**Amarillo College 2011-2014 Current Student Knowledge and Skill Obtainment**

**(Based on the 2011SP and 2014SP Community College of Student Engagement – CCSSE Results)**

The General Education Competency results presented in this report are based on the 2011SP and 2014SP CCSSE data. All percentages are rounded to the nearest whole number. In a few instances, the same questions may apply to more than one general education competency and are classified under both competencies.

More in-depth report findings for exact percentage/number breakdowns for all categories and other topical areas are located on the [Surveys, Interviews, and Focus Groups Web page](https://www.actx.edu/iea/index.php?module=article&id=61).

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

[AC General Education Overview](#gen)

[Communication Skills](#communication)

[Critical Thinking Skills/Empirical and Quantitative Skills (Formerly Mathematics)](#ct)

[Personal Responsibility](#pr)

[Social Responsibility](#sr)

[Teamwork](#tw)

[Technology – 2010 was the Last Year Used as AC General Education Competency](#tech)

CCSSE General Education Overview

In both the 2011 and 2014 years, at least 70% of AC students stated that they believe AC greatly impacts a student’s ability to develop a broad general education. Also, over 90% of AC students stated that they would rate their entire educational experience at the college as “Good” or “Excellent”.

For key pieces of information about individual competencies, view the tables and summative findings in this report.

**Communication Skills Findings**

Evidence of AC Change from 2011 to 2014

Between the 2011 survey period and 2014 survey period, AC has shown ≥5% change in the following areas:

Positive Change

* **AC Students Writing More Drafts of Papers/Assignments Prior to Submission**
* **AC Students Writing More Papers and Reports**

Biggest AC to Large College Group Differences

For 2014, AC shows ≥5% difference between AC and the large college comparison group in the following areas:

Negative Difference

* **Fewer AC Students Making Class Presentations**
* **Fewer AC Students Integrate Ideas/Information from Various Sources**
* **Fewer AC Students Write More than 4 Reports/Papers of Any Length**

Focus Areas

Ensuring AC students are comfortable/competent public speakers, are aware of the paper writing process (e.g. creating drafts), are writing a sufficient number of papers/reports that require the integration of various sources, and are comfortable discussing class topics with instructors outside of class.

**STUDENT QUESTIONS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COMMUNICATION SKILLS COMPETENCY** To include effective development, interpretation and expression of ideas through written, oral and visual communication | | | | |
| **Question** | **AC**  **2011 SP** | **AC 2014 SP** | **AC Comparison**  **Between 2011 and 2014 (Fewer, Similar, More)** | **2014 Comparison to Large College Group (Fewer, Similar, More)** |
| **The college has contributed to students knowledge, skills, and personal development in the following areas: (Scale: “Some”, “Quite a bit”, and “Very much” responses counted in percentage; “Very Little” excluded.)** | | | | |
| Writing clearly and effectively | 90% | 91% | Similar | Similar |
| Speaking clearly and effectively | 90% | 88% | Similar | Similar |
| **In their experience at this college, during the current school year, how often have students done each of the following? (Scale: “Sometimes”, “Often”, and “Very often” responses counted in percentage; “Never” Excluded)** | | | | |
| Asked questions in class or contributed to a class discussion | 96% | 96% | Similar | Similar |
| Made a class presentation | 62% | 66% | Similar | 7 % Fewer than Comparison Group  66% - AC 73% - Large Colleges |
| Prepared two or more drafts of a paper or assignment before turning it in | 69% | 76% | 7% More | Similar |
| Worked on a paper or project that required integrating ideas or information from various sources | 84% | 85% | Similar | 5% Fewer than Comparison Group  85% - AC 90% - Large Colleges |
| Discussed ideas from your readings or classes with instructors outside of class | 48% | 50% | Similar | Similar |
| Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc. | 86% | 86% | Similar | Similar |
| **During the current school year, how much writing have you done at this college?** | | | | |
| Number of written papers or reports of any length **(5 or More)** | 38% | 45% | 7% More | 15% Fewer than Comparison Group (Wrote >4 Papers/Reports)  45% - AC 60% - Large Colleges  Note: 16% AC students say they wrote 0 papers/reports vs. 9% Lg. College |

**Critical Thinking Skills Findings**

Evidence of AC Change from 2011 to 2014

There were no changes in AC responses ≥5% difference between 2011 and 2014.

