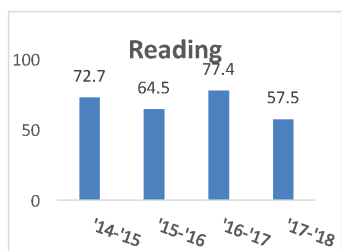
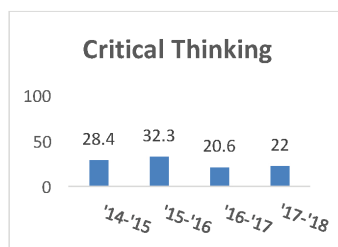
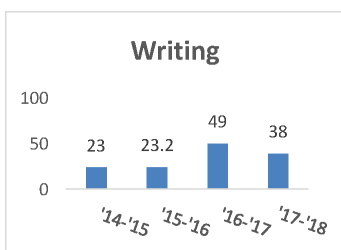
- Contained grammatical and spelling errors
- Lacked clarity in sentences
- Missed or used incorrect formulas resulting in incorrect values
- Did not meet assignment expectations



## Tracking Gen Ed Results: Artifacts Earning a “3”

The graphs below display the percentage of artifacts (per Gen Ed Learning Outcome) achieving a score of 3 or better as tracked over the previous four years.

- 4 – Exemplary – exceeds standard, response is excellent/skilled
- 3 – Satisfactory – meets standard, response is competent and effective
- 2 – Below Satisfactory – approaches standard, lack of consistent competence
- 1 – Unsatisfactory – far below standard, response is unskilled and insufficient



## Graduates Post-test Writing Scores

Spring 2018 Graduates Essay  
(students who also completed the pre-test within the last three years)  
Number of students: 51

<b>Number at each score level:</b>	<p>In comparison to the 51 students' pre-test scores, the number of students for whom scores:</p> <p>Improved - 25 (49%) No Change - 19 (37%) Decreased - 7 (14%)</p> <p>Pre-test Average: 3.31 Post-test Average: 3.71</p>
6 - 0 (2%)	
5 - 9 (18%)	
4 - 25 (49%)	
3 - 12 (23%)	
2 - 4 (8%)	
1 - 0 (0%)	
0 - 0 (0%)	

### ETS® Proficiency Profile Rubric 6 Point Scale

<p><b>Score = 6</b> A typical essay in this category</p> <ul style="list-style-type: none"> <li>• Presents a thoughtful and well-developed position on the issue</li> <li>• Explores the complexities of the issue</li> <li>• Develops the position with apt reasons and / or well-chosen examples</li> <li>• Is well focused and well organized</li> <li>• Uses effective vocabulary and sentence variety</li> <li>• Demonstrates strong control of grammar, mechanics, and sentence structure</li> </ul>	<p><b>Score = 3</b> A typical essay in this category exhibits ONE OR MORE of the following characteristics:</p> <ul style="list-style-type: none"> <li>• Is vague or limited in presenting a position on the issue</li> <li>• Makes poorly-supported generalizations and/or fails to provide sufficient reasons and examples to support its position</li> <li>• Is poorly focused and/or organized, lacking connections between ideas</li> <li>• Has problems in the use of vocabulary and sentence variety that interfere with clarity</li> <li>• Contains errors in grammar, usage, or sentence structure that can interfere with meaning</li> </ul>
<p><b>Score = 5</b> A typical essay in this category:</p> <ul style="list-style-type: none"> <li>• Presents a clear and developed position on the issue</li> <li>• Demonstrates some understanding of the complexities of the issue</li> <li>• Develops ideas with appropriate reasons and examples</li> <li>• Is focused and well-organized, connecting ideas appropriately</li> <li>• Expresses ideas clearly, using appropriate vocabulary and sentence variety</li> <li>• Demonstrates control of grammar, mechanics, and sentence structure</li> </ul>	<p><b>Score = 2</b> A typical essay in this category exhibits ONE OR MORE of the following characteristics:</p> <ul style="list-style-type: none"> <li>• Is unclear in presenting a position on the issue</li> <li>• Is disorganized and undeveloped</li> <li>• Relies on unsupported generalizations</li> <li>• Provides few, if any, relevant reasons or examples</li> <li>• Has serious problems with vocabulary and/or sentence structure</li> <li>• Contains frequent errors in grammar, mechanics, and sentence structure that interfere with meaning</li> </ul>
<p><b>Score = 4</b> A typical essay in this category:</p> <ul style="list-style-type: none"> <li>• Presents a reasonably clear position on the issue</li> <li>• Develops ideas with reasons and examples</li> <li>• Is adequately focused and organized</li> <li>• Expresses ideas with reasonable clarity</li> <li>• Generally demonstrates control of grammar, mechanics, or sentence structure, but may have some errors</li> </ul>	<p><b>Score = 1</b> A typical essay in this category exhibits ONE OR MORE of the following characteristics:</p> <ul style="list-style-type: none"> <li>• Provides little or no evidence of the ability to understand the issue or present a position on the issue</li> <li>• Provides little or no evidence of the ability to develop an organized response to the issue</li> <li>• Has persistent problems with vocabulary and/or sentence structure</li> <li>• Contains pervasive errors in grammar, mechanics, and sentence structure that result in incoherence</li> </ul>

