



**General Education Assessment  
Techniques and Baseline Measurements  
With First Year Updates**

**Office of Institutional Research & Assessment**

**September, 2010**

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# Description of the Document

## Introduction

This document is the General Education assessment measurements for Coconino Community College (CCC). The assessment techniques used are a combination of direct and indirect baseline measurements of the current levels of student achievement in meeting- general education outcomes adopted for the college. Each baseline measurement has one additional year of data. The measurement changes are currently under review for follow-up action by the Arts & Sciences General Education Committee and the academic department chairs.

## Background

The outcomes and sub-outcomes shown in this document were developed and recommended by a faculty task force on General Education during academic year 2006-07. This list of outcomes was presented to the Faculty Committee and approved by the Faculty Committee and the Vice President for Academic Affairs at the close of that academic year.

The following year, a faculty retreat was devoted to general education assessment. A related presentation and notes from the retreat can be found at:

<http://www.coconino.edu/research/Pages/GeneralEducationAssessment.aspx>

Results of the retreat included the formation of two working groups to further assessment planning. One group was charged with examining techniques for assessing the thinking skills outcome. The other group reviewed and recommended revisions to the CCC Graduating Student Survey.

With input from these two groups, the draft of the General Education Assessment Plan was completed during the fall of 2009.

## Organization of the Document

There are four primary outcomes established by the CCC general education program: Communication Skills, Thinking Skills, Diversity and Global Awareness, and Ethical and Civil Values. Associated with each of these primary outcomes are two to four sub-outcomes.

The general education assessment is at the sub-outcomes level. At least one assessment instrument is in place to measure a sub-outcome. The baseline measurement of sub-outcome is shown. Baseline measurements and first year measurement updates reflect the most current data available.

Instruments used for general education assessment include:

IDEA Course Evaluations

English Research Skills Rubric

ETS Measure of Academic Proficiency and Progress (PROFICIENCY PROFILE) test

Minnesota Language Proficiency Assessment (MLPA)

Graduating Student Survey

CCC student evaluations of instructors and courses

Library and Information Services data collection

Liberal Studies Critical Thinking Rubric

MAT 142 and MAT 151 Common final questions and grading rubric

Assessments in BIO 100, BIO 105 and BIO 181

ANT 102 Skills and Beliefs Survey

PSY 101 Skills and Beliefs Survey

SOC 101 Skills and Beliefs Survey

**Coconino Community College  
 Summary of General Education Assessment Trends  
 Baseline Data Compared to First-Year Data Update**

Summary Purpose

This summary is a high level examination of assessment findings. Its purpose is to assist in identifying curricular strengths or challenges. Trends showing a number of declines in data trends indicate that multiple assessment techniques indicate this sub-outcome is not producing sufficient student learning in this area. Special attention should be given to sub-outcomes where data trend declines are seen in direct measurement techniques. These sub-outcomes should be targeted for curricular change and program improvement.

Table Description

The table below lists each General Education outcome and sub-outcome. Below each sub-outcome is the assessment techniques used to measure that sub-outcome. An interpretation of the direction of the data trend is provided to the right of the respective technique. Whether the measure directly or indirectly measures student learning is shown to the right of the data trend interpretation.

Overall Change

Learning improvements seen in 13 measures  
 Learning declines seen in 9 measures  
 No trend apparent in 4 measures  
 Only baseline data available for 16 measures

**1.) Communication Skills-** Conveying of ideas using one or more methods of expression (written, oral, signed)

a.) Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.

<u>Technique</u>	<u>Trend</u>	<u>Type</u>
BIO 100	Baseline data only	Direct
IDEA Course Evaluation- critical evaluation	No trend	Indirect
English Research Skills Rubric		
Integrated Source Material	Improving	Direct
Works Cited	Slight decline	Direct
Introduces Quotes and Paraphrases	Improvement	Direct

b.) Communicate clearly and effectively, orally and in writing, at a college-level.

BIO 100	Baseline data only	Direct
BIO 181	Baseline data only	Direct
ETS Proficiency Profile – Writing	Slight decline	Direct
Graduating Student Survey-Writing & Oral	Slight decline	Indirect
IDEA Course Evaluation-Expression	Slight improvement	Indirect

c.) Demonstrate listening and comprehension skills for effective communications.

