



**Student Outcome and Assessment Review (SOAR)
Committee**

2015-2016 Report

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Introduction

The Student Outcomes and Assessment Review (SOAR) Committee facilitates institution-wide dialogue and assessment of Institutional Student Learning Outcome (ISLO) data and evidence in order to support student learning, to pursue institutional excellence, and to guide institution-wide self-reflective dialogue for continuous quality improvement.

In alignment with the College mission and strategic priorities, the SOAR Committee reviews, discusses, interprets, and assesses institutional student learning outcome (ISLO) and student assessment results for use in institutional dialogue as it relates to the improvement of student learning, student achievement, educational quality, and institutional effectiveness. In addition, the committee reviews metrics referred to as Institution Set Standards as well as student learning outcomes assessment data collected in student services and support areas. The recommendations and findings of the committee are detailed in the SOAR Report and presented to the Shared Consultation Council (SCC), the College District's primary shared planning and decision making group. College staff are encouraged to reference SOAR findings and recommendations during the institutional program review and planning process.

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Section 1: Student Outcome and Assessment Review Committee

The Student Outcomes and Assessment Review (SOAR) Committee facilitates institution-wide dialogue and assessment of Student Learning Outcome (SLO) data and evidence at the institutional level. In addition, the committee reviews the college’s performance in key metrics known as institution set standards and makes recommendations based on that review. The overall goal of the committee is to support student learning, to pursue institutional excellence, and to guide institution-wide self reflective dialogue for continuous quality improvement.

A. Creation of Report

This annual report was created by the SOAR Committee, a standing committee of the Shared Consultation Council. The committee’s membership includes faculty, classified professionals, administrators, researchers, and students. The committee reviewed presentations by staff from the Student Services area and Institutional Research to develop conclusions on available data. The Office of Institutional Effectiveness compiled the data and findings in report format for approval by the committee in Fall 2016.

B. District Dialogue and Using the Report

The SOAR report is released to the College District annually at the beginning of the program review cycle. Staff completing program review may use the data, evidence, and recommendations in the report to inform their planning at the program level and as additional justification for changes in program goals or financial resources.

Section 2: Review of Past SOAR Report Recommendations

A. Action Implementation Grid

The chart below tracks the status of recommendations made at the end of the 2014-2015 academic year and is provided here to assist in planning and evaluation. NOTE: These recommendations do not include recommendations based on the Student Success Scorecard data included in the 2014-2015 SOAR Report. The committee agreed in Spring 2016 to limit its scope to Institution Set Standards (ISS) data and Institutional Student Learning Outcomes (ISLO) data. The committee is exploring increased review of student learning outcomes and administrative unit outcomes in the student services area.

Action Item Number 2014-15	Source for Recommendation	Recommendation	Relevant Committees	Status
1	Overall Recommendation	Cross-Reference Planning Documents	Shared Consultation Council	
2	Overall Recommendation	Discuss Disaggregation of SLO Data by Individual Student	Student Outcomes and Achievement Review	

Action Item Number 2014-15	Source for Recommendation	Recommendation	Relevant Committees	Status
			Committee Southwestern College Education Association Academic Senate Accreditation Oversight Committee Institutional Technology Institutional Research	
3	Overall Recommendation	Include Program Data	Student Outcomes and Achievement Review Committee	
4	Institutional Student Learning Outcomes Data	SLO Mapping	Student Outcomes and Achievement Review Committee Curriculum Committee Council of Chairs Dean's Council Institutional Program Review and Outcomes Coordinator	
5	Institutional Student Learning Outcomes Data	Use eLumen to Track Course Type Attributes to Disaggregate Data by Course Type	Institutional Technology Instructional Support Services Online Learning Center	
6	Institutional Student Learning Outcomes Data	Lack of Data for Aesthetic	Discipline Faculty	

Action Item Number 2014-15	Source for Recommendation	Recommendation	Relevant Committees	Status
		Sensitivity and Historical Literacy	Student Outcomes and Achievement Review Committee Curriculum Committee Council of Chairs Deans' Council Institutional Program Review and Outcomes Coordinator	
14	Institution Set Standards	Degree and Certificate Completion	Academic Senate Dean of Student Services Evaluations	
15	Institution Set Standards	Course Completion	Student Outcomes and Achievement Review Committee Institutional Research	
16	Institution Set Standards	Calculating the Metrics	Student Outcomes and Achievement Review Committee Shared Consultation Council	
17	Institution Set Standards	Transfers	Student Outcomes and Achievement Review Committee	



Section 3: Institutional Student Learning Outcomes (ISLOs)

A. Listing of Institutional Student Learning Outcomes

The SOAR committee reviews Institutional Student Learning Outcomes (ISLO) data in order to provide analysis and recommendations for improving student learning. ISLOs were revised during the 2012-2013 semesters. While not reflected in this report, they will be part of all future analyses. Please see comments in ISLO section below.

Southwestern College has identified 16 Institutional Student Learning Outcomes (ISLOs). Each ISLO describes what students should be able to demonstrate, represent, or produce upon completing a program, degree, or certificate at SWC.

The ISLOs are categorized into five achievement areas: **A) Communication Skills, B) Thinking and Reasoning, C) Information Competency, D) Global Awareness and Ethics, and E) Aesthetic Sensitivity and Historical Literacy.** Under each achievement area is a list of detailed skills students should master by the time they complete a program or transfer from Southwestern College. Each outcome assessed by a discipline, service or unit on campus should link to one of our 16 ISLOs:

ISLO1. Communication Skills (Listening, Speaking, Reading, Writing)

- a) Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.
- b) Present ideas in a clear and organized way to others.
- c) Analyze and evaluate text in writing.

ISLO2. Thinking and Reasoning (Creative Thinking, Critical Thinking, Quantitative Reasoning)

- a) Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.
- b) Assess and analyze data and information as they investigate issues and solve problems.
- c) Use quantitative reasoning to identify, analyze, and solve quantitative problems.

ISLO3. Information Competency (Research and Technology)

- a) Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research.
- b) Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.

ISLO4. Global Awareness and Ethics (Social, Cultural, and Civic Responsibility)

- a) Collegially work with diverse groups of people.
- b) Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.
- c) Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.

- d) Analyze and critique the ethical implications of decision making on personal behavior, and on social, political, or economic institutions.
- e) Evaluate and determine if a given set of economic, social, and environmental practices are sustainable in the long run.

ISLO5. Aesthetic Sensitivity and Historical Literacy (History, Creativity, and Artistic and Perceptual Experiences)

- a) Identify, examine, and critique the aesthetic, political, scientific, philosophical and historical elements of human culture.
- b) Demonstrate creative thinking and artistic sensitivity in creating works of art and effectively describe the artistic processes used.
- c) Analyze and critique the philosophical, technical, historical, cultural, and aesthetic qualities of works of art.