**Score = 0** Off topic (i.e., provides no evidence of an attempt to address the assigned topic), is in a foreign language, merely copies the topic, consists of only keystroke characters or is illegible or nonverbal.

# ETS Pre- and Post-Test

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The ETS provides an external, standardized, and externally comparable set of scores to compare with SCC's internal, rubric-based artifact (non-standardized test) assessment process. Together, they provide a robust view of student performance.

In reviewing ETS scores with those of Gen Ed artifact scores, a best comparison occurs when reviewing post-test scores. This is a result of Gen Ed artifacts being selected only after a student has obtained 30 or more credit hours, while the ETS post-test is typically given to students with 30 – 60 credit hours.

## **2014 Change to Post-Test Assessment Process:**

Cohorts from 2012 and 2013 ETS post-test results included 204 and 203 students, respectively, while the cohort from the 2014 post-test only included 41 students. The sample size for the 2015 post-test included 126 students. By the Law of Large Numbers, it can be assumed that as our sample size increases our stats become truer representations of a particular population. In other words, specific scores within a smaller set (possibly the 2014 cohort) could potentially skew the data which could possibly explain the sharp increases in percentage points from 2013 to 2014 for the writing, mathematics, and reading ETS results.

Due to the change in ETS post-test assessment method in the 2014 year, it is difficult to make accurate comparisons over the past four years. Students in 2012 and 2013 cohorts were not tested based on degree/diploma completion. The only requirement for the post-test was for a student to still be enrolled two years after completing the pre-test. This means students may have been at various points on their path to degree completion. In realizing this, it was decided that it would be a more accurate assessment of student learning to only test students who have met graduation requirements.

## **Items to Note:**

In reviewing and comparing data from both the General Education Assessment process and the ETS scores, several items should be considered. While both of these assessment tools measure student knowledge of critical thinking, writing, mathematics, and reading, it is often difficult to align the results as the processes are extremely different. The ETS assessment is comparing cohorts of students, while the General Education Assessment process is a random selection that assesses varying students each semester. Therefore, the ETS is tracking the growth (or decline) of specific student cohorts over a two year period, while the Gen Ed process is measuring growth (or decline) of the student population as a whole.

The ETS assessment also varies writing, mathematics, and reading proficiency scores based upon level of difficulty (1, 2, or 3). The Gen Ed Writing, Quantitative Literacy, and Reading assessment includes assignments of varying difficulty and does not base the student score upon the difficulty level of the assignment but upon how well the student completes and fulfills the instructor's assignment expectations.

