

GCC College-Wide Academic Achievement 2010-2011

Macro-Assessment of Student Outcomes

Expanded Statement of Institutional Purpose:	College-Wide Academic Achievement Outcomes 2010-2011	Assessment Method and Criteria for Success:	Summary of Data Collected 2010-2011 Assessment:	Use of Results:
<p>Mission:</p> <p>GCC prepares students for further higher education, employment and advancement, and successful participation in a global society.</p>	<p>Primary Learning Outcomes</p> <p>1. Writing – communicates thoughts, ideas, information, and messages.</p>	<p>1. Students’ proficiency level scores from the Writing portion of the ETS Proficiency Profile. Criteria for Success: Students in Graduate and Gen Ed cohorts will attain or exceed level 1 proficiency standard of sophomores for All Institutions (includes universities) using the ETS Proficiency Profile.</p>	<p>1. Writing proficiency: All Institutions: 55% Level 1 Graduate Cohort: 63%/28%/OK</p> <p>Note: % Proficient/Marginal/KSI (OK=Acceptable NA=Not Acceptable)</p>	<p>1. For detailed use of results see <i>Closing the Loop Survey in 2010 Report to the Faculty</i>. Re-evaluate scores when updated comparative data is published.</p>
	<p>2. Reading/Critical Thinking – interprets and synthesizes a variety of written information. Thinks creatively and critically; acquires and applies new knowledge and skills.</p>	<p>2. Students’ proficiency level scores from the Reading portion of the ETS Proficiency Profile. Criteria for Success: Students in Graduate and Gen Ed cohorts will attain or exceed level 1 proficiency standard of sophomores for All Institutions (includes universities) using the ETS Proficiency Profile.</p>	<p>2. Critical Reading proficiency: All Institutions: 59% Level 1 Graduate Cohort: 70%/13%/OK</p> <p>Note: % Proficient/Marginal/KSI (OK=Acceptable NA=Not Acceptable)</p>	<p>2. For detailed use of results see <i>Closing the Loop Survey in 2010 Report to the Faculty</i>. Re-evaluate scores when updated comparative data guide is published.</p>
	<p>3. Critical Reasoning – applies mathematical techniques to problem solving, analysis, and exposition.</p>	<p>3. Students’ proficiency level scores from the Critical Reasoning / Mathematics portion of the ETS Proficiency Profile. Criteria for Success: Students in Graduate and Gen Ed cohorts will attain or exceed level 1 proficiency standard of sophomores for All Institutions (includes universities) using the ETS Proficiency Profile.</p>	<p>3. Critical Reasoning/Math proficiency: All Institutions: 45% Level 1 Graduate Cohort: 57%/24%/OK</p> <p>Note: % Proficient/Marginal/KSI (OK=Acceptable NA=Not Acceptable)</p>	<p>3. For detailed use of results see <i>Closing the Loop Survey in 2010 Report to the Faculty</i>. Re-evaluate scores when updated comparative data guide is published.</p>
	<p>Secondary Learning Outcomes</p> <p>4. Speaking – organizes and communicates ideas and information.</p>	<p>4. Speaking assessment activity added to COM 100, 110, 225 and 230 classes.</p>	<p>4. See 2010 <i>Assessment of Oral Communication</i></p> <p>KSI - OK</p>	<p>4. See 2010 <i>Report to the Faculty</i>, continue present process. Next assessment 2012 - 2013</p>
	<p>5. Information Literacy – uses a variety of resources to locate, evaluate and use information to solve a problem or make a decision.</p>	<p>5. Employ SAILS as assessment for assessment of selected ENG 102 sections.</p>	<p>5. See 2009-2010 <i>SAILS Report to the Faculty</i>.</p> <p>KSI - OK</p>	<p>5. New style manual created to address citations. Next assessment 2012-2013, 29 ENG102 sections.</p>

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	6. Technology Literacy – demonstrates proficiency with technological tools.	6. Employ SAM instrument in all CIS 105 and BPC110 classes. Criteria for Success: Level 1 proficiency -75%	6. See 2008-2009 <i>Assessment of Technology Literacy Skills</i> . Level 1 proficiency - 62%/NA KSI - OK	6. Results used at course level. Course content and lab content in CIS105 and BPC110 adjusted to address deficiencies identified by assessment. Next assessment Fall 2011
	Process Outcomes 7. Verification of procedures and incentives.	7a. Number of students participating in assessment. Criteria for Success: Participation by a statistically representative sample of the selected cohort. Margin of error $\pm 8\%$ 7b. Number of students answering fewer than 75% of the questions. Criteria For Success: No more than 10% of Graduates or 25% of Gen Ed students answer fewer than 75% of the questions. 7c. Annual assessment processes analyzed, plus/delta conducted, results published.	7a1. Number of students tested: Graduate Cohort - 133 Gen Ed Cohort – na 7a2. Margin of Error Graduate Cohort $\pm 6\%$ Gen Ed Cohort - na 7b. Number of students answering fewer than 75% of the instrument questions: Graduate Cohort: 0 of 133 or 0% Gen Ed Cohort: na 7c. See CWAAC AAR 2009-2010	7. Next Gen Ed cohort assessment in 2011; thereafter every three years.
	8. Use of results.	8. See Closing the Loop Surveys.	8. See <i>Reports to the Faculty</i> 2008-2010	8. See 2010 Closing the Loop Survey.

Note: The Measure of Academic Proficiency and Progress (ETS PROFICIENCY PROFILE), formerly the Educational Testing Services (ETS) Academic Profile, has been renamed again, becoming the Educational Testing Services (ETS) Proficiency Profile. Nothing but the name has changed and the test can be used for longitudinal purposes, against both the ETS PROFICIENCY PROFILE and Academic Profile. SAM has replaced MyITLab for assessing Technology Literacy.