Biggest AC to Large College Group Differences

For 2014, there were no changes ≥5% difference between AC and the large college comparison group

Focus Areas  
Ensuring students are aware of how to evaluate the soundness of information, arguments and methods and ensuring students can apply theories or concepts to practical problems or new situations.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITICAL THINKING SKILLS COMPETENCY** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information | | | | |
| **Question** | **AC**  **2011 SP** | **AC 2014 SP** | **AC Comparison**  **Between 2011 and 2014 (Fewer, Similar, More)** | **2014 Comparison to Large College Group (Fewer, Similar, More)** |
| **The college has contributed to students knowledge, skills, and personal development in the following areas: (Scale: “Some”, “Quite a bit”, and “Very much” responses counted in percentage; “Very little” excluded.)** | | | | |
| Thinking critically and analytically | 97% | 95% | Similar | Similar |
| **During the current school year, how much has your coursework emphasized the following mental activities? (Scale: “Some”, “Quite a bit”, and “Very much” responses counted in percentage; “Very little” excluded.)** | | | | |
| Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form | 95% | 92% | Similar | Similar |
| Analyzing the basic elements of an idea, experience, or theory | 94% | 92% | Similar | Similar |
| Synthesizing and organizing ideas, information, and experiences in new ways | 93% | 91% | Similar | Similar |
| Making judgments about the value or soundness of information, arguments, or methods | 86% | 86% | Similar | Similar |
| Applying theories or concepts to practical problems or in new situations | 89% | 88% | Similar | Similar |
| Using information you have read or heard to perform a new skill | 93% | 95% | Similar | Similar |

**Empirical and Quantitative Skills Findings**

Evidence of AC Change from 2011 to 2014

There were no changes in AC responses ≥5% difference between 2011 and 2014.

Biggest AC to Large College Group Differences

For 2014, AC shows ≥5% difference between AC and the large college comparison group in the following area:

Positive Difference

More AC students report the College has contributed to their knowledge, skills, and development in solving numerical problems**.**

Focus Areas  
Ensuring students are aware of how to evaluate the soundness of information, arguments and methods and ensuring students can apply theories or concepts to practical problems

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| --- | --- | --- | --- | --- |
| **EMPIRICAL AND QUANTITATIVE SKILLS COMPETENCY (Formerly Mathematics)**  To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions | | | | |
| **Question** | **AC**  **2011 SP** | **AC 2014 SP** | **AC Comparison**  **Between 2011 and 2014 (Fewer, Similar, More)** | **2014 Comparison to Large College Group (Fewer, Similar, More)** |
| **The college has contributed to students knowledge, skills, and personal development in the following areas: (Scale: “Some”, “Quite a bit”, and “Very much” responses counted in percentage; “Very little” excluded.)** | | | | |
| Solving numerical problems | 91% | 92% | Similar | 6% More than Comparison Group  92% - AC 86% - Large Colleges |
| **In their experience at this college, during the current school year, how often have students done each of the following? (Scale: “Sometimes”, “Often”, and “Very often” responses counted in percentage; “Never” excluded)** | | | | |
| Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form | 95% | 92% | Similar | Similar |
| Analyzing the basic elements of an idea, experience, or theory | 94% | 92% | Similar | Similar |
| Making judgments about the value or soundness of information, arguments, or methods | 86% | 86% | Similar | Similar |
| Applying theories or concepts to practical problems or in new situations | 89% | 88% | Similar | Similar |

**Personal Responsibility Findings**

Evidence of AC Change from 2011 to 2014

Between the 2011 survey period and 2014 survey period, AC has shown ≥5% change in the following area:

Positive Change

* **AC Students Working More with Other Students Outside of Class to Prepare Assignments**

Biggest AC to Large College Group Differences

For 2014, AC shows ≥5% difference between AC and the large college comparison group in the following areas:

Positive Difference

* **Fewer AC Students Skip Class**
* **More Students Register Before the First Class Session**

