**Amarillo College 2009-2011 Current Student Knowledge and Skill Obtainment**

**(Based on the 2009-2011 Community College of Student Engagement - CCSSE  
 and 2011 Community College of Faculty Engagement - CCFSSE Results)**

The General Education Competency results presented in this report are based on the 2009-2011 CCSSE data and   
2011 CCFSSE data. The page number references in this document refer to the page number where summary information or data tables can be found in the complete [2011 CCSSE and CCFSSE report](http://www.actx.edu/iea/filecabinet/195).

AC General Education Competency Individual Area Findings (2008-Present Competencies)

[AC General Education Overview (pg. 42-44; pg. 51)](#Overview)

[Communication Skills (pg. 42-44; pg. 52-53)](#Comm)

[Critical Thinking Skills/Empirical and Quantitative Skills (Formerly Mathematics) (pg. 42-44; 54-56)](#Crit_Think)

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[Technology – 2010 was the Last Year Used as AC General Education Competency (pg. 95-105)](#Tech)

2009-2011 CCSSE/CCFSSE General Education Survey Major Findings

At least 70% of AC students and faculty believe that AC greatly impacts a student’s ability to develop a broad general education. For key pieces of information about individual competencies, view the table below. For precise percentages, use the individual area finding links (section above) or view the complete 2011 CCSSE and CCFSSE report.

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| --- | --- | --- |
| **AC Competency Area** | **Competency’s Major Strength/s** | **Competency’s Major Weakness/es** |
| **Communication Skills** | * Most students said that AC has quite a bit/very much assisted them in writing clearly and effectively and that AC has quite a bit or very much contributed to their speaking development | * Based on comparative data, students need to be required to write more papers of any length, integrate more sources into their papers, and give more class presentations. |
| **Critical Thinking Skills/Empirical and Quantitative Skills (Formerly Mathematics)** | * Most students believe their coursework at this college has quite a bit/very much contributed to their critical thinking and analytical development. * Compared to other cohorts, a high percentage of AC students believe that this college has contributed to their development in solving numerical problems. | * A large percentage of AC students believe that AC coursework emphasizes repeating learned information in the same form. * Around half of AC students do not believe AC emphasizes making judgments about information/argument/method validity. |
| **Personal Responsibility** | * Most AC students feel their experience at AC has quite a bit/very much contributed to their learning effectively on their own and understanding themselves. | * Only about half of AC students believe that AC has quite a bit/ very much contributed to their knowledge, skills, and personal development in developing a personal code of values and ethics. |
| **Social Responsibility** | * Most AC students feel that AC has at least somewhat contributed to their knowledge, skills, and development in contributing to the welfare of their community and in understanding people of other racial and ethnic backgrounds. | * 8 out of 10 AC students will not participate in a community-based project as part of a class requirement. * 1 out of 4 AC students will never have a serious conversation with someone from a different ethnic background and 1 out of 4 students will not seriously speak with someone from a differing religious, political, or value background. |
| **Teamwork** | * Most students believe that AC has quite a bit or very much contributed to their knowledge, skills, and personal development in working with others. * Most AC students at least sometimes work with other students during class. | * Over half of AC students do not work with other students outside of class. |
| **Technology** | * Most students believe AC emphasizes computers in academic work and that their experience at AC has quite a bit/very much contributed to their knowledge, skills, and personal development in computing and information technology. | * Based on comparative data, students need to gain more experience integrating ideas/information from various sources. * The majority of students said they would like more non-traditional courses to adopt new technologies. |

Individual Competency Area Results

**AC General Education Overview (pg. 42-44; pg. 51)**

* + AC’s Overall General Education Quality
    - At least 70% of AC students and faculty believe that a student’s experiences at AC quite a bit or very much contribute to the student’s knowledge, skills, and personal development in acquiring a broad general education.