B. ISLO Scores Based on Course Student Learning Outcomes (CSLO) and PSLO Mappings

The following tables present aggregated ISLO data that has been collected in eLumen over the following semesters: Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015, and Fall 2015. Data has been summarized across several terms in order to provide a greater understanding of institutional assessment, as course student learning outcomes (CSLOs) are not consistently collected every term or academic year. Faculty are obligated to report data from one CSLO once every two years. Because of the varying amount of input at any given term, data has been aggregated across several terms to avoid misleading trends.

The table below illustrates the distribution of course student learning outcomes (CSLOs) that are linked to each ISLO category. The data reveals that a disproportionate number of learning outcomes are being mapped to ISLOs related to a single category, *Thinking & Reasoning*. Although half of our 16 ISLOs fall under the categories of *Global Awareness & Ethics* and *Aesthetic Sensitivity & Historical Literacy*, only 5% of all CSLOs that have been assessed over the past three years directly link to these desired skills or abilities. While some fluctuation in the number of assessment scores across categories is expected, there is a substantial lack in the number of CSLOs mapped to ISLO Categories D. and E.

Total CSLOs Scores Assigned to ISLO Categories from Fall 2012 through Fall 2015

ISLO Category	# of ISLOs Associated	Total Scores Assessed within Category	% of Scores Assessed across Categories
A. Communication Skills	3	104,480	25.27%
B. Thinking & Reasoning	3	251,475	60.82%
C. Information Competency	2	36,871	8.92%
D. Global Awareness & Ethics	5	20,541	4.97%
E. Aesthetic Sensitivity & Historical Literacy	3	101	0.02%
Total	16	413,468	100.00%