<u>Technique</u>	<u>Trend</u>	<u>Type</u>
BIO 100	Baseline data only	Direct
CCC course evaluations-Inclusive learning	Slight decline	Indirect
Graduating Student Survey-New concepts	Slight decline	Indirect
ETS Proficiency Profile-Reading	No trend	Direct
Graduating Student Survey- Acquire spoken	Baseline data only	Indirect
PSY 101	Baseline data only	Both

d.) Use appropriate technology for communication and information gathering.

BIO 100	Baseline data only	Direct
IDEA Course Evaluations – Use resources	Slight improvement	Indirect
Graduating Student Survey – Info skill gain	Slight improvement	Indirect
PSY 101	Baseline data only	Both

**2.) Thinking Skills–** Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

a). Formulate vital questions and problems in a clear and precise manner.

BIO 100	Baseline data only	Direct
Critical Thinking Rubric	Improvement	Direct
MAT 142	Improvement	Direct
MAT 151	Baseline data only	Direct
Graduating Student Survey- Sci methods	Improvement	Indirect

b).Gather, assess, and interpret information within a theoretical framework.

BIO 100	Baseline data only	Direct
Critical Thinking Rubric	Improvement	Direct
MAT 142	Slight decline	Direct
MAT 151	Decline	Direct
BIO 105	Improvement	Direct
Graduating Student Survey-Sci reasoning	No trend	Indirect

c). Develop well-reasoned conclusions and solutions to problems.

BIO100	Baseline data only	Direct
MAT 142	Improvement	Direct
MAT 151	Decline	Direct
Critical Thinking Rubric	Improvement	Direct
ETS Proficiency Profile – Critical Thinking	No trend	Direct
ETS Proficiency Profile – Mathematics	Slight decline	Direct
Graduating Student Survey- Problem solve	No trend	Direct
ANT 102	Baseline data only	Both
PSY 101	Baseline data only	Both

d). Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.

<u>Technique</u>	<u>Trend</u>	<u>Type</u>
Critical Thinking Rubric	Improvement	Direct
IDEA Course Evaluations – Learn theories	Decline	Indirect
ANT 102	Baseline data only	Both
SOC 101	Baseline data only	Both

**3.) Diversity and Global Awareness-** An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives

a). Analyze the complexity of humanity and its significance for the individual and for society.

MPLA scores – Spanish	Decline	Direct
Graduating Student Survey-Human differences	No trend	Indirect
Graduating Student Survey-Relate to others	Decline	Indirect
Graduating Student Survey-Other countries	No trend	Indirect

b.) Describe the interaction between individuals, their culture, and the physical environment.

BIO 105 field trip results	Decline	Direct
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c.) Evaluate the continuity of events/issues over time.

Graduating Student Survey-Historical events	Improvement	Indirect
ANT 102	Baseline data only	Both
PSY 101	Baseline data only	Both
SOC 101	Baseline data only	Both

**4.) Ethical and Civil Values-** A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values

a.) Recognize the consequences and significance of one's actions.

IDEA Course Evaluations-Personal values	No trend	Indirect
Graduating Student Survey-Ethical decisions	No trend	Indirect

b.) Understand the values of one's society and the implications of those values.

Graduating Student Survey-Social issues	Decline	Indirect
IDEA Course Evaluations-Critical evaluation	No trend	Indirect

## General Education Outcomes –

Coconino Community College has identified four categories of general education outcomes comprising knowledge, skills, and perspectives which it seeks to instill in its graduates. These are listed below with illustrative, but not exhaustive, descriptions and examples.

**1.) Communication Skills-** Conveying of ideas using one or more methods of expression (written, oral, signed)

a.) Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.

Instrument: BIO 100 Midterm, Final Exam questions, and term paper

Measure: Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.

Baseline: 2010

Mastery 46%

Developing 51%

Emerging 2%

Instrument: IDEA Course Evaluations

Measure: Learning to analyze and critically evaluate ideas, arguments, and points of view

Baseline 2008-09 and First-Year Update

Mean	2008-09	2009-10
CCC	4	4
IDEA system	3.8	3.8

1= hardly ever 5=almost always

Instrument: English Research Skills Rubric

Measure: Research paper writing skills

Baseline: 2008 with Annual Updates

Integrated Source Material

Always integrates source material with own ideas and analysis.

