

Analysis of Results: 2009-2012

The results of Surry's general education assessments show that students are performing at a level approaching proficiency, with improvement consistent over time. The means for the last three years of assessment for each outcome are provided along with ETS results in the table below.

Table: General Education Results 2009-2012

Learning Outcome	Artifact Assessment Mean 3=Satisfactory		Percentage of Artifacts Earning 3 or Higher		ETS Proficiency Profile Scaled Score Scale=100-130		ETS Proficiency Profile Percentage Scoring Proficient	
	2009-12 2010-12*	2011-12	2009-12 2010-12*	2011-12	2010	2012	2010	2012
Writing	2.46	2.78	40%	56%	111.86	112.15	Level 1, 39% Level 2, 7% Level 3, 1%	46% 8% 3%
Reading	2.72	2.92	47%	60%	115.06	115.65	Level 1, 48% Level 2, 17%	52% 23%
Quantitative Literacy	2.54	2.45	43%	36%	110.79	111.29	Level 1, 39% Level 2, 14% Level 3, 2%	44% 15% 2%
Speaking	2.25*	2.69	41%*	52%	N/A		N/A	
Technology Skills	2.80*	2.89	58%*	67%	N/A		N/A	
Information Literacy	2.20*	2.06	22%*	17%	N/A		N/A	
Critical Thinking	2.30	2.23	27%	29%	109.25	109.82	1%	5%
Total Mean	2.47	2.57	39%	45%	433.35	435.62	N/A	

SCC student performance on general education outcomes currently stands midway between Satisfactory and Below Satisfactory. In 2011-12, the student artifact mean score was 2.57, and 45% of artifacts earned a score of 3 or higher:

Satisfactory (3) Meets standard; response is competent/effective.

Below satisfactory (2) Approaches the standard; response shows lack of consistent competence.

To see how each outcome defines Satisfactory and Below Satisfactory, click on the learning outcomes in the table above. The percentage of student artifacts scoring a 3 or higher is increasing in five out of seven outcomes. Quantitative literacy and information literacy show declines. The Quantitative Literacy Assessment Team noted this decline and addressed it in their 2012 report (see highlighted section). The 2011-12 information literacy score occurred in the first full year of artifact collection with 75 artifacts collected; in the previous spring nine artifacts were assessed. This may account for the slight drop in percentage of students achieving proficiency.

ETS results from the first group to retest on the Proficiency Profile mirror student artifact assessment results in that improvement occurred in every area (reading, writing, mathematics, and critical thinking), but not as much improvement as to be found satisfactory by the College. In particular, the College will focus on increasing the percentage of students achieving proficiency in the upper levels in each skill area.

While the College is not satisfied with any student performance below the standard and responds each year to these results, continuous improvement in scores overall is noted.