## Critical Thinking

ETS	General Education
2015 Post-test: 1%	2014-2015: 28.4% of scored artifacts earning $\geq 3$
2016 Post-test: 2%	2015-2016: 32.3% of scored artifacts earning $\geq 3$
2017 Post-test: 7%	2016-2017: 20.6% of scored artifacts earning $\geq 3$
2018 Post-test: 3%	2017-2018: 22% of scored artifacts earning $\geq 3$

### ETS Proficiency Profile: Critical Thinking

#### Students who are proficient can:

- Evaluate competing causal explanations
- Evaluate hypotheses for consistency with known facts
- Determine the relevance of information for evaluating an argument or conclusion
- Determine whether an artistic interpretation is supported by evidence contained in a work
- Recognize the salient features or themes in a work of art
- Evaluate the appropriateness of procedures for investigating a question of causation
- Evaluate data for consistency with known facts, hypotheses or methods
- Recognize flaws and inconsistencies in an argument

## Writing

ETS Level 1	ETS Level 2	ETS Level 3	General Education
2015 Post-test: 50%	2015 Post-test: 13%	2015 Post-test: 6%	2014-2015: 23.0% of scored artifacts earning $\geq 3$
2016 Post-test: 39%	2016 Post-test: 10%	2016 Post-test: 2%	2015-2016: 23.2% of scored artifacts earning $\geq 3$
2017 Post-test: 44%	2017 Post-test: 16%	2017 Post-test: 5%	2016-2017: 49% of scored artifacts earning $\geq 3$
2018 Post-test: 37%	2018 Post-test: 13%	2018 Post-test: 4%	2017-2018: 38% of scored artifacts earning $\geq 3$

### ETS Proficiency Profile: Writing Skills Level 1

#### Students who are proficient can:

- Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
- Recognize appropriate transition words
- Recognize incorrect word choice
- Order sentences in a paragraph
- Order elements in an outline

### ETS Proficiency Profile: Writing Skills Level 2

#### Students who are proficient can:

- Incorporate new material into a passage
- Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
- Combine simple clauses into single, more complex combinations
- Recast existing sentences into new syntactic combinations

### ETS Proficiency Profile: Writing Skills Level 3

#### Students who are proficient can:

- Discriminate between appropriate and inappropriate use of parallelism
- Discriminate between appropriate and inappropriate use of idiomatic language
- Recognize redundancy
- Discriminate between correct and incorrect constructions
- Recognize the most effective revision of a sentence

## Mathematics

ETS Level 1	ETS Level 2	ETS Level 3	General Education
2015 Post-test: 52%	2015 Post-test: 21%	2015 Post-test: 3%	2014-2015: 56.1% of scored artifacts earning $\geq 3$
2016 Post-test: 30%	2016 Post-test: 11%	2016 Post-test: 2%	2015-2016: 53.2% of scored artifacts earning $\geq 3$
2017 Post-test: 43%	2017 Post-test: 20%	2017 Post-test: 3%	2016-2017: 66.3% of scored artifacts earning $\geq 3$
2018 Post-test: 28%	2018 Post-test: 16%	2018 Post-test: 3%	2017-2018: 54.5% of scored artifacts earning $\geq 3$

### ETS Proficiency Profile: Mathematics Level 1

#### Students who are proficient can:

- Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multistep if the steps are repeated rather than embedded
- Solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25%)
- Solve problems requiring a general understanding of square roots and the squares of numbers
- Solve a simple equation or substitute numbers into an algebraic expression
- Find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information

### ETS Proficiency Profile: Mathematics Level 2

#### Students who are proficient can:

- Solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric)
- Simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers
- Interpret a trend represented in a graph, or choose a graph that reflects a trend
- Solve problems involving sets; problems have numeric answer choices

## ETS Proficiency Profile: Mathematics Level 3

### Students who are proficient can:

- Solve word problems that would unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving
- Solve problems involving difficult arithmetic concepts, such as exponents and roots other than squares and square roots, and percent of increase or decrease
- Generalize about numbers (e.g., identify the values of  $(x)$  for which an expression increases as  $(x)$  increases)
- Solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- Interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease
- Solve problems requiring insight or logical reasoning