Mostly integrates source material with own ideas and analysis.

Sometimes integrates source material with own ideas and analysis.

Never integrates source material with own ideas and analysis.

	2008	2009	2010
Always integrates source material with own ideas and analysis.	34%	50%	44%
Mostly integrates source material with own ideas and analysis.	34%	35%	31%
Sometimes integrates source material with own ideas and analysis.	28%	15%	22%
Never integrates source material with own ideas and analysis.	3%	0%	6%



Works cited

All entries are alphabetized and follow proper source format.  
The sources found on the Works Cited page are cited in the paper.

Most entries are alphabetized and follow proper source format.  
All sources found on the Works Cited page are cited in the paper.

Some entries are alphabetized and follow proper source format. Some sources found on the Works Cited page are cited in the paper.

Few entries are alphabetized and follow proper source format. Few sources found on the Works Cited page are cited in the paper.

	2008	2009	2010
All entries are alphabetized and follow proper source format. The sources found on the Works Cited page are cited in the paper.	44%	20%	47%
Most entries are alphabetized and follow proper source format. All sources found on the Works Cited page are cited in the paper.	38%	25%	11%
Some entries are alphabetized and follow proper source format. Some sources found on the Works Cited page are cited in the paper.	6%	30%	13%
Few entries are alphabetized and follow proper source format. Few sources found on the Works Cited page are cited in the paper.	13%	25%	30%

Introduces Quotes and Paraphrases

Always includes signal phrase

Mostly includes signal phrase

Sometimes includes signal phrase

Rarely includes signal phrase

	2008	2009	2010
Always includes signal phrase	37.50%	55.00%	53.13%
Mostly includes signal phrase	25.00%	25.00%	25.00%
Sometimes includes signal phrase	21.88%	15.00%	40.63%
Rarely includes signal phrase	15.63%	5.00%	9.38%

b.) Communicate clearly and effectively, orally and in writing, at a college-level.

Instrument: BIO 100 Midterm, Final Exam questions, and term paper

Measure: Communicate clearly and effectively, orally and in writing, at a college-level.

Baseline: 2010

Mastery 43%  
Developing 50%  
Emerging 8%

Instrument: BIO 181 Lab report

Measure: Communicate clearly and effectively, orally and in writing, at a college-level.

Baseline: 2010

Mastery: 28%

Developing: 35%

Emerging: 37%

Instrument: ETS Proficiency Profile

Measure: Tested writing level proficiency

Baseline: 2010 with First-Year Update

CCC

2008-09	Proficient	Marginal	Not Proficient
Writing, Level 3	5%	18%	77%
Writing, Level 2	16%	32%	52%
Writing, Level 1	56%	36%	8%

2009-10	Proficient	Marginal	Not Proficient
Writing, Level 3	10%	16%	73%
Writing, Level 2	14%	30%	56%
Writing, Level 1	51%	35%	13%

All Associate's

	Proficient	Marginal	Not Proficient
Level 3	6%	23%	71%
Level 2	13%	37%	50%
Level 1	59%	28%	13%

Standard Error: 2.34

Instrument: Graduating Student Survey  
 Measure: Self reported gain in writing skills and oral expression  
 Baseline : 2007-08 with Annual Updates

Writing Skills	2007-08	2008-09	2009-10
Very high gain	44%	32%	33%
High gain	31%	33%	42%
Moderate gain	17%	25%	21%
Slight gain	6%	9%	1%
No gain	2%	0%	3%

Oral expression	2007-08	2008-09	2009-10
Very high gain	41%	21%	31%
High gain	23%	42%	42%
Moderate gain	28%	25%	22%
Slight gain	6%	10%	3%
No gain	2%	3%	2%

Instrument: IDEA Course Evaluations  
 Measure: Self reported in expressing oneself orally or in writing  
 Baseline: 2010

Mean	2008-09	2009-10
CCC	3.9	4.0
IDEA system	3.8	3.8

1= hardly ever 5=almost always

Instrument: BIO 100 Midterm, Final Exam questions, and term paper  
 Measure: Demonstrate listening and comprehension skills for effective communications  
 Baseline: 2010