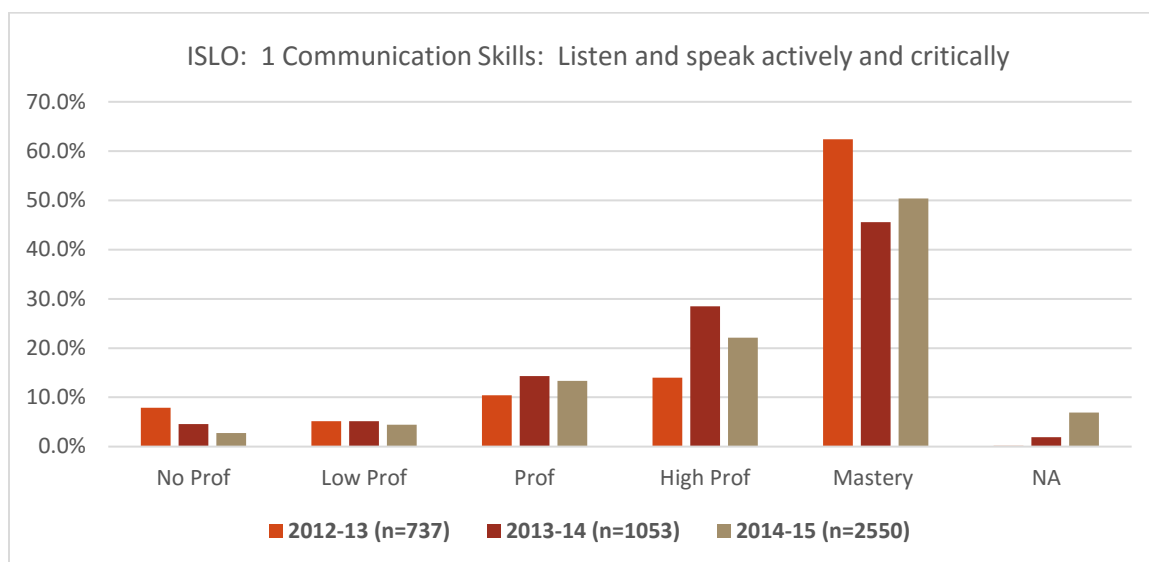


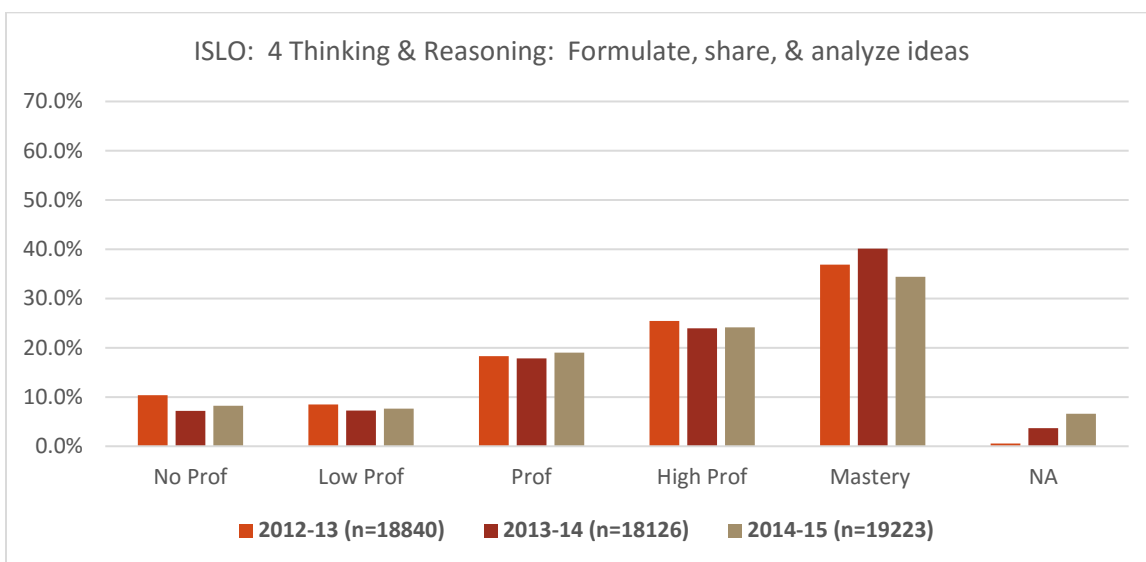
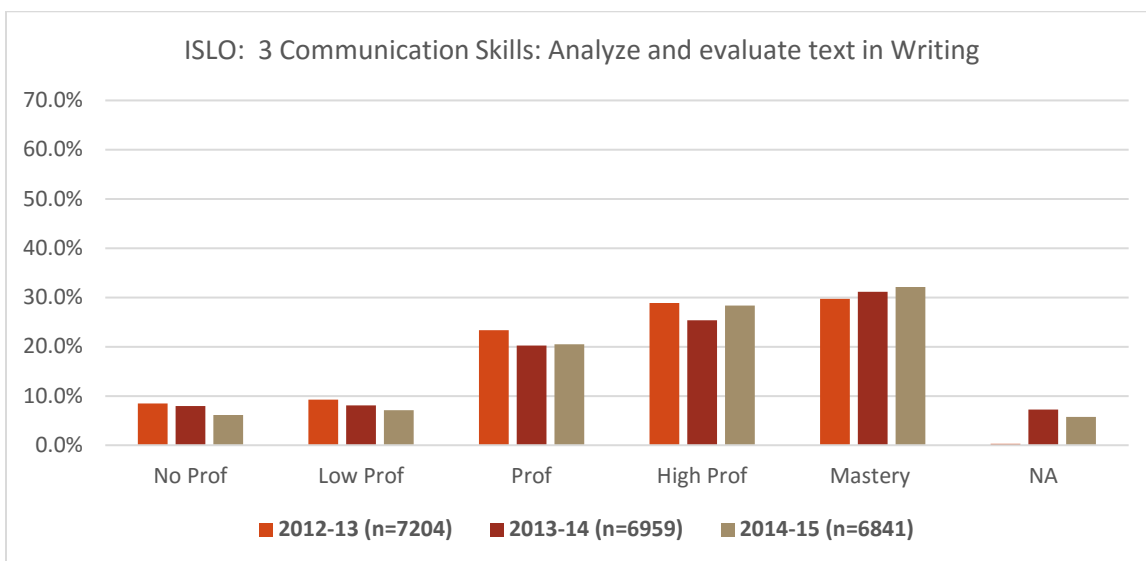
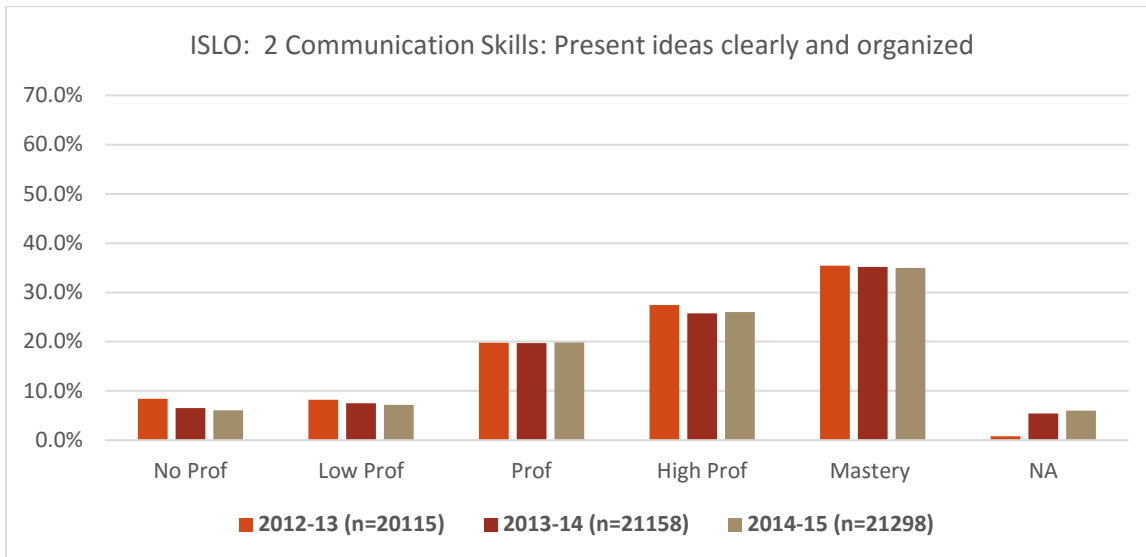
The following information utilizes the same assessment scores presented in the table above and is disaggregated by level of proficiency. Data is presented by individual ISLO, which is a collection of CSLOs from various programs, and is grouped by ISLO Categories A-E. This table provides a more detailed picture of the disparities that lie among ISLO mapping.

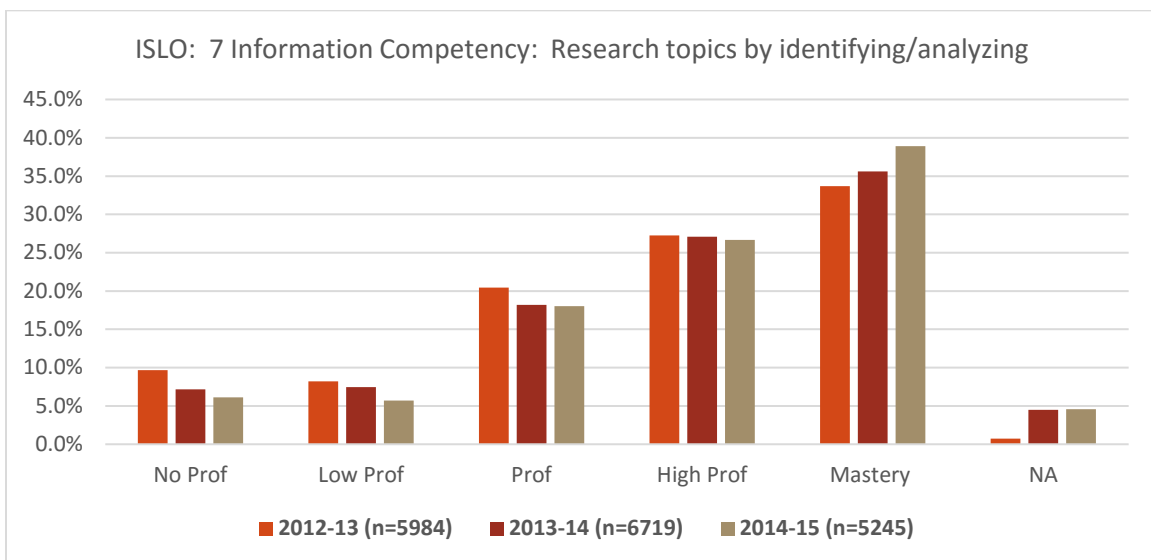
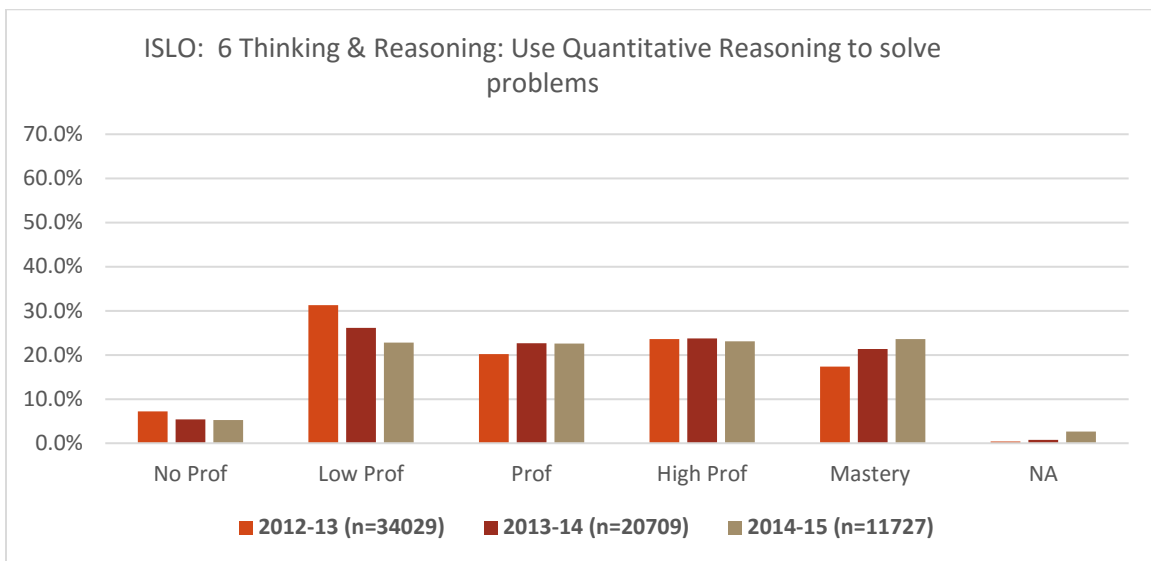
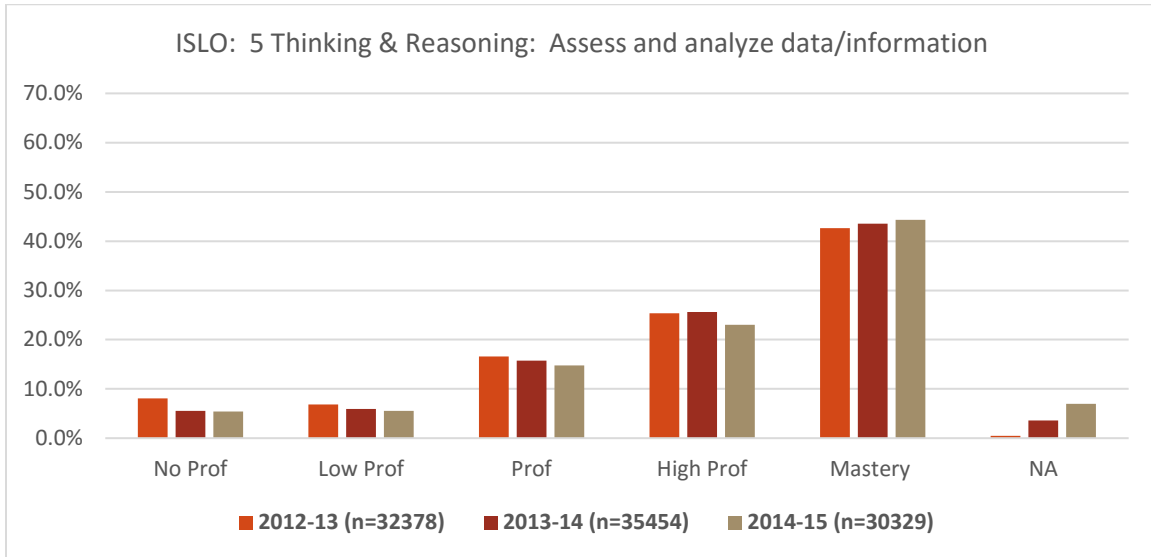
ISLO Performance Grouped by Category from Fall 2012 through Fall 2015