Negative Difference

* **More AC Students Come to Class without Completing Readings or Assignments**

Focus Areas

Ensuring AC students not only understand the purpose of coming to class, but understand the purpose of coming to class having completed the assigned readings and assignments.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PERSONAL RESPONSIBILITY COMPETENCY** To include the ability to connect choices, actions and consequences to ethical decision-making | | | | |
| **Question** | **AC**  **2011 SP** | **AC 2014 SP** | **AC Comparison**  **Between 2011 and 2014 (Fewer, Similar, More)** | **2014 Comparison to Large College Group (Fewer, Similar, More)** |
| **The college has contributed to students knowledge, skills, and personal development in the following areas: (Scale: “Some”, “Quite a bit”, and “Very much” responses counted in percentage; “Very little” excluded.)** | | | | |
| Learning effectively on your own | 95% | 95% | Similar | Similar |
| Understanding yourself | 87% | 88% | Similar | Similar |
| Developing a personal code of values and ethics | 81% | 81% | Similar | Similar |
| **In their experience at this college, during the current school year, how often have students done each of the following? (Scale: “Sometimes”, “Often”, and “Very often” responses counted in percentage; “Never” excluded)** | | | | |
| Came to class without completing readings or assignments | 65% | 61% | Similar | 6% Fewer than Comparison Group  61% - AC 67% - Large Colleges |
| Worked with classmates outside of class to prepare class assignments | 54% | 60% | 6% More | Similar |
| Worked harder than you thought you could to meet an instructor’s standards or expectations | 87% | 88% | Similar | Similar |
| Skipped class | 39% | 38% | Similar | 10% More than Comparison Group  38% - AC 48% - Large Colleges |
| **About how many hours do you spend in a typical 7-day week doing each of the following?**  **(Scale: “6-10”, “11-20”, “21-30” and “More than 30 Hours” counted in percentage; “None” and “1-5 Hours” excluded)** | | | | |
| Preparing for class (studying, reading, writing, rehearsing, doing homework, or other stuff related to your program) **(6 or More Hours)** | 61% | 59% | Similar | Similar |
| **2014 Promising Practice Question:** During the current term at this college, I completed registration before the first class session(s)  (Scale: “Yes; I was registered for ALL of my courses before the first class session(s)” counted in percentage; “Mostly…”, “Partly…”, and “No…” excluded. | | | | |
| I completed registration before the first class session | N/A | 97% | N/A | 11% More than Comparison Group  97% - AC  88% - Large Colleges |

**Social Responsibility Findings**

Evidence of AC Change from 2011 to 2014

There were no changes in AC responses ≥5% difference between 2011 and 2014.

Biggest AC to Large College Group Differences

For 2014, AC shows ≥5% difference between AC and the large college comparison group in the following areas:

Negative Difference

* **Fewer AC Students Have Serious Conversations with Students of Other Races/Ethnicities**

Focus Areas

Ensuring AC students are provided the opportunity and encouraged to interact within their regional, national, and global communities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SOCIAL RESPONSIBILITY COMPETENCY** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national,  and global communities | | | | |
| **Question** | **AC**  **2011 SP** | **AC 2014 SP** | **AC Comparison**  **Between 2011 and 2014 (Fewer, Similar, More)** | **2014 Comparison to Large College Group (Fewer, Similar, More)** |
| **The college has contributed to students knowledge, skills, and personal development in the following areas: (Scale: “Some”, “Quite a bit”, and “Very much” responses counted in percentage; “Very little” excluded.)** | | | | |
| Understanding people of other racial and ethnic backgrounds | 80% | 81% | Similar | Similar |
| Contributing to the welfare of your community | 68% | 66% | Similar | Similar |
| **In their experience at this college, during the current school year, how often have students done each of the following? (Scale: “Sometimes”, “Often”, and “Very often” responses counted in percentage; “Never” excluded)** | | | | |
| Worked with instructors on activities other than coursework | 23% | 27% | Similar | Similar |
| Had serious conversations with students of a different race or ethnicity than your own | 76% | 77% | Similar | Similar |
| Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values | 73% | 70% | Similar | 5% Fewer than Comparison Group  70% - AC  75% - Large Colleges |
| **How much does this college emphasize each of the following? (Scale: “Some”, “Quite a bit”, and “Very much” responses counted in percentage; “Very little” excluded.)** | | | | |
| Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | 84% | 86% | Similar | Similar |
| **2014 Custom Item Question:** In your experiences at this institution during the current school year, how often have you worked on/participated in a campus committee, student organization, or non-classroom project (publications, student government, special event, etc.)  (Scale: “”1 time”, “2-3 times”, “3-4 times”, and “5 or more times” counted in percentage; “Never” excluded. | | | | |
| I have worked on/participated in a campus committee, student organization, or non-classroom project 1 or more times. | N/A | 28.1% | N/A | N/A |

