

Assessment of General Education Goal 4.1  
 Results of the rating of artifacts from May 2010  
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General Education Goal 4: Use critical thinking.

Outcome 1: Students will be able to make rational decisions and solve problems.

The artifacts for this assessment were collected from HIS 122 courses. There were a total of 66 student artifacts collected but only 53 were scored. Of the 53 artifacts that were scored, all of them included a demographic sheet for analysis.

The artifacts were scored by four teams consisting of two faculty members each. Each artifact was scored three times. The artifacts were first scored independently by both members of the team, and then the team members conferred to score each artifact together. The artifacts were scored on five different components: historical significance, organization, research, structure, and significance then and now. Each component was given a score of a one (unsatisfactory), two (satisfactory), or three (good).

All components received relatively low ratings with means ranging from 1.68 for the structure component to 1.28 for the research component (see Table 1 below). Also, very few artifacts were rated as 'good' for any component. The inter-rater reliability was measured by comparing the individual ratings each team member gave to the same artifact. The inter-rater reliability was highest for the historical significance component with team members agreeing on the rating 72% of the time and lowest in the organization and structure components with team members agreeing 66% of the time. Overall, the inter-rater reliability should be considered in the acceptable range.

Table 1: Artifact Scores, n=53

	Historical Significance	Organization	Research	Structure	Significance Then and Now
1 (Unsatisfactory)	45%	43%	77%	64%	51%
2 (Satisfactory)	42%	51%	17%	30%	42%
3 (Good)	13%	6%	6%	6%	8%
Mean	1.68	1.62	1.28	1.42	1.57

Table 2: Inter-Rater Reliability, n=53

	Historical Significance	Organization	Research	Structure	Significance Then and Now
Agree	72%	66%	76%	66%	68%
Differ by 1	25%	32%	25%	32%	32%
Differ by 2	4%	2%	0%	2%	0%

The demographic sheets show that all artifacts came from structured courses (no online, OLC, or ITV), and most students were in their second semester at JWCC (49%), taking at least 12 credit hours (92%), traditional-aged college students (88%), work part-time jobs (75%), and have not taken a course at JWCC in the academic area the artifact came from before (60%).

An analysis was also done to consider demographic factors that may be affecting artifact scores. This analysis showed that age, the number of credit hours the student had entering the semester, and marital and dependent status all had statistically significant effects on one or more of the components scored. These results are shown below in Table 3. Students over the age of 25 had higher scores on average for all components except structure. Students who had completed at least 30 hours scored higher on average for the organization and structure components. Students who were not married and had no dependents scored lower on average than those students who were either married, had dependents, or both for the historical significance, organization, and research components.

Table 3

	Historical Significance	Organization	Research	Structure	Significance Then and Now
Age <= 24, n=42	1.55*	1.50**	1.19**	1.31	1.45*
Age > 24, n=6	2.17*	2.33**	1.83**	1.67	2.00*
Cr Hrs < 30, n=30	1.50	1.43*	1.23	1.20*	1.47
Cr Hrs >= 30, n=16	1.81	1.88*	1.19	1.56*	1.56
Single, n=39	1.49**	1.49**	1.18*	1.28	1.46
Family, n=9	2.22**	2.11**	1.67*	1.67	1.78

\*p < .05

\*\*p < .01