Mastery 71%  
 Developing 26%  
 Emerging 3%

Instrument: CCC student evaluations of instructors and courses  
 Measure: Level of agreement that courses provide an inclusive learning environment where expressing different points of view was encouraged and differing views were discussed  
 Baseline: 2010

Level of Agreement	2008-09	2009-10
Strongly Agree	60%	50%
Agree	27%	30%
Neutral	10%	16%
Disagree	2%	3%
Strongly Disagree	1%	1%

Instrument: Graduating Student Survey

Measure: Level of agreement that students learn a variety of new intellectual concepts during their college education

Baseline: 2010

Level of Agreement	2007-08	2008-09	2009-10
Strongly Agree	44%	34%	40%
Agree	41%	49%	41%
Slightly Agree	14%	18%	17%
Slightly Disagree	0%	0%	1%
Disagree	2%	0%	1%
Strongly Disagree	0%	0%	0%

Instrument: ETS Proficiency Profile

Measure: Level of reading proficiency

Baseline: 2010

CCC

2008-09	Proficient	Marginal	Not Proficient
Reading, Level 2	23%	31%	46%
Reading, Level 1	63%	11%	25%

2009-10	Proficient	Marginal	Not Proficient
Reading, Level 2	27%	25%	49%
Reading, Level 1	58%	29%	22%

All Associate's

	Proficient	Marginal	Not Proficient
Reading, Level 2	28%	22%	50%
Reading, Level 1	61%	22%	17%

Standard error = 3.28

Instrument: Graduating Student Survey

Measure: Ability to acquire information from spoken or written ideas, directions, and lectures

Baseline:

Level of Gain	2009-10
Very high gain	32%
High gain	46%
Moderate gain	16%
Slight gain	4%
No gain	2%

Instrument: PSY 101 Skills and Beliefs and Survey

Measure: Communication skills

Baseline: 2010

40% performing at proficient level

Instrument: SOC 101 Skills and Beliefs and Survey

Measure: Communication skills

Baseline: 2010

61% performing at proficient level

d.) Use appropriate technology for communication and information gathering.

Instrument: BIO 100 Midterm, Final Exam questions, and term paper

Measure: Use appropriate technology for communication and information gathering

Baseline: 2010

Mastery 66%

Developing 22%

Emerging 12%

Instrument: IDEA Course Evaluations

Measure: Self reported gain in learning how to find and use resources for answering questions or solving problems

Baseline: 2010

Mean	2008-09	2009-10
CCC	3.8	3.9
IDEA system	3.7	3.7

1= hardly ever 5=almost always

Instrument: Graduating Student Survey  
 Measure: Self reported gain in gathering information skills  
 Baseline: 2009-2010

Level of Gain	2007-08	2008-09	2009-10
Very high gain	37%	34%	33%
High gain	35%	33%	41%
Moderate gain	17%	21%	22%
Slight gain	10%	10%	3%
No gain	2%	2%	1%

Instrument: PSY 101 Skills and Beliefs Survey  
 Measure: Gathering information skills  
 Baseline: 2010

51% performing at proficient level

**2.) Thinking Skills**– Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

a). Formulate vital questions and problems in a clear and precise manner.

Instrument: BIO 100 Midterm, Final Exam questions, and term paper  
 Measure: Formulate vital questions and problems in a clear and precise manner  
 Baseline: 2010

Mastery 74%  
 Developing 21%  
 Emerging 5%

Instrument: Liberal Studies Critical Thinking Rubric  
 Measure: Ability to identify the problem, question or issue contained in course assignments  
 Baseline and 1<sup>st</sup> Year Update

Proficiency Level	2007-08	2009-10
Mastery/ Consistently Demonstrates	20%	56%
Developing/ Frequently Demonstrates	30%	32%
Emerging/Rarely Demonstrates	50%	12%

Instrument: Mathematics Common final questions and grading rubric  
 Measure: Communication using the language of mathematics  
 Baseline and 1<sup>st</sup> Year Update