**Communication Skills (pg. 42-44; pg. 52-53)**

* + Communication –Written
    - Most AC students (59%) said that AC has contributed quite a bit or very much to their personal development in writing clearly and effectively, which is 20% higher than the percentage of AC faculty who said their course section contributes quite a bit or very much to students’ writing development.
    - During the current school year, less than 50% of AC students often or very often work on papers or projects that require integrating ideas or information from various sources, which is over 10% less than the Large College’s Cohort and 2011 Cohort percentages. 41% of AC faculty said students in their course section are never required to work on a paper that requires integrating information from various sources.
    - During the current school year, over 60% of AC students said they wrote no more than 4 papers of any length, which is roughly 20% higher than the Large College’s Cohort and 2011 Cohort percentages. The AC faculty reported that 57% of the faculty does not require students to submit more than one written paper or report of any length in their course section.
    - The highest percentage of AC faculty (61%) reported that on average no class time is spent on in-class writing.
  + Communication –Verbal
    - 60% of AC students said that AC has contributed quite a bit or very much to their knowledge, skills, or personal development in speaking clearly and effectively, which is 10% higher than the percentage of AC faculty who said their course section contributes quite a bit or very much to students’ speaking development.
    - 38.2% of AC students said they never gave a class presentation in the current school year which is about 10% higher than the Large College’s Cohort and 2011 Cohort. 44% of AC faculty said that students in their course section never make a presentation.
    - The highest percentage of AC faculty (52%) reported that on average no time is spent on class presentations.

**Critical Thinking Skills/ Empirical and Quantitative Skills (Formerly Math) (pg. 42-44; pg. 54-56)**

* + Critical Thinking and Empirical and Quantitative Skills

Note: There are many shared concepts between Amarillo College’s General Education Critical Thinking Skills and Empirical and Quantitative Skills rubrics. Therefore, any CCSSE/CCFSSE questions that seemed to relate to either competency were included in this section.

* + - 68% of AC students said that their coursework at Amarillo College quite a bit or very much emphasizes memorizing facts, ideas, or methods from their courses so that they can repeat them in pretty much the same form. However, over 10% less AC faculty said their course section quite a bit or very much requires students to repeat learned information in the same form.
    - Most students (68%) believe that the coursework at this college quite a bit or very much emphasizes analyzing the basic elements of an idea, experience, or theory. A higher percentage of faculty (80%) believes their course section quite a bit or very much emphasizes basic analysis principles.
    - 58.3% of students quite a bit or very much believe this college’s coursework has emphasized synthesizing and organizing ideas, information, or experiences in new ways. Over 10% higher percentage of faculty (74%) believe their course section quite a bit or very much emphasizes synthesis and organization.
    - Most AC students (78%) believe their coursework at this college has quite a bit or very much contributed to their knowledge, skills, and personal development in thinking critically and analytically, which his almost 10% higher than the Large College’s Cohort and 2011 Cohort percentage.
    - The AC student body was almost 50% divided as to whether their school work at this college has very little/some emphasized or quite a bit/very much emphasized making judgments about the value or soundness of information, arguments, or methods. However, 64% of AC faculty said that their course section quite a bit or very much emphasizes making judgments about the value or soundness of information, arguments, and methods.
    - 56.1% of AC students quite a bit or very much believe their coursework at this college has emphasized applying theories or concepts to new situations. A higher percentage (roughly 20%) of AC faculty said that their course section emphasizes applying theories or concepts to new situations.
    - 64.7% of AC students and 75% of AC faculty quite a bit or very much believe the coursework at this college/in their section has emphasized using information they/students have read or heard to perform a new skill.
    - Almost 70% of students believe that their experience at this college has quite a bit or very much contributed to their knowledge, skills, and personal development in solving numerical problems which is over 10% higher than student percentiles from the Large College’s Cohort and 2011 Cohort. The percentage is also higher than the faculty surveyed where only 43% said that their course section quite a bit or very much contributed to numerical skill development.

**Personal Responsibility (pg. 42-44; pg. 56-57)**

* + Personal Responsibility – Ethics/Values
    - Slightly over 50% of AC students feel that their experience at AC has quite a bit or very much contributed to their knowledge, skills, and personal development in developing a personal code of values and ethics.
  + Personal Responsibility – Self-Awareness
    - Slightly over 60% of AC students feel that their experience at AC has quite a bit or very much contributed to their knowledge, skills, and personal development in understanding themselves.
    - Roughly 75% of AC student feel that their experience at AC has contributed quite a bit or very much to their knowledge, skills, and personal development in learning effectively on their own.
    - 82% of AC faculty said that independent studies are not a part of their AC teaching role.