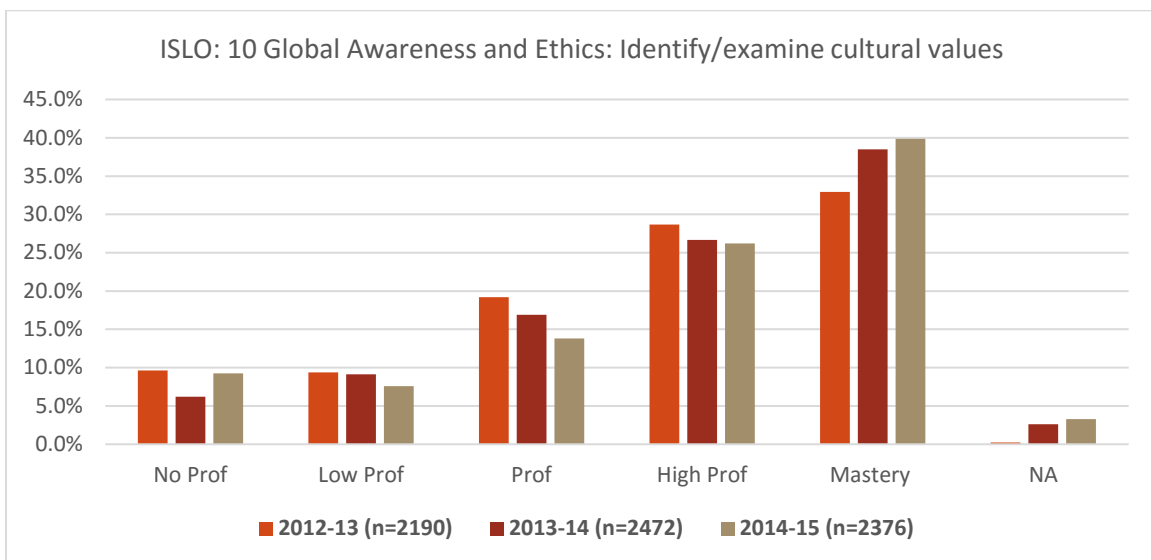
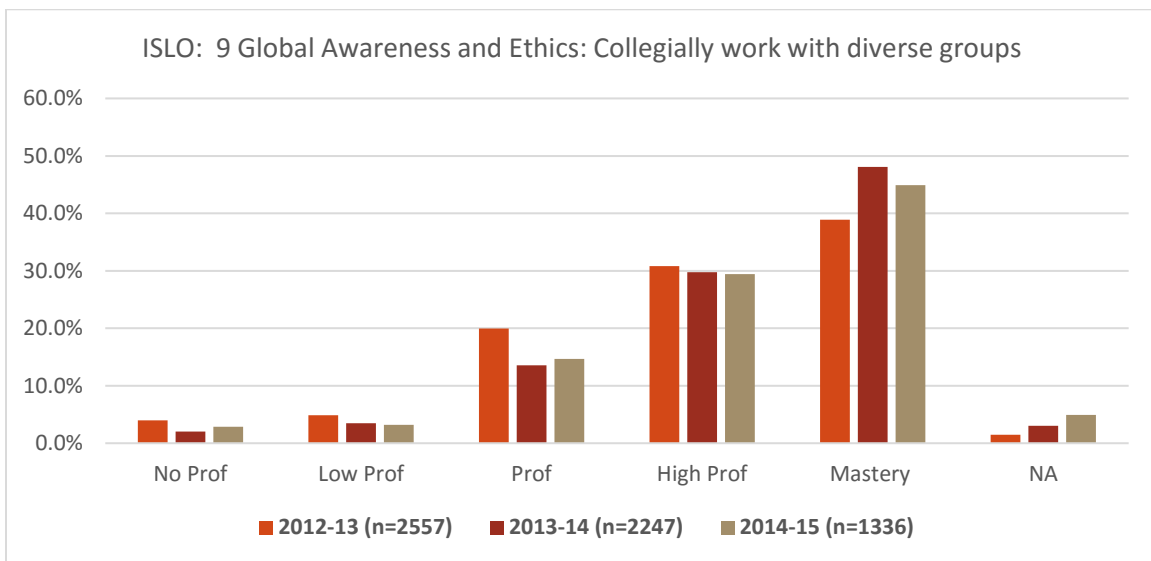
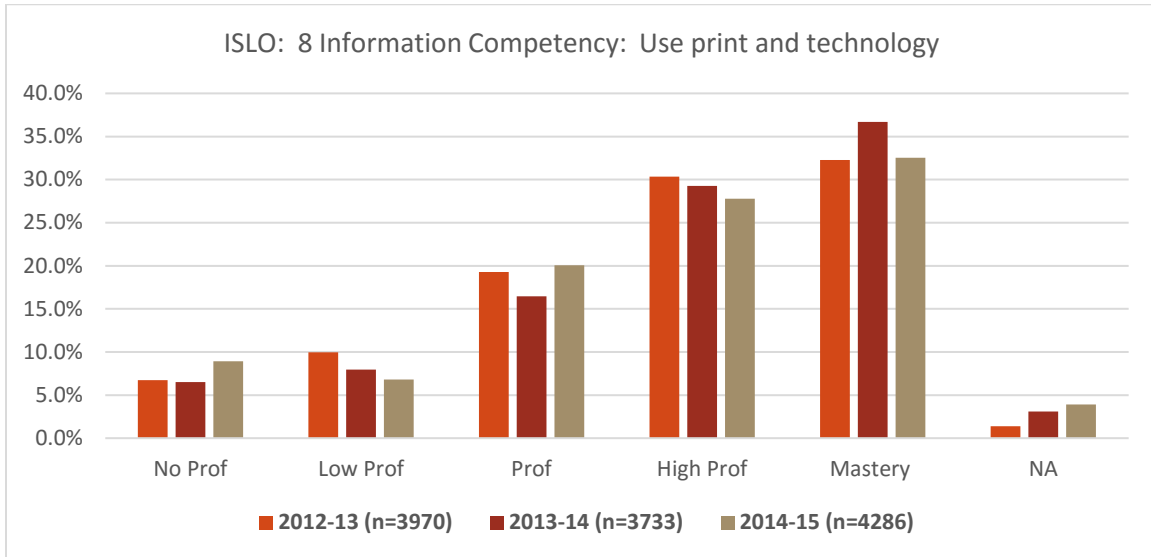
ISLO Category	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery		N/A	Total	
	n	%	n	%	n	%	n	%	n	%	n	n	
A.	ISLO 1	212	3.99	231	4.35	738	13.89	1,129	21.25	2,657	50.00	347	5,314
	ISLO 2	5,083	7.24	5,482	7.81	14,527	20.69	19,462	27.71	25,674	36.54	4,111	74,339
	ISLO 3	1,778	7.6	1,912	8.18	5,128	21.93	6,609	28.26	7,956	34.02	1,444	24,827
B.	ISLO 4	5,615	8.84	5,108	8.04	12,106	19.06	16,102	25.35	24,598	38.72	3,490	67,019
	ISLO 5	7,030	6.39	6,932	6.3	18,181	16.53	28,566	25.96	49,311	44.82	5,304	115,324
	ISLO 6	4,275	6.27	18,875	27.67	14,672	21.5	16,377	24	14,027	20.56	905	69,132
C.	ISLO 7	1,677	7.79	1,571	7.29	4,265	19.8	6,029	27.99	7,999	37.13	1,079	22,620
	ISLO 8	1,096	8.03	1,169	8.56	2,618	19.18	4,071	29.82	4,696	34.4	601	14,251
D.	ISLO 9	213	3.14	269	3.96	1,113	16.4	2,121	31.26	3,069	45.23	225	7,010
	ISLO 10	721	8.85	714	8.77	1,419	17.42	2,290	28.11	3,002	36.85	237	8,383
	ISLO 11	308	6.38	455	9.43	1,050	21.76	1,422	29.47	1,591	32.97	251	5,077
	ISLO 12	11	23.4	6	12.77	12	25.53	6	12.77	12	25.53	5	52
	ISLO 13	0	0	0	0	1	5.26	3	15.79	15	78.95	0	19
E.	ISLO 14	1	1.39	14	19.44	11	15.28	25	34.72	21	29.17	2	74
	ISLO 15	0	0	0	0	0	0	0	0	0	0	0	0
	ISLO 16	0	0	2	7.41	6	22.22	9	33.33	10	37.04	0	27