MAT 142	2008-09	2009-10
Proficiency Level	Percent	Percent
Mastery/ Consistently Demonstrates	14%	42%
Developing/ Frequently Demonstrates	38%	30%
Emerging/Rarely Demonstrates	48%	28%

Mat 151 – Baseline

	2009-10
Proficiency Level	Percent
Mastery/Consistently Demonstrates	17%
Proficient/ Frequently Demonstrates	17%
Emerging/Rarely Demonstrates	66%

Instrument: Graduating Student Survey

Measure: Self reported number of courses completed in last year at CCC using scientific methodology  
 Baseline and Annual Updates

2007-08	2008-09	2009-10
1.7	1.7	2.0

b).Gather, assess, and interpret information within a theoretical framework.

Instrument: BIO 100 Midterm, Final Exam questions, and term paper

Measure: Gather, assess, and interpret information within a theoretical framework

Baseline: 2010

Mastery 74%  
 Developing 21%  
 Emerging 5%

Instrument: Liberal Studies Critical Thinking Rubric

Measure: Employs data and evidence

Baseline: 2008 and 1<sup>st</sup> Year Update

Proficiency Level	2007-08	2009-10
Mastery	0%	19%
Developing	60%	43%
Emerging	40%	38%

Instrument: Mathematics Common final questions and grading rubric  
 Measure: Create and interpret graphical representation

Instrument: Mathematics Common final questions and grading rubric  
 Baseline and 1<sup>st</sup> Year Update

MAT 142	2008-09	2009-10
Proficiency Level	Percent	Percent
Mastery/Consistently Demonstrates	83%	81%
Proficient/ Frequently Demonstrates	12 %	11%
Emerging/Rarely Demonstrates	5%	8%

MAT 151	2008-09	2009-10
Proficiency Level	Percent	Percent
Mastery/Consistently Demonstrates	36%	29%
Proficient/ Frequently Demonstrates	45%	51%
Emerging/Rarely Demonstrates	17%	20%

Instrument: BIO 105 Final exam questions and grading rubric  
 Measure: Ability to use the scientific method  
 Baseline and 1<sup>st</sup> Year Update

	2008-09	2009-10
Proficiency Level	Percent	Percent
Mastery/Consistently Demonstrates	16%	33%
Proficient/ Frequently Demonstrates	69%	36%
Emerging/Rarely Demonstrates	15%	39%

Instrument: Graduating Student Survey:  
 Measure: Quality of education in scientific reasoning  
 Baseline and Annual Updates

Quality Rating	2007-08	2008-09	2009-10
Very Poor	0%	0%	1%
Poor	2%	1%	1%
Fair	10%	19%	18%
Good	51%	53%	47%
Excellent	38%	27%	33%



c). Develop well-reasoned conclusions and solutions to problems.

Instrument: BIO 100 Midterm, Final Exam questions, and term paper  
 Measure: Develop well-reasoned conclusions and solutions to problems  
 Baseline: 2010  
 Mastery 61%  
 Developing 39%  
 Emerging 8%

Instrument: Mathematics Common final questions and grading rubric  
 Measure: Applying mathematics in context using appropriate problem solving skills  
 Baseline: 2009

Math 142	2008-09	2009-10
Proficiency Level	Percent	Percent
Mastery/Consistently Demonstrates	51%	58%
Proficient/ Frequently Demonstrates	13%	16%
Emerging/Rarely Demonstrates	36%	26%

Math 151	2008-09	2009-10
Proficiency Level	Percent	Percent
Mastery/Consistently Demonstrates	57%	49%
Proficient/ Frequently Demonstrates	9%	20%
Emerging/Rarely Demonstrates	34%	31%

Instrument: Liberal Studies Critical Thinking Rubric  
 Measure: Has conclusion and discussion of implications, consequences and/or significance.  
 Baseline and First-Year Update

Proficiency Level	2008	2010
Mastery	10%	41%
Developing	50%	47%
Emerging	40%	12%

Instrument: ETS Proficiency Profile  
 Measure: Critical Thinking Score  
 Baseline and First-Year Update

CCC

Academic Year	Proficient	Marginal	Not Proficient
2008-09	1%	15%	84%
2009-10	4%	12%	84%

