



**Office of
Institutional
Research**

**Assessment of Mission Effectiveness:
Development of General Education and Workforce Skills
-Results Based on Spring 2009 CCSSE-**

IR Report # 191

August 2009

Community
College
of Philadelphia

Introduction

The General Education Standard in Middle State's *Characteristics of Excellence* is as follows:

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

In addition to these established general education goals, the College's Mission commits the institution to creating an environment that encourages students to achieve interpersonal growth, an appreciation for diversity, intellectual curiosity, and community involvement.

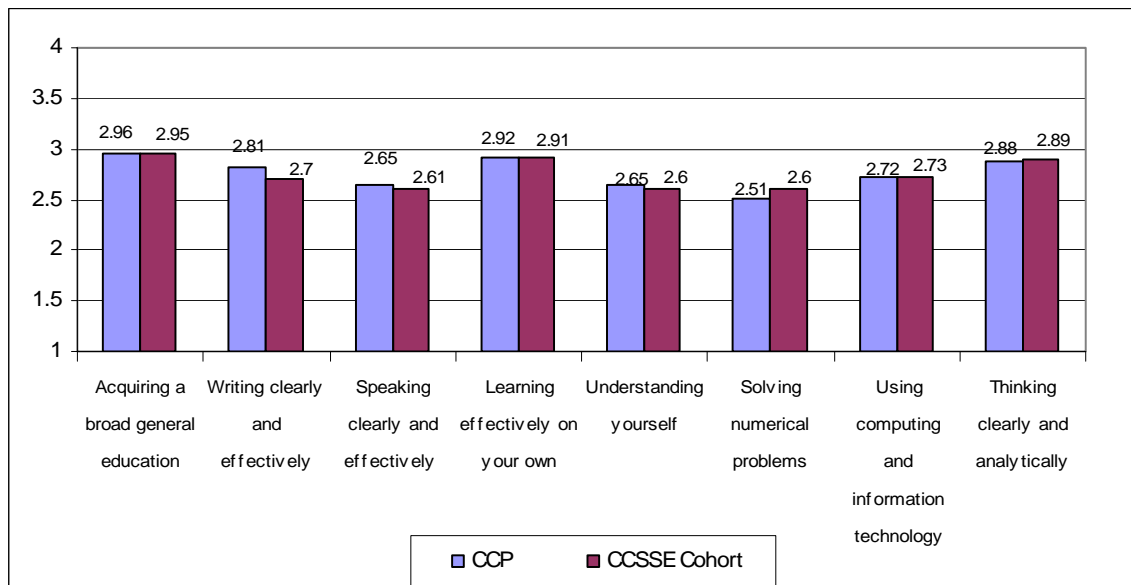
This report explores the effectiveness of student experiences at CCP in contributing to student knowledge, skills, and personal development. The information is based on samples of students enrolled during spring 2007 (n = 973) and spring 2009 (n = 975) who completed the Community College Survey of Student Engagement (CCSSE) which includes 15 questionnaire items related to the development of general education and workforce skills and affective attributes. Comparative information is also provided for 2009 community college students enrolled at 592 other colleges that participated in CCSSE.

Development of General Education Skills – CCP Students and the CCSSE Cohort

Of the eight general education survey items (Figure 1), the most substantive difference between CCP students and the students in the CCSSE cohort was that CCP students were more likely than students elsewhere to attribute their CCP experiences with the development of clear and effective writing and speaking skills. In turn, CCP students lagged slightly behind their peers in developing the ability to solve numerical problems.

Figure 1
General Education Skills
How much of your experience at this college contributed to your knowledge, skills, and personal development in the following areas?
Spring 2009 Students