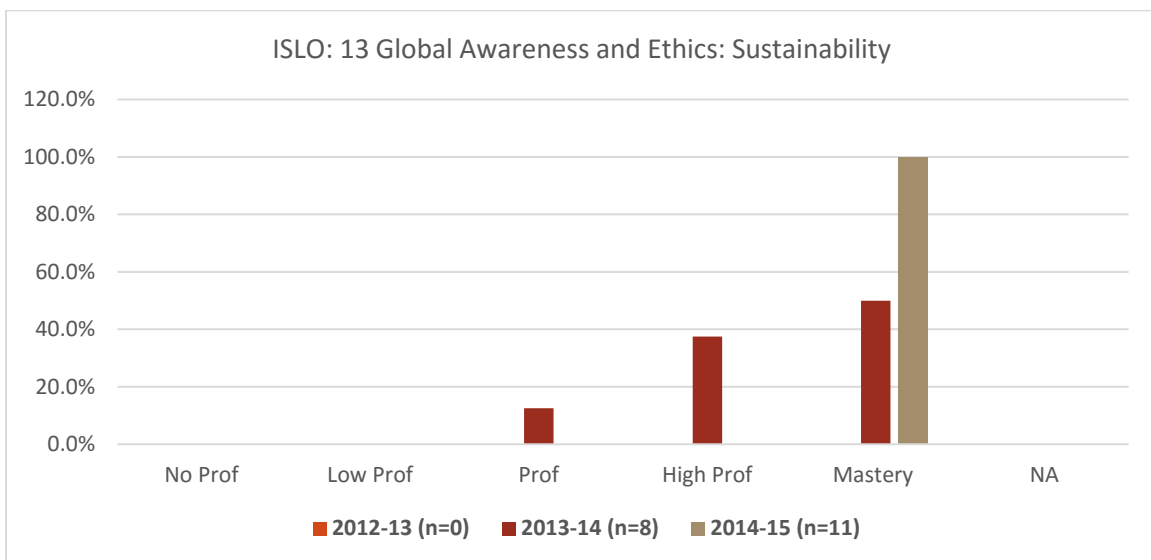
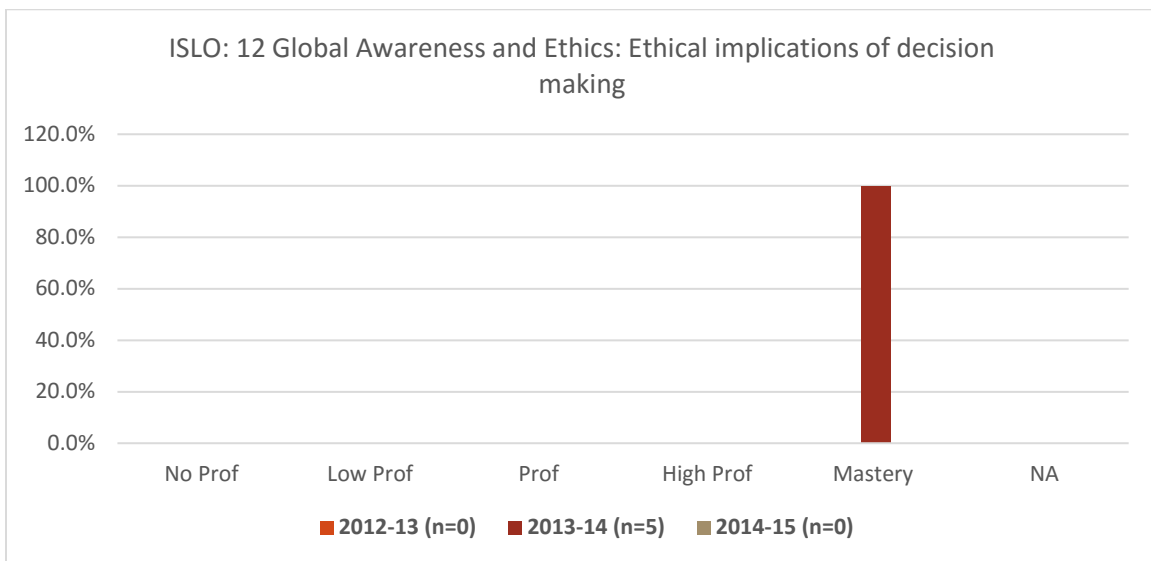
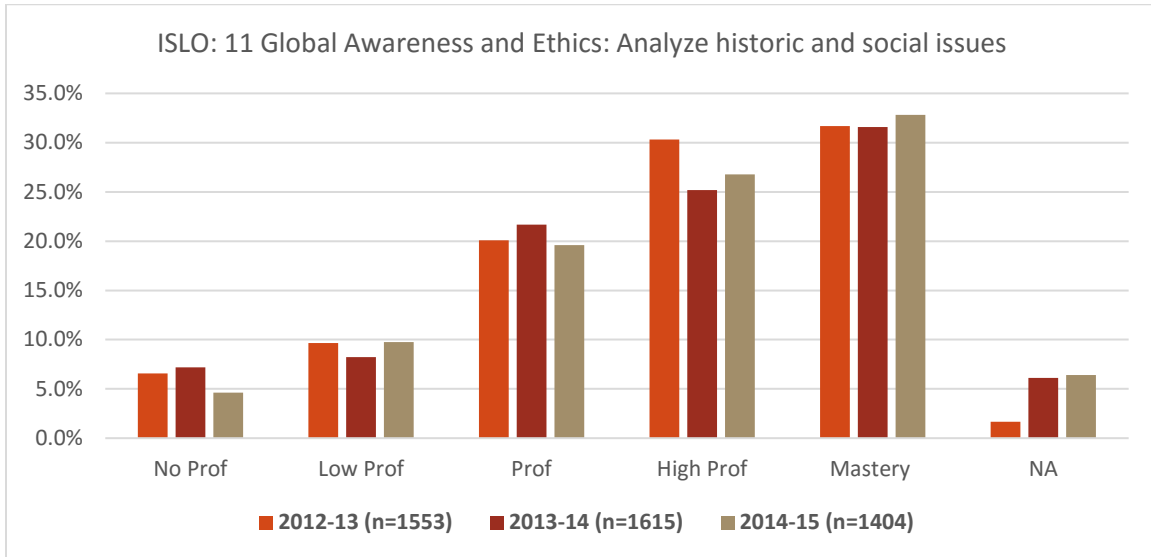
ISLO Performance by Category, 2012-13 to 2014-15