**Teamwork Findings**

Evidence of AC Change from 2011 to 2014

Between the 2011 survey period and 2014 survey period, AC has shown ≥5% change in the following area:

Positive Change

* **AC Students Working More with Other Students Outside of Class to Prepare Assignments**

Biggest AC to Large College Group Differences

For 2014, AC shows ≥5% difference between AC and the large college comparison group in the following areas:

Negative Difference

* **Fewer AC Students Have Worked with Students on Projects During Class**

Focus Areas

Ensuring AC students are provided the opportunity to work with other students and develop good teamwork skills both in and outside of class.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TEAMWORK COMPETENCY** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal | | | | |
| **Question** | **AC**  **2011 SP** | **AC 2014 SP** | **AC Comparison**  **Between 2011 and 2014 (Fewer, Similar, More)** | **2014 Comparison to Large College Group (Fewer, Similar, More)** |
| **The college has contributed to students knowledge, skills, and personal development in the following areas: (Scale: “Some”, “Quite a bit”, and “Very much” responses counted in percentage; “Very little” excluded.)** | | | | |
| Working effectively with others | 93% | 94% | Similar | Similar |
| **In their experience at this college, during the current school year, how often have students done each of the following?**  **(Scale: “Sometimes”, “Often”, and “Very often” responses counted in percentage; “Never” excluded)** | | | | |
| Worked with other students on projects during class | 81% | 83% | Similar | 5% Fewer than Comparison Group  83% - AC  88% - Large Colleges |
| Worked with classmates outside of class to prepare class assignments | 54% | 60% | 6% More | Similar |

**Technology Findings**

Evidence of AC Change from 2011 to 2014

There were no changes in AC responses ≥5% difference between 2011 and 2014.

Biggest AC to Large College Group Differences

For 2014, there were no changes ≥5% difference between AC and the large college comparison group

Focus Areas

Ensuring AC students are aware of how to use all technology resources (e.g. library resources).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TECHNOLOGY COMPETENCY**  **(Not Recognized as Primary AC Competency, but Deemed Important Skill Set) (Relates to Other Competencies)** | | | | |
| **Question** | **AC**  **2011 SP** | **AC 2014 SP** | **AC Comparison**  **Between 2011 and 2014 (Fewer, Similar, More)** | **2014 Comparison to Large College Group (Fewer, Similar, More)** |
| **The college has contributed to students knowledge, skills, and personal development in the following areas: (Scale: “Some”, “Quite a bit”, and “Very much” responses counted in percentage; “Very little” excluded.)** | | | | |
| Using computing and information technology | 92% | 91% | Similar | Similar |
| **In their experience at this college, during the current school year, how often have students done each of the following?**  **(Scale: “Sometimes”, “Often”, and “Very often” responses counted in percentage; “Never” excluded)** | | | | |
| Used the Internet or instant messaging to work on an assignment | 88% | 92% | Similar | Similar |
| **How much does this college emphasize each of the following? (Scale: “Some”, “Quite a bit”, and “Very much” responses counted in percentage; “Very little” excluded.)** | | | | |
| Using computers in academic work | 94% | 96% | Similar | Similar |
| **2014 AC CUSTOM QUESTION**  I most frequently complete my class assignments on which technological device? Choices: A) Cell phone  B) Tablet, iPad, or another handheld (not cell phone) device) C) Laptop D) Desktop computer  E) Not Applicable | | | | |
| **Most Frequent Way AC Students complete their class assignments (Top 3):**  #1 – Laptop (62%)  #2 –Desktop Computer (23%)  #3 – Tablet, iPad, or Handheld (6%) | N/A | See 1st Column | N/A | N/A |
| **2014 Custom Item Question:** In your experiences at this institution during the current school year, how often have you used the library’s resources (including databases and tutorials) to complete a course assignment?  (Scale: “Very often”, “Often" and “Sometimes” counted in percentage; “Never” excluded. | | | | |
| I use the library’s resources | N/A | 66.8% | N/A | N/A |