

Assessment of General Education Goal 3.1
Results of the December 2011 Assessment
Office of Institutional Effectiveness
December 21, 2011

General Education Goal 3: Explain interpersonal skills and behaviors to promote the achievement of personal and group goals in the workplace and society.

Outcome 1: Student will be able to work in groups effectively.

A total of 20 students from ENG 130 and CMN 104 courses were evaluated on GEG 3.1. All students but one had a corresponding demographic sheet for the December assessment. The students were assessed by observations performed by the course instructor. The instructors scored the students on four components associated with GEG 3.1 (see attached rubric): *Attendance/Punctuality*, *Participation*, *Cooperation/Communication*, and *Respect*.

The table below (Table 1) displays the student scores—the percentage represents the percentage of students that received that score. The mean scores for all components were above the *Acceptable* rating, but this assessment only included a very small sample.

Table 1: Student Scores

	<i>Attendance/ Punctuality</i>	<i>Participation</i>	<i>Cooperation/ Communication</i>	<i>Respect</i>
1 (Developing)	20%	15%	5%	5%
2 (Acceptable)	10%	45%	40%	40%
3 (Exemplary)	70%	40%	55%	55%
Mean	2.50	2.25	2.50	2.50

Because this assessment did not involve multiple faculty readers, there is no reliability measurement associated with the assessment. Also, due to the low number of artifacts, the analysis from the demographic sheets was limited (see Table 2).

Table 2: Demographics

Variable	Category	Valid Percent	n	C1 Mean	C2 Mean	C3 Mean	C4 Mean
Semester at JWCC	1 st	15.8%	3	3.00	3.00	3.00	2.67
	2 nd	10.5%	2	2.50	2.00	3.00	2.50
	3 rd	42.1%	8	2.75	2.25	2.38	2.75
	4 th	0%	0	NA	NA	NA	NA
	5 th or more	31.6%	6	2.58	2.26	2.53	2.53
FT/PT Status	Part-time	31.6%	6	2.50	2.33	2.83	2.50
	Full-time	68.4%	13	2.62	2.72	2.38	2.54
Traditional/ Non-traditional (age)	Traditional	84.2%	16	2.50	2.25	2.56	2.44
	Non-traditional	15.8%	3	3.00	2.33	2.33	3.00
Gender	Female	52.6%	10	2.40	2.30	2.70	2.40
	Male	47.4%	9	2.78	2.22	2.33	2.67
Employment	Don't work	15.8%	3	3.00	2.67	2.67	2.67
	Part-time	47.4%	9	2.67	2.33	2.56	2.78
	More than PT	36.8%	7	2.29	2.00	2.43	2.14
Class Status	Freshman	50%	9	2.37	2.44	2.78	2.56
	Sophomore +	50%	9	2.44	2.11	2.33	2.44
Transfer Student	Yes	5.3%	1	3.00	3.00	3.00	3.00
	No	94.7%	18	2.56	2.22	2.50	2.50

JOHN WOOD COMMUNITY COLLEGE

GENERAL EDUCATION ASSESSMENT

Learning Outcome 3.1: The student will be able to work in groups effectively.

Rubric designed by David Rigsbee; revised by Marty Otto

	1 DEVELOPING	2 ACCEPTABLE	3 EXEMPLARY
Attendance and punctuality:	Rarely attends the group's sessions or comes very late. Rarely informs other team members in advance of being late or absent.	Occasionally misses a session or arrives late, but usually informs team members in advance.	Always attends sessions and arrives on time.
Participation:	Seldom says or does anything during sessions and has done little or no outside work to prepare for current session.	Usually enters discussions, suggests actions and shows evidence of some preparation for current session	Always makes positive contributions and is prepared for current session.
Cooperation / Communication:	Dominates the discussion and usually wants decisions to go his/her way, or does not communicate.	Makes positive contributions while considering the majority view.	Shows excellent collaboration skills that facilitate group decisions
Respect:	Shows little consideration for other team members' ideas or feelings.	Takes other ideas into consideration.	Listens to all opinions and encourages others to share their ideas.