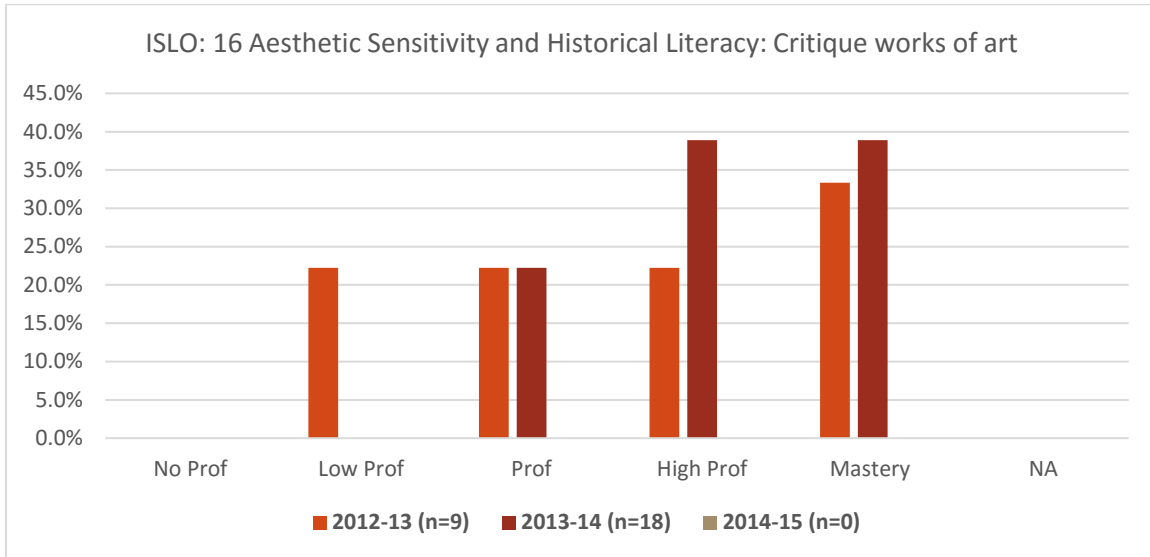












C. ISLO Findings and Recommendations

The committee reviewed the longitudinal data for ISLOs and found that there have been little statistical changes in the assessment results for students in these key areas of competency over the last several years. The committee noted that there is still a dearth of assessment results in certain ISLO competencies, in particular “Global Awareness and Ethics”, which has been a finding, accompanied by a recommendation, in the last several SOAR reports. Several questions arose in the discussion including how aware faculty are of the need to link course-level outcomes (CSLO) assessment data to ISLOs and how ISLO data can be useful for program assessment.