All Associates

Critical Thinking	Proficient	Marginal	Not Proficient
All Associates	3%	12%	85%

Standard error = 3.00

Instrument: ETS Proficiency Profile  
 Measure: Level of tested proficiency on mathematics score  
 Baseline and First-Year Update

CCC

2008-09	Proficient	Marginal	Not Proficient
Mathematics, Level 3	3%	14%	83%
Mathematics, Level 2	26%	24%	49%
Mathematics, Level 1	53%	30%	17%

2009-10	Proficient	Marginal	Not Proficient
Mathematics, Level 3	4%	9%	88%
Mathematics, Level 2	18%	28%	54%
Mathematics, Level 1	49%	29%	23%

All Associate's

Skill Dimension	Proficient	Marginal	Not Proficient
Mathematics Level 3	4%	12%	84%
Mathematics Level 2	20%	27%	53%
Mathematics Level 1	46%	31%	23%

Standard error = 2.46

Levels are described in the Appendix

Instrument: Graduating Student Survey  
 Measure: Self-reported gain in problem solving ability  
 Baseline and Annual Updates

Level of Gain	2007-08	2008-09	2009-10
Very high gain	42%	26%	33%
High gain	30%	46%	46%
Moderate gain	20%	21%	18%
Slight gain	6%	7%	1%
No gain	2%	1%	2%

Instrument: ANT 102 Skills and Beliefs Survey  
Measure: Problem solving  
Baseline: 2010

72% performing at proficient level

Instrument: PSY 101 Skills and Beliefs Survey  
Measure: Problem solving  
Baseline: 2010

53% performing at proficient level

d). Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.

Instrument: Liberal Studies Critical Thinking Rubric  
Measure: Recognition of perspectives and positions contained in course assignments  
Baseline: 2008

Proficiency Level	2008	2010
Mastery	8%	35%
Developing	38%	46%
Emerging	54%	19%

Instrument: IDEA Course Evaluations

Measure: Self reported gains in learning fundamental principles, generalizations, or theories  
Baseline: 2010

Mean	2008-09	2009-10
CCC	4.1	3.9
IDEA system	3.9	3.9

1=Hardly ever 5=almost always

Instrument: ANT 102 Skills and Beliefs Survey  
Measure: Theoretical frameworks  
Baseline: 2010

52% performing at proficient level

Instrument: SOC 101 Skills and Beliefs Survey  
Measure: Theoretical frameworks  
Baseline: 2010

84%% performing at proficient level

**3.) Diversity and Global Awareness-** An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives

a). Analyze the complexity of humanity and its significance for the individual and for society.

Instrument: Minnesota Language Proficiency Assessment  
 Measure: Percentage of CCC students passing Spanish proficiency level  
 Baseline and Annual Updates  
 Reading level 1

Academic Year	Type of Test	Total Students Tested	Scored at or above Target Score	Percent
2004-2005	SPA 102	85	72	84.7%
2005-2006	SPA 102	41	27	65.9%
2006-2007	SPA 102	58	33	56.9%
2007-2008	SPA 102	39	17	43.6%
Spring 2009	SPA 102	17*	9	52.9%
Spring 2010	SPA 102	50	21	42.0%

Instrument: Graduating Student Survey  
 Measure: Self reported gain in appreciation for persons of other races and ethnic backgrounds  
 Baseline and Annual Updates

Level of Gain	2007-08	2008-09	2009-10
Very high gain	45%	27%	33%
High gain	23%	35%	33%
Moderate gain	16%	19%	24%
Slight gain	11%	12%	5%
No gain	5%	7%	6%

Measure: Self reported gain in ability to relate to other people  
 Baseline and Annual Updates

Level of Gain	2007-08	2008-09	2009-10
Very high gain	44%	27%	33%
High gain	21%	29%	35%
Moderate gain	21%	24%	22%
Slight gain	11%	16%	5%
No gain	3%	4%	5%

Measure: Self reported gain in knowledge issues facing other countries  
 Baseline and Annual Updates

Level of Gain	2007-08	2008-09	2009-10
Very high gain	37%	22%	25%
High gain	24%	28%	32%
Moderate gain	23%	27%	21%
Slight gain	10%	17%	12%
No gain	6%	6%	10%

b.) Describe the interaction between individuals, their culture, and the physical environment.

