



**Office of  
Institutional  
Research**

**Assessment of Mission Effectiveness:  
Development of General Education Skills**

**- CCP Graduates in 2007-**

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**Community  
College  
*of* Philadelphia**

## **Assessment of Mission Effectiveness: Development of General Education Skills for CCP Graduates**

### 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 considers the goal accomplishment of 2007 CCP graduates relative to the development of general education skills and affective attributes. The information that is used to evaluate the College's effectiveness with respect to these aspects of its mission was gathered through the annual survey of CCP graduates<sup>1</sup>.

Measures of mission effectiveness are based on graduates' self-assessments of the progress they made on objectives while enrolled at the College. Graduates are asked the global question, *Have you accomplished the educational objectives you set for yourself at CCP?* For the most part, graduates achieved their educational objectives in full. A very small percentage of 2007 graduates said they did not accomplish their educational objectives. (Table 1).

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<sup>1</sup> In 2007, this survey had a response rate of approximately 21%.

**Table 1**  
**Accomplishment of Educational Objectives**  
**2007 Graduates**

<b>Level of Accomplishment</b>	<b>Frequency</b>	<b>Percent</b>
Fully	248	80.0
Partly	59	19.0
Not accomplished	3	1.0
Total	310	100.0

Table 2 contains a list of 19 goals that were included as part of a questionnaire item that asked graduates to indicate *the level of progress made on each goal while at the College*. The following four-point response scale was provided for this item: 1) considerable progress, 2) some progress, 3) little progress, and 4) no progress.

**Table 2**  
**General Education Goals and Affective Attributes**  
**Included on Graduate Survey**

1. Improved my oral communication skills
2. Improved my written communication skills
3. Improved my quantitative reasoning skills
4. Improved my scientific reasoning skills
5. Improved my ability to critically evaluate ideas
6. Developed an interest or openness to new ideas
7. Enhanced my ability to work as part of a group
8. Developed interpersonal skills and the ability to relate to others
9. Enhanced my understanding of my own and different cultures
10. Improved my leadership abilities
11. Developed meaningful career goals
12. Enhanced my self-confidence
13. Improved my self-reliance
14. Improved my self-discipline
15. Improved my preparation for active participation in community activities
16. Preparation for continued personal and intellectual growth after college
17. Developed into a more informed citizen
18. Improved my ability to use internet and online resources effectively
19. Enhanced my ability to express myself creatively

A factor analysis indicated there were two clusters on which 17 of the 19 goals loaded. Items 1 through 5 in Table 2, which define one of the clusters, appear to comprise a general education factor while items 6 through 17, which define the second factor, represents affective attributes that address issues in the College’s Mission Statement. Items 18 and 19 are items that statistically did not cluster with the other goals.

General Education Goals

Table 3 contains the distribution of graduate responses to the goals that represent the General Education cluster. As a group, graduates made significant progress across the five general education goals. Between 50% and 65% of all graduates in 2007 reported they made considerable progress in all five areas of general education and another 29% to 43% made some progress on these goals while enrolled at the College. As a group, graduates reported greatest levels of progress in improving written communication skills and improving quantitative reasoning skills.

**Table 3  
Progress on General Education Goals  
2007 Graduates**

<b>General Education Goals</b>	<b>Considerable Progress (%)</b>	<b>Some Progress (%)</b>	<b>Little Progress (%)</b>	<b>No Progress (%)</b>
Improved my oral communication skills	50.0	43.0	4.4	2.6
Improved my written communication skills	65.1	28.9	3.4	2.6
Improved my quantitative reasoning skills	56.5	35.7	6.1	1.7
Improved my scientific reasoning skills	47.6	39.4	7.8	5.2
Improved my ability to critically evaluate ideas	53.2	39.0	5.2	2.6

Affective Attribute Goals

Table 4 contains the distribution of responses to the goals that represent the Affective Attributes cluster. Between 45% and 65% of all 2007 graduates reported they made considerable progress in most of the affective areas contained on the questionnaire and another 29% to 39% made some progress on these goals while enrolled at the College.

Greatest levels of progress were associated with developing an interest or openness to new ideas. Graduates in 2007 made least progress in preparing for active participation in community activities.