The SOAR Committee recommends the following:

ISLO Recommendation 1: SLO Points should get more involved in teaching curriculum mapping and encouraging faculty to link CSLOs, PSLOs to ISLOs.

ISLO Recommendation 2: Make it a program review requirement that ISLOs mapped to a program’s PSLOs be reviewed in program review.

ISLO Recommendation 3: SOAR should discuss how faculty and programs are using ISLO data as well as its usual practice of discussing trends in assessment data. The goal would be to provide direction and guidance in data literacy to help faculty discuss the data in a meaningful way.

ISLO Recommendation 4: The Shared Consultation Council should discuss ways to use focus groups to measure student achievement of ISLO.

ISLO Recommendation 5: SOAR should assess its role in encouraging and supporting outcomes assessment research.

ISLO Recommendation 6: ISLO data should be presented and reviewed in a way that disaggregates the data collected through the student services and support areas and data collected through curriculum mapping of course and certificate and degree program SLOs.

ISLO Recommendation 7: Further training is needed for faculty on the curriculum mapping of CSLOs and PSLOs to ISLOs.

ISLO Recommendation 8: The SOAR Committee review of ISLOs should include a review of the data disaggregated by subpopulations of students including by race, age, gender, status (full-time or part-time) and discuss any variances in student achievement of those ISLOs.

Section 4: Student Learning Outcomes in Student Services Areas

Per ACCJC standards all programs and offices that provide direct support for student learning are expected to write outcomes statements, measure those statements, and use the assessment data to create action steps as a part of their program review, see 2014 ACCJC Standards II.B.3. Under the guidance of the Dean of Student Services and the Dean of Counseling and Student Support Programs, these units collect data by way of surveys and other data collection methods and discuss that data as part of its self-evaluation in program review. This discussion culminates in action plans established at the Vice President’s office. The following chart is a summary of the actions established by the Vice President for Student Affairs and the findings after discussion of the outcomes data.

A. SLO Action Plan for Student Services with Findings and Recommendations

Student Learning Outcome	Students will have adequate or higher level of knowledge of those Student Affairs services they received.
Method of Assessment	This Action Plan addresses the Student Learning Outcomes of those units under the leadership of the VP of Student Affairs. During FA15 all units collected and entered their SLO survey responses into eLumen. The purpose of the surveys were to determine students level of understanding of the specific services they received (workshops, informational documents/handouts, assessments, general services, or on-line services and resources, etc.). Also included in some of the surveys were general program review and/or customer service satisfaction questions. As a result, the Dean of Student Services and the Dean of Counseling/Student Support Programs collected and aggregated the data of their Unit Group to determine the overall level of student understanding.
Results	A total of 14 units provided data outcomes. There was a total of 8543 responses. Of those who responded, there were 8413 (98.5%) who indicated adequate or higher understanding of student affair services; only 130 (1.5%) indicated low or no understanding or student affair services.

Findings	The overall Unit Group aggregate level of knowledge is excellent. The following units had SLO's with Mastery levels below 80%: Service Learning; Personal Wellness; Student Activities; Financial Aid; Admissions; DSS; and Career Center. These units will conduct an Action Plan Review to identify possible changes which would improve outcomes.
Actions Taken	All departments will continue to assess their SLO/AUOs to monitor the improvement of student learning and program delivery of services. The Deans will also monitor progress and will meet with departments as needed to discuss new strategies for improvement.

The addition of action plans developed in student service areas into the SOAR report is in development stage; therefore no additional recommendations or findings are included in this area. The committee will discuss expanding the SOAR report to document the student learning outcomes assessment data in the student services area to make program improvements that lead to increases in rates of student learning and achievement.

Section 5: Institution Set Standards

Per the United States Department of Education (USDE) regulations colleges are required to establish and keep assessed progress in several key indicators of institutional effectiveness that have come to be known as Institution Set Standards. Among those metrics are student achievement in relation to the institution’s mission, including as appropriate consideration of course completion, State licensing examinations, and job placement rates. The USDE assures institutions comply with this requirement through the regional accreditation process, and Southwestern College demonstrates compliance in its annual report to the Accrediting Commission for Community and Junior Colleges.

A. Sources of Data & Operational Definitions

Southwestern College’s Institution Set Standards (ISS) consist of the following metrics:

- 1) **Successful Course Completion:** Retrieved from CCCC DataMart; percentage of all enrolled students who receive a passing/satisfactory grade (A, B, C, CR, IA, IB, IC, IPP, P).
- 2) **Persistence:** Based on CCCC Scorecard cohort data; first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and enrolled in three consecutive terms anywhere within the CCC system.
- 3) **Degree Completion:** Number of degrees awarded in an academic year; includes Associate in Science for Transfer (AS-T), Associate in Arts for Transfer (AA-T), Associate of Science (AS), and Associate of Arts (AA) degrees.

- 4) **Certificate Completion:** Number of certificates awarded in an academic year; includes certificates requiring a minimum of 12 units to those requiring 60 or more units.
- 5) **Transfer Volume:** Retrieved from CCCCO DataMart; transfer data includes student transfers to the UC and CSU system, as well as transfers to In-State Private (ISP) and Out-of-State (OOS) institutions as reported by the National Student Clearinghouse.

B. Method for Calculating Institution Set Standards

The Institution Set Standards established by the College are based on a five-period (year or term) average for specified metrics (academic outcome, licensure score, transfer rate, etc.). The resulting percentages, counts, or scores are then multiplied by ninety-five percent to create an “adjusted average.” The section and tables below provide a broad, but not exhaustive, listing of the College’s Institution Set Standards for the most recent reporting period.

Table 1. Calculating 2015-16 Institution-Set Standards (ISS)

	Southwestern Actuals					2015-16 ISS: 95% of 5-Yr Average
	2010-11	2011-12	2012-13	2013-14	2014-15	
Successful Course Completion (Fall term)	67.2%	66.6%	NA	67.7%	67.8%	67.3%
Persistence (Fall-Spring-Fall)*	71.9%	74.9%	69.2%	70.4%	69.1%	71.1%
Degree Completion	995	988	867	1062	1303	991
Certificate Completion	354	400	227	257	380	307
Transfer Volume	1651	1205	1312	1214	1229	1256

C. ISS Findings and Recommendations

The SOAR Committee determined that the difference in student achievement areas in the ISS are not significant, and noted that it appears, based on this limited data, that the change to a compressed calendar in Fall 2015 seems to have little impact on ISS indicators that can be determined at this point. The committee noted a continued increase in degree completion largely due to the number of students completing an Associate’s Degree for Transfer (ADT). There was also a notable increase in students achieving a certificate of achievement. The numbers indicate a return to levels of student achievement similar to the 2008-2009 period prior to the great recession.

Based on the data reviewed, the committee has created several recommendations focused on other data points that the committee would like to consider in future iterations of the report. The SOAR Committee recommends the following:

ISS Recommendation 1: During creation of the SOAR report, the committee should consider the destination institutions where transfer students are going.