Instrument: BIO 105 responses to questions tied to field trip objectives  
 Measure: Understanding the interaction between individuals and the physical environment  
 Baseline: and First-Year Updates

Competency Level	2008/09	2009-10
Proficiency Level	Percent	Percent
Mastery/Consistently Demonstrates	18%	12%
Proficient/ Frequently Demonstrates	35%	20%
Emerging/Rarely Demonstrates	47%	68%

c.) Evaluate the continuity of events/issues over time.

Instrument: Graduating Student survey  
 Measure: Rating of quality of education received in understanding & synthesizing historical events  
 Baseline and Annual Updates

Quality Rating	2007-08	2008-09	2009-10
Excellent	18%	17%	25%
Good	49%	50%	49%
Fair	25%	22%	23%
Poor	7%	11%	3%
Very Poor	2%	0%	1%

Instrument: ANT 102 Skills and Beliefs Survey  
 Measure: Evaluate continuity over time  
 Baseline: 2010  
 57% performing at proficient level

Instrument: PSY 101 Skills and Beliefs Survey  
 Measure: Evaluate continuity over time  
 Baseline: 2010  
 38% performing at proficient level

Instrument: SOC 101 Skills and Beliefs Survey  
 Measure: Evaluate continuity over time  
 Baseline: 2010  
 70% performing at proficient level

**4.) Ethical and Civil Values-** A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values

b.) Recognize the consequences and significance of one's actions.

Instrument: IDEA Course Evaluations

Measure: Self reported gain in developing a clearer understanding of, and commitment to, personal values  
 Baseline and Annual Updates

Mean	2008-09	2009-10
CCC	3.9	3.9
IDEA system	3.8	3.9

1= hardly ever 5=almost always

Instrument: Graduating Student Survey  
 Measure: Self reported gain in ability to make ethical decisions  
 Baseline:

Level of Gain	2007-08	2008-09	2009-10
Very high gain	38%	27%	33%
High gain	30%	33%	36%
Moderate gain	14%	23%	22%
Slight gain	13%	12%	5%
No gain	5%	5%	5%

b.) Understand the values of one's society and the implications of those values.

Instrument: Graduating Student Survey  
 Measure: Self reported gain in knowledge of social and domestic issues  
 Baseline:

Level of Gain	2007-08	2008-09	2009-10
Very high gain	32%	27%	19%
High gain	33%	36%	33%

Moderate gain	25%	23%	29%
Slight gain	5%	13%	13%
No gain	5%	1%	7%

Instrument: IDEA Course Evaluations

Measure: Self reported gain in learning to analyze and critically evaluate ideas, arguments, and points of view

Baseline: 2010

Mean	2008-09	2009-10
CCC	4.0	4.0
IDEA system	3.8	3.9

1= hardly ever 5=almost always

## PROFICIENCY PROFILE Test Content

The PROFICIENCY PROFILE test measures:

- proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences
- academic skills developed, versus subject knowledge taught, in general education courses

### Test Design

- The test follows the same design as and is statistically equated to the former ETS Academic Profile assessment, allowing former Academic Profile customers to conduct longitudinal or cross-sectional studies.
- Questions on the PROFICIENCY PROFILE test are multiple-choice and are arranged in blocks of three to eight. Each section tests the same types of skills. This integrated design prevents a particular skill area from appearing all at once late in the test when fatigue can affect student performance.

### Content Flexibility

- **Add your own questions** – Faculty can add up to 50 locally authored multiple-choice questions and nine demographic questions — to meet specific program needs.
- **Add an essay** – Institutions can gain additional insight into students’ general knowledge and critical thinking and writing skills by adding an optional essay.

### Proficiency Measures

In addition to a total score, proficiency classifications (proficient, marginal or not proficient) measure how well your students have mastered each level of proficiency within three skill areas:

#### Reading

##### Level I

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

##### Level II

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



## 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 Skills

### Level I

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

### Level II

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

### Level III

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

## Level I

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 multi-step 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.

## Level II

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

## Level III

Students who are proficient can:

- solve word problems that would be 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

See [www.ets.org](http://www.ets.org) for more information.