

Program Name: Core Curriculum

Program Contact Person(s): Courtney Carter, Associate Dean & Rachel Wolf, Executive Dean of the Arts, Languages & Literature Division

Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_

Eastfield Mission Statement	Program SLOs	Related Intellectual Competencies (ICs)	Means of Assessment and Criteria for Success	Summary of Data Collected	Strategies for Program Modification
<p>Eastfield College offers Excellence in Teaching and Learning</p>	<p><u>Reading</u>: Students should be able to...</p> <p>Identify the main idea and purpose of a reading passage.</p> <p>Evaluate information to determine inconsistencies in an argument.</p> <p><u>Writing</u>: Students should be able to...</p> <p>Recognize agreement between basic grammatical elements such as nouns, verbs, pronouns, and conjunctions.</p> <p>Compare and contrast complex sentence constructions.</p>	<p>“Reading: the ability to analyze and interpret a variety of printed materials...”</p> <p>“Critical Thinking: the ability to think and analyze at a critical level”</p> <p>“Computer Literacy: the ability to understand our technological society, use computer based technology in communication, solving problems, acquiring information.”</p>	<p>The Core Curriculum Evaluation Steering Team identified the course(s) that consisted of the most core completers with 30+ hours of core credit.</p> <p>FA 09: BIOL 1406 &amp; BIOL 1408 sections. SP 10: BIOL 1409 sections.</p> <p>FA 09: Sample group of 69 BIOL 1406 &amp; BIOL 1408 students completed the MAPP (Measures of Academic Proficiency Progress) assessment test. The test measured which percentage of the core completers in the sample group from the BIOL sections were either proficient, marginally proficient and non proficient in the levels of skill dimensions in reading, writing, critical thinking and mathematics.</p>	<p>See attached documents for results of FA 09 testing.</p>	<p>After the completion of the SP 10 launch of MAPP using the core completers sample group of BIOL 1409 students with 30+ hours of core credit, the Core Curriculum Evaluation Steering Team will meet FA 10 to comparatively review the results from FA 09 and SP 10. Then, the Committee will make recommendations for Core Curriculum Program Modifications.</p>

	<p><u>Mathematics</u>: Students should be able to...</p> <p>Solve algebraic equations.</p> <p>Solve problems by applying arithmetic concepts.</p>				
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# ETS® Proficiency Profile

## Summary of Proficiency Classifications

To show how many students are proficient at each level

**Eastfield College**

**Abbreviated Form**

**Test Description:** Abbreviated Form A

**Number of students tested:** 69

**Number of students included in these statistics:** 62

**Number of students excluded (see roster):** 7

**Cohort Name:** Fall 2009

**Close Date:** 01/25/2010

**Student Level:** All

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
<b>Reading, Level 1</b>	61%	27%	11%
<b>Reading, Level 2</b>	35%	11%	53%
<b>Critical Thinking</b>	2%	19%	79%
<b>Writing, Level 1</b>	42%	48%	10%
<b>Writing, Level 2</b>	13%	27%	60%
<b>Writing, Level 3</b>	3%	15%	82%



<b>Mathematics, Level 1</b>	42%	32%	26%
<b>Mathematics, Level 2</b>	19%	23%	58%
<b>Mathematics, Level 3</b>	8%	8%	84%

The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.