ISS Recommendation 2: During creation of the SOAR report, the committee should consider how many of the transfer students have only recently completed coursework at SWC and how many have completed the majority of their coursework at SWC.

ISS Recommendation 3: During creation of the SOAR report, the committee should consider how many of students are considered “transfer-ready” but have not declared an intent to transfer to another institution.

ISS Recommendation 4: During creation of the SOAR report, the committee should consider how many students have amassed enough units for a degree, but have not petitioned for a degree.

ISS Recommendation 5: The SOAR Committee review of ISS should include a review of the data disaggregated by subpopulations of students including by race, age, gender, status (full-time or part-time) and discuss any variances in student achievement of the ISS.

Appendices

D. Appendix A: Institutional Student Learning Outcome Data (ISLOs)

Institutional Student Learning Outcome (ISLO) Results

Fall 2011 to Spring 2013

ISLO	Level of Proficiency	FA 2011	%	SP 2012	%	FA 2012	%	SP 2013	%
1 Communication - Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.									
	Total Scored	1347		2112		1625		1211	
	Mastery	567	42%	1014	48%	695	43%	491	41%
	High Proficiency	470	35%	596	28%	488	30%	332	27%
	Proficiency	212	16%	330	16%	303	19%	222	18%
	Low Proficiency	54	4%	112	5%	95	6%	93	8%
	No Proficiency	44	3%	60	3%	44	3%	73	6%
	No Score*	205		454		546		170	
2 Communication - Present ideas in a clear and organized way to others.									
	Total Scored	11584		18806		9160		12856	
	Mastery	3738	32%	8022	43%	2970	32%	5030	39%
	High Proficiency	3119	27%	4817	26%	2655	29%	3187	25%
	Proficiency	2370	20%	3284	17%	1917	21%	2471	19%
	Low Proficiency	1093	9%	1296	7%	811	9%	1055	8%
	No Proficiency	1255	11%	1387	7%	807	9%	1113	9%
	No Score*	1073		944		2125		1728	
3 Communication - Analyze and evaluate text in writing.									
	Total Scored	1952		6872		2383		4183	
	Mastery	771	39%	2114	31%	824	35%	1191	28%
	High Proficiency	545	28%	1683	24%	714	30%	1170	28%
	Proficiency	298	15%	1311	19%	495	21%	1086	26%
	Low Proficiency	155	8%	504	7%	153	6%	413	10%
	No Proficiency	183	9%	1260	18%	198	8%	323	8%
	No Score*	142		648		559		535	
4 Thinking and Reasoning - Formulate and share ideas, analyze the ideas of others, integrated them into their thinking.									
	Total Scored	6376		16272		8758		12414	
	Mastery	2288	36%	7012	43%	2831	32%	4863	39%
	High Proficiency	1615	25%	3919	24%	2470	28%	3010	24%
	Proficiency	1170	18%	2792	17%	1687	19%	2121	17%
	Low Proficiency	588	9%	1235	8%	808	9%	1269	10%
	No Proficiency	715	11%	1314	8%	962	11%	1147	9%
	No Score*	1140		611		1939		1942	



5 Thinking and Reasoning - Assess and analyze data and information as they investigate issues and solve problems.									
	Total Scored	11218		34468		20350		22183	
	Mastery	5554	50%	18629	54%	9589	47%	12404	56%
	High Proficiency	2477	22%	7769	23%	4660	23%	4634	21%
	Proficiency	1660	15%	4372	13%	2958	15%	2851	13%
	Low Proficiency	656	6%	1750	5%	1485	7%	1064	5%
	No Proficiency	871	8%	1948	6%	1658	8%	1266	6%
	No Score*	2247		3172		3258		5787	
6 Thinking and Reasoning - Use qualitative reasoning to identify, analyze and solve quantitative problems.									
	Total Scored	1805		4107		1230		3064	
	Mastery	870	48%	2201	54%	525	43%	1121	37%
	High Proficiency	323	18%	983	24%	282	23%	713	23%
	Proficiency	201	11%	526	13%	207	17%	514	17%
	Low Proficiency	136	8%	173	4%	122	10%	275	9%
	No Proficiency	275	15%	224	5%	94	8%	441	14%
	No Score*	759		395		712		61	
7 Information Competency - Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research.									
	Total Scored	1365		4451		3763		3275	
	Mastery	533	39%	2101	47%	1755	47%	1319	40%
	High Proficiency	335	25%	1068	24%	846	22%	784	24%
	Proficiency	210	15%	651	15%	607	16%	568	17%
	Low Proficiency	88	6%	241	5%	283	8%	244	7%
	No Proficiency	199	15%	390	9%	272	7%	360	11%
	No Score*	263		460		209		314	
8 Information Competency - Student will use print material and technology to identify research needs and develop and evaluate information effectively.									
	Total Scored	1428		7045		3149		5454	
	Mastery	651	46%	4705	67%	1796	57%	3688	68%
	High Proficiency	295	21%	1224	17%	809	26%	893	16%
	Proficiency	223	16%	611	9%	309	10%	464	9%
	Low Proficiency	94	7%	245	3%	140	4%	242	4%
	No Proficiency	165	12%	260	4%	95	3%	167	3%
	No Score*	616		3154		939		3106	
9 Global Awareness - Collegially work with diverse groups of people.									
	Total Scored	357		2080		1101		1379	
	Mastery	181	51%	1076	52%	511	46%	507	37%
	High Proficiency	108	30%	575	28%	341	31%	441	32%
	Proficiency	42	12%	248	12%	193	18%	285	21%
	Low Proficiency	13	4%	78	4%	38	3%	76	6%
	No Proficiency	13	4%	103	5%	18	2%	70	5%

No Score*	63	337	336	396
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10 Global Awareness - Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.									
	Total Scored	2203		2918		2019		1995	
Mastery	821	37%	1202	41%	845	42%	726	36%	
High Proficiency	712	32%	823	28%	560	28%	541	27%	
Proficiency	375	17%	467	16%	299	15%	399	20%	
Low Proficiency	136	6%	239	8%	155	8%	137	7%	
No Proficiency	159	7%	187	6%	160	8%	192	10%	
No Score*	713		639		752		491		
11 Global Awareness - Analyze and assess historical, political, economic, scientific, and social issues in a way that enables them to participate in their community.									
	Total Scored	733		2104		750		1442	
Mastery	277	38%	653	31%	276	37%	475	33%	
High Proficiency	236	32%	635	30%	210	28%	470	33%	
Proficiency	130	18%	494	23%	138	18%	294	20%	
Low Proficiency	49	7%	191	9%	70	9%	114	8%	
No Proficiency	41	6%	131	6%	56	7%	89	6%	
No Score*	147		175		56		462		
ALL	Grand Total Scored	40368		101235		54288		69456	