Reading		
ETS Level 1	ETS Level 2	General Education
2015 Post-test: 57%	2015 Post-test: 29%	2014-2015: 72.7% of scored artifacts earning $\geq 3$
2016 Post-test: 30%	2016 Post-test: 13%	2015-2016: 64.5% of scored artifacts earning $\geq 3$
2017 Post-test: 43%	2017 Post-test: 19%	2016-2017: 77.4% of scored artifacts earning $\geq 3$
2018 Post-test: 41%	2018 Post-test: 20%	2016-2017: 57.5% of scored artifacts earning $\geq 3$

## ETS Proficiency Profile: Reading Level 1

### Students who are proficient can:

- Recognize factual material explicitly presented in a reading passage
- Understand the meaning of particular words or phrases in the context of a reading passage

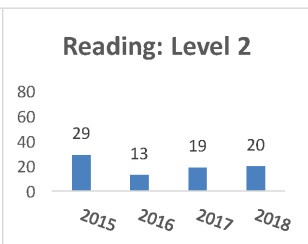
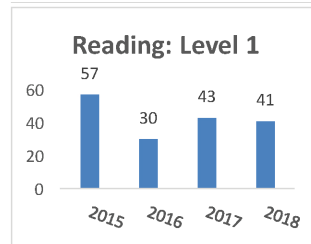
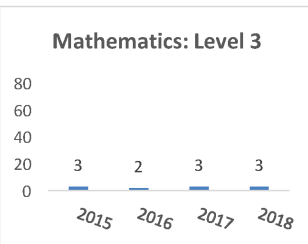
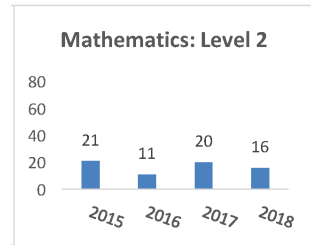
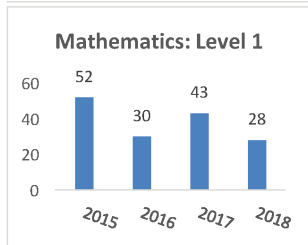
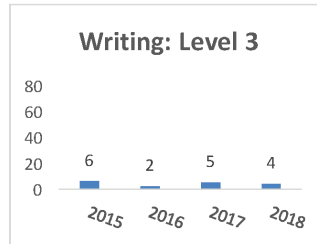
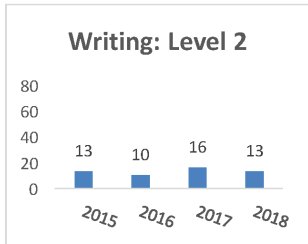
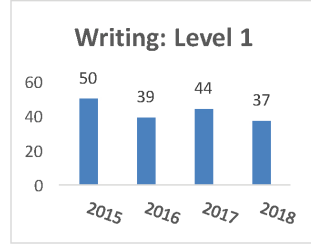
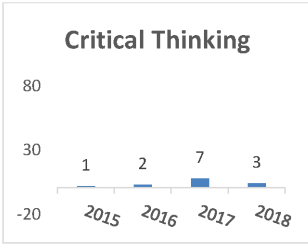
## ETS Proficiency Profile: Reading Level 2

### Students who are proficient can:

- Synthesize material from different sections of a passage
- Recognize valid inferences derived from material in the passage
- Identify accurate summaries of a passage or of significant sections of the passage
- Understand and interpret figurative language
- Discern the main idea, purpose or focus of a passage or a significant portion of the passage

## Tracking ETS Results

The graphs below display the percentage of students who scored in the “proficient” category for each outcome as tracked over the previous four years. Proficiency skill levels are explained in preceding pages.





# Contact Information:

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For more information and resources on the  
General Education Learning Outcomes, please visit  
the Faculty Team Site in My Knight Life.



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[www.surry.edu](http://www.surry.edu)

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