1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much

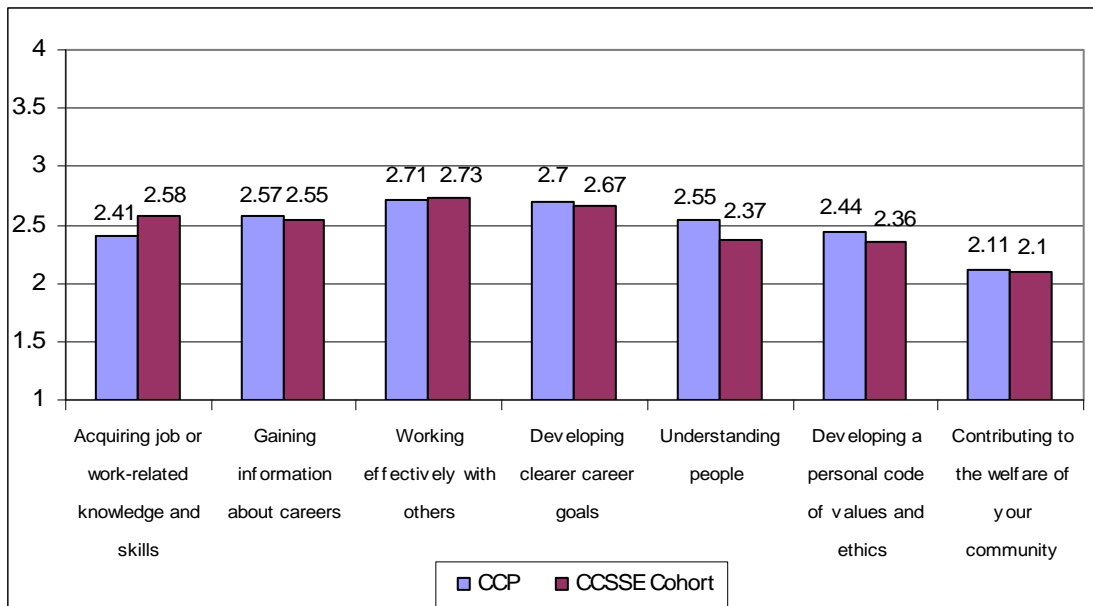


Development of Workforce and Personal Skills - CCP Students and the CCSSE Cohort

Of the seven workforce and personal skills survey items contained on the survey (Figure 2), CCP students were more likely than community college students elsewhere to attribute their CCP experiences with the development of their ability to understand people; and development of a personal code of values and ethics. CCP students were also less likely than their peers to acquire job or work related knowledge and skills. There were small insignificant group differences across the other workforce and personal skills areas represented in Figure 2.

Figure 2
Workforce and Personal Skills
How much of your experience at this college contributed to your knowledge, skills, and personal development in the following areas?
Spring 2009 Students

1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much

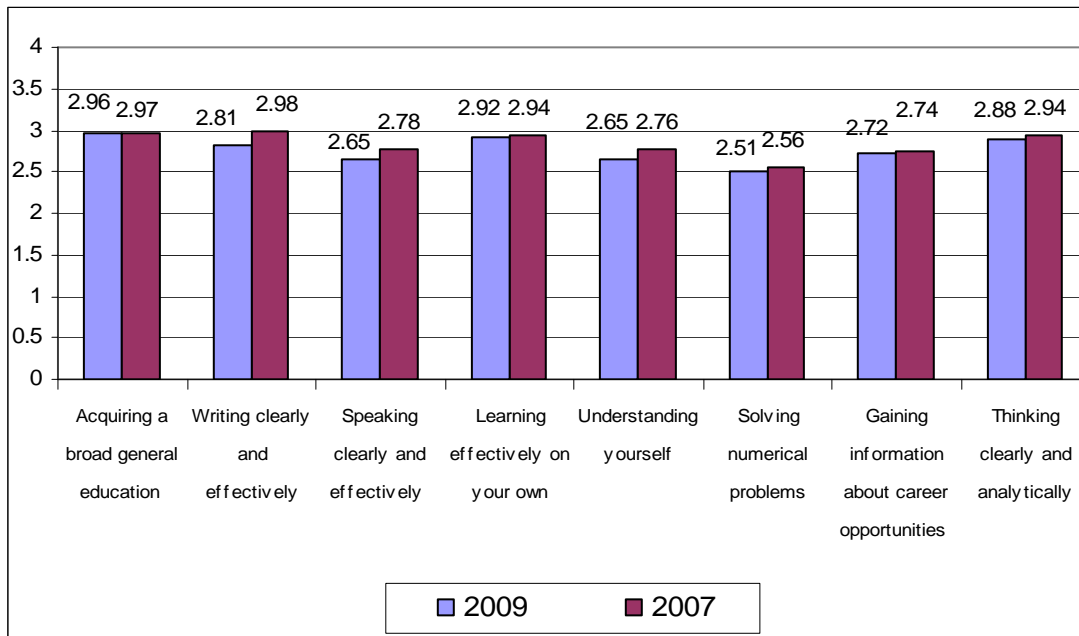


Development of General Education Skills – 2009 and 2007 CCP Students

In general, CCP students in 2009 reported less growth in the area of general education than their peers in 2007 (Figure 3). The largest declines across time were associated with writing clearly and effectively; speaking clearly and effectively; and understanding self.

Figure 3
General Education Skills
How much of your experience at this college contributed to your knowledge, skills,
and personal development in the following areas?
Spring 2007 and Spring 2009 CCP Students

1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much



Development of Workforce and Personal Skills - 2009 and 2007 CCP Students

The same pattern of decline from 2007 to 2009 was true in the area of workforce and personal skills (Figure 4). In this case, the largest declines over time were associated with understanding people; acquiring job or work-related knowledge and skills; and developing a personal code of values and ethics.

Figure 4
Workforce and Personal Skills
How much of your experience at this college contributed to your knowledge, skills,
and personal development in the following areas?
Spring 2007 and Spring 2009 CCP Students

1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much

