

**Aggregated Levels UCC Cognitive Skill Attainment in Each Transformation**

(extracted from annual assessment reports)

Employing scientific, critical, and creative thinking, Ball State graduates transform:

- Experience into Information - isolate discrete, recognizable and usable facts
- Information into Knowledge - analyze facts within an intellectual framework, discover meaning in experience
- Knowledge into Judgment - reflect on knowledge gained to make choices and direct what they think, say and do
- Judgment into Action - take individual responsibility and contribute to the wellbeing of their communities

Tier	Transformation	Academic Year	4 Accomplished	3 Competent	2 Developing	1 Beginning
Foundations and Tier 1	Experience to Information	24-25	<b>46%</b> 4,031	<b>37%</b> 3,276	<b>10%</b> 852	<b>7%</b> 653
		23-24	<b>36%</b> 4,242	<b>41%</b> 4,735	<b>12%</b> 1,406	<b>11%</b> 1,265
		22-23	<b>40%</b> 5,107	<b>41%</b> 5,252	<b>13%</b> 1,677	<b>5%</b> 684
		21-22	<b>40%</b> 5,080	<b>39%</b> 5,056	<b>12%</b> 1,595	<b>9%</b> 1,141
Foundations and Tier 1	Information to Knowledge	24-25	<b>39%</b> 4,620	<b>38%</b> 4,536	<b>13%</b> 1,565	<b>10%</b> 1,213
		23-24	<b>31%</b> 4,496	<b>42%</b> 6,120	<b>15%</b> 2,179	<b>12%</b> 1,657
		22-23	<b>38%</b> 6,972	<b>42%</b> 7,686	<b>14%</b> 2,569	<b>6%</b> 1,079
		21-22	<b>39%</b> 5,418	<b>39%</b> 5,450	<b>14%</b> 2,012	<b>8%</b> 1,063
Tier 2	Knowledge to Judgement	24-25	<b>50%</b> 2,481	<b>29%</b> 2,481	<b>12%</b> 973	<b>9%</b> 723
		23-24	<b>54%</b> 2,635	<b>28%</b> 1,396	<b>10%</b> 486	<b>8%</b> 377
		22-23	<b>53%</b> 3,964	<b>30%</b> 2,226	<b>11%</b> 801	<b>6%</b> 480
		21-22	<b>41%</b> 3,883	<b>43%</b> 4,117	<b>10%</b> 906	<b>6%</b> 588
Tier 3	Judgement to Action	24-25	<b>53%</b> 1,556	<b>33%</b> 960	<b>9%</b> 273	<b>5%</b> 137
		23-24	<b>61%</b> 1,139	<b>31%</b> 589	<b>6%</b> 117	<b>2%</b> 40
		22-23	<b>74%</b> 837	<b>22%</b> 244	<b>4%</b> 51	<b>.3%</b> 4
		21-22	<b>46%</b> 633	<b>45%</b> 619	<b>7%</b> 96	<b>2%</b> 27

Note: Percentages were rounded to the nearest whole number. Included in this summary were UCC courses in which a 4-pt. scale was used to report attainment of cognitive skills. Several units use a different scale or reporting format to align with preferred practices in the unit or requirements for specialized accreditation. Excluded from this summary, though equally important and informative, were UCC courses in which an alternate scale (i.e. 3-pt., 5-pt.) was used to report attainment of cognitive skills.