

# General Education Learning Outcomes



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

**2018-2019 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
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
2018-2019	99	0%	24	24.2%	2.38	1.73	1.88

**GENERAL STUDENT STRENGTHS:**

- Included paragraph structure which was tightly focused and developed when responding to an exemplary prompt
- Included topic sentences (within paragraphs) supported by relevant information

**GENERAL STUDENT WEAKNESSES:**

- Missed in-text citations within the body
- Lacked precision, incisiveness, and correctness
- Lacked depth and breadth; investigated complexities of an issue only when prompted to do so

*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
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
2018-2019	100	7%	41	44.0%	2.41	2.20	2.31

#### GENERAL STUDENT STRENGTHS:

- Demonstrated logic and fairness when defending a particular side of an argument
- Demonstrated relevance and clarity in analysis of the key problem

#### 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
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
2018-2019	47	0%	11	23.4%	1.46	2.17	1.81

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

- Included good structural organization
- Adhered to instructor's directions

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

- Lacked analysis related to inference and interpretation, comprehension of the difference between facts and opinions, and synthesis of author's assumption
- Struggled with proper documentation in regards to citation and reference formatting

*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
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
2018-2019	100	0%	66	66%	3.19	2.66	2.93

#### GENERAL STUDENT STRENGTHS:

- Demonstrated proficiency in performing calculations correctly and completely

#### GENERAL STUDENT WEAKNESSES:

- 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 Artifacts Earning $\geq 3$	% of Scored Artifacts Earning $\geq 3$	Fall Means	Spring Means	Annual Mean
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
2018-2019	100	1%	55	55.6%	2.68	2.70	2.69

#### 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 Earning ≥3	% of Scored Artifacts Earning ≥3	Fall Means	Spring Means	Annual Mean
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
2018-2019	74	5.4%	33	47.2	2.20	2.90	2.55

**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
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
2018-2019	96	1%	52	54.7%	2.55	2.60	2.58

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

- Implemented technology to effectively create a solution or resolve a problem
- Properly cited sources

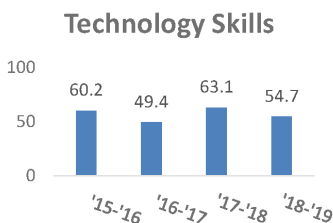
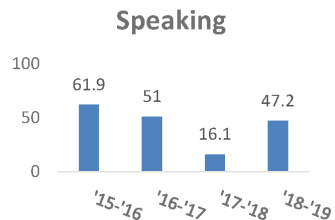
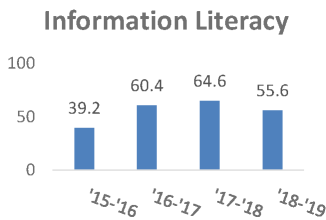
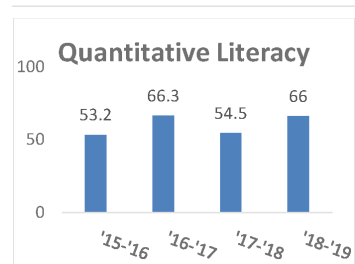
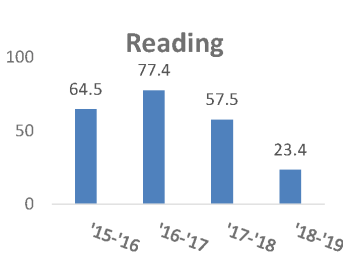
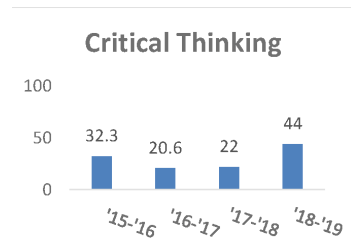
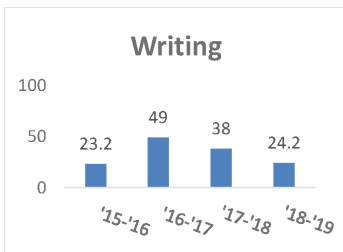
#### **GENERAL STUDENT WEAKNESSES:**

- Contained grammatical and spelling errors
- 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



# Contact Information:

Sara McMillen

General Education Learning Outcomes Chair  
ext. 3393

mcmillens@surry.edu

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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