**Table 4**  
**Progress on Affective Attribute Goals**  
**2007 Graduates**

<b>Affective Attribute Goals</b>	<b>Considerable Progress (%)</b>	<b>Some Progress (%)</b>	<b>Little Progress (%)</b>	<b>No Progress (%)</b>
Developed an interest or openness to new ideas	64.8	30.9	3.0	1.3
Enhanced my ability to work as part of a group	53.0	34.9	8.2	3.9
Developed interpersonal skills and the ability to relate to others	55.7	35.7	4.3	4.3
Enhanced my understanding of my own and different cultures	56.1	35.2	4.8	3.9
Improved my leadership abilities	47.4	38.7	10.9	3.0
Developed meaningful career goals	61.2	28.9	6.5	3.4
Enhanced my self-confidence	56.1	34.4	5.2	4.3
Improved my self-reliance	57.8	34.8	3.9	3.5
Improved my self-discipline	56.1	35.5	5.3	3.1
Improved my preparation for active participation in community activities	44.7	33.3	13.6	8.3
Preparation for continued personal and intellectual growth after college	64.4	29.2	4.3	2.1
Developed into a more informed citizen	59.2	29.4	6.1	5.3

### Other Goals

Responses to the two remaining goals that did not load onto the factors represented in the preceding tables appear in Table 5. Approximately 20% of 2007 graduates reported they made little or no progress in *enhancing their ability to express themselves creatively* and 15.1% reported little or no progress in *improving their ability to use the Internet and online resources effectively*.

**Table 5**  
**Progress on Goals Reported by 2007 Graduates**

<b>Other Goals</b>	<b>Considerable progress (%)</b>	<b>Some Progress (%)</b>	<b>Little Progress (%)</b>	<b>No Progress (%)</b>
Improved my ability to use internet and online resources effectively	50.9	34.1	8.6	6.5
Enhanced my ability to express myself creatively	47.6	32.2	7.9	12.3

### Comparisons Across Degree Type

Progress was compared for two groups of graduates based on the nature of the degree they were awarded: transfer and career. Among respondents to the survey, there were 121 graduates who were awarded a degree in a career program and 112 graduates who received a degree in a transfer program.

For ease of comparison, responses to each item were coded as follows: No Progress = 0; Little Progress = 1; Some Progress = 2; and Considerable Progress = 3. The group means<sup>2</sup> for 2007 graduates were calculated for each goal and these values appear in Table 6.

**Table 6**  
**Progress on Goals Reported by Graduates by Degree Type**

	<b>Career Program n = 121</b>	<b>Transfer Program n = 112</b>	<b>Mean Difference</b>
<b>General Education Goals</b>			
Improved my oral communication skills	2.43	2.38	0.05
Improved my written communication skills	2.48	2.65	-0.17
Improved my quantitative reasoning skills	2.45	2.49	-0.03
Improved my scientific reasoning skills	2.32	2.27	0.05
Improved my ability to critically evaluate ideas	2.48	2.37	0.11
<b>Affective Attribute Goals</b>			
Developed an interest or openness to new ideas	2.61	2.58	0.03
Enhanced my ability to work as part of a group	2.44	2.30	0.14
Developed interpersonal skills and the ability to relate to others	2.44	2.41	0.03
Enhanced my understanding of my own and different cultures	2.37	2.51	-0.14
Improved my leadership abilities	2.41	2.19	0.22
Developed meaningful career goals	2.55	2.40	0.16
Enhanced my self-confidence	2.49	2.35	0.14
Improved my self-reliance	2.51	2.43	0.08
Improved my self-discipline	2.50	2.39	0.11
Improved my preparation for active participation in community activities	2.14	2.15	0.00
Preparation for continued personal and intellectual growth after college	2.58	2.54	0.04
Developed into a more informed citizen	2.45	2.40	0.04
<b>Other Goals</b>			
Improved my ability to use internet and online resources effectively	2.31	2.28	0.03
Enhanced my ability to express myself artistically	2.16	2.14	0.02

<sup>2</sup> Given the scale of measurement, the maximum mean value possible is 3.0.

For the most part, graduates in career programs reported greater progress than transfer program graduates. This was especially true in improving leadership abilities; developing meaningful career goals; enhancing self-confidence; and enhancing skills to effectively work in groups. As a group, transfer program graduates reported more improvement than career program graduates in written communication skills and enhancing their understanding of cultures.

### Summary

The Middle States Evaluation Team noted that *indicators of the overall effectiveness of CCP in achieving the General Education Standard suggest that the educational delivery systems are effectively educating the community.*<sup>3</sup> The information in this report supports this observation that the College is effectively providing students with opportunities and experiences that support many aspects of its mission. Most of the graduates who responded to this survey benefited from their CCP enrollment in many ways. The general education skills and affective attributes that graduates hone while enrolled at the College have contributed to the positive employment and transfer outcomes many graduates experience after leaving the College. While the information in this report, taken as a whole, indicates that the College is effectively addressing its Mission, it also points out the existence of some disparities in graduate achievement across curricular clusters.

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<sup>3</sup> Report to the Faculty, Administration, Trustees and Students of Community College of Philadelphia (@ [http://www.ccp.edu/scurtis/Middle\\_states.pdf](http://www.ccp.edu/scurtis/Middle_states.pdf) )