**Social Responsibility (pg. 42-44; pg. 58-60)**

* + Social Responsibility – Community
    - Most AC students (68.1%) feel that their experience at this college has at least somewhat contributed to their knowledge, skills, and personal development in contributing to the welfare of their community.
    - Over 80% of AC students said that they never participated in a community-based project as part of a regular course during the current school year.
    - Over 90% of faculty said that they do not require students to be involved in service learning in their selected course section and that service learning is not incorporated into their teaching role at this college. For the faculty who do conduct service learning, the highest percentage of time spent was 1 to 4 hours (36%).
  + Social Responsibility – Diversity
    - Most AC students (53.6%) and most AC faculty (66%) feel that AC quite a bit or very much encourages contact among students from different economic, social, and racial or ethnic backgrounds.
    - Most AC students (79%) believe AC contributes at least some knowledge, skills, and personal developments in their understanding people of other racial and ethnic backgrounds.
    - Almost 25% of AC students never had a serious conversation, at this college during the school year, with students of a race or ethnicity that differed from their own and slightly over 25% of AC students have never had a serious conversation with students who differ from them in terms of religious beliefs, political opinions, or personal values.

**Teamwork (pg. 42-44; pg. 60-61)**

* + Teamwork
    - Roughly 65% of AC students say their experience at AC has contributed quite a bit or very much to their knowledge, skills, and personal development in working effectively with others.
    - A little over 80% of AC students say they at least sometimes work with students at this college on projects during class.
    - 46.2% of AC students say that they have never worked with students outside of class within the school year to prepare a class assignment, which is over 10% higher than the percentage of faculty who say that students in their course section never work with classmates outside of class to prepare class assignments (‘Don’t Know’ votes are included as ‘Never” in this faculty count).
    - Over 50% of AC faculty do assign group learning experiences that require students to interact with peers during class to complete group assignments or projects or to study together during class. However, over 50% of AC faculty never assign group learning experiences that require students to interact with groups outside of class to complete assignments or projects, to study together outside of class, or to collaborate using technology-mediated methods. The highest percentage of AC faculty (34%) said that 1 to 9% of class time is spent on small-group activities.

**Technology (pg. 95-105)**

**(Note: The “Class Content Delivery Method” and “Technology Usage – Faculty and Institution” result analysis is not included in this report since these sections do not directly relate to student learning)**

* Class Technology Utilization
  + 68% of AC faculty said they sometimes or often incorporate the use of computer labs into their course section. For the faculty who do incorporate computers into their course section, the highest percentage of AC faculty (27%) said that 1-9% of class time is spent on student computer use.
  + During the current school year, less than 50% of AC students often or very often work on papers or projects that require integrating ideas or information from various sources, which is over 10% less than the Large College’s Cohort and 2011 Cohort percentages. 41% of AC faculty said students in their course section are never required to work on a paper that requires integrating information from various sources.
  + 68% of AC faculty never assign group learning experiences that require students to use technology-mediated methods (such as forums, blogs, wikis, social networking, multiplayer games).
  + 79.9% of AC students and 95% of AC faculty said that AC quite a bit or very much emphasizes using computers in academic work.
* Online Resources – Library
  + During the current academic year, the highest percentage of AC students (40.6%) has never used the library’s online resources to complete a course assignment.
* Student Feelings Toward Technology
  + Most AC students (61.8%) agree or strongly agree that AC does a good job using technology to improve classroom instruction.
  + Most AC students (55.1%) agree or strongly agree that they would like to see more non-traditional types of courses adopting new technologies.
  + The highest percentage of AC students (55.3%) said that the use of social networking tools at AC do not make them feel either more or less connected to AC.
  + Most AC students (66.1%) said that their experience at AC has quite a bit or very much contributed to their knowledge, skills, and personal development in using computing and information technology. A higher percentage of AC faculty (about 10% higher) feel that a student’s experience in their course section has quite a bit or very much contributed to technology skill development.
* Technology Usage – Student
  + 61% of AC students have often or very often used the internet or instant messaging to work on an assignment.
  + Over 50% of AC students say that they use social networking tools multiple times a day for any purpose and over 50% of AC students have at least once used social networking tools to communicate with other students, instructors, or college staff regarding coursework at this college.
  + While enrolled at this college, 63.9% of AC students have taken at least one course by distance education.
  + The highest percentage of AC students (80%) said that they would access a computer with an Internet connection to complete school work on a home computer. The highest percentage of AC students (72%) also said that their course performance or grades are seldom or never affected because they had trouble with technological skills.
  + 78% of AC faculty refers students to the computer lab and 59.3% of AC students said they sometimes or often use the computer lab.
  + The highest percentage of AC students (48.5%) said they are very satisfied with the computer lab services at this college.
  + 74% of AC faculty and 61.9% of AC students said that computer labs are very important to students/them at AC.