

Assessment of General Education Goal 5.2
 Results of the December 2011 Assessment
 Office of Institutional Effectiveness
 January 10, 2012

General Education Goal 5: Communicate effectively using verbal, nonverbal, listening and written skills.
 Outcome 2: Student will be able to deliver an oral presentation.

A total of 194 students from CMN 101 courses were evaluated on GEG 5.2. The artifacts were recorded speeches and were assessed by teams of two faculty members. Each artifact was scored three times – once by each team member independently and then a team consensus score was given. The artifacts were scored on three components associated with GEG 5.2 (see attached rubric): *Content*, *Organization*, and *Delivery*.

The table below (Table 1) displays the student scores– the percentage represents the percentage of students that received that score. Only one of the components (*Organization*) received a mean score that was above the *Good* rating. Both the *Content* and *Delivery* components had mean scores just below the *Good* rating. Table 2 displays the inter-rater reliability ratings for the assessment which was measured by comparing the individual ratings each team member gave to the same artifact. The inter-rater reliability was very good for this assessment with team members agreeing on the rating between 70% and 75% of the time.

Table 1: Student Scores, n=194

	<i>Content</i>	<i>Organization</i>	<i>Delivery</i>
1 (Poor)	32.0%	21.1%	29.9%
2 (Good)	43.3%	44.3%	44.8%
3 (Excellent)	24.7%	34.5%	25.3%
Mean	1.93	2.13	1.95

Table 2: Inter-Rater Reliability, n=194

	<i>Content</i>	<i>Organization</i>	<i>Delivery</i>
Agree	71.6%	70.6%	74.7%
Differ by 1	28.4%	28.9%	25.3%
Differ by 2	0%	0.5%	0%

An analysis was also done to consider demographic factors that may be affecting artifact scores. The table below (Table 3) shows the results of this analysis. The significant findings were that full-time students tended to score higher on the *Content* component than did part-time students, non-traditional (25 and older) tended to score higher on the *Organization* and *Delivery* components than did the traditional-aged students, and dual credit students tended to score lower on the *Content* component.

Table 3: Demographics

Variable	Category	n	C1 Mean	C2 Mean	C3 Mean
Semester at JWCC	1 st	103	1.89	2.10	1.94
	2 nd	12	1.58	1.92	1.83
	3 rd	41	2.10	2.24	2.05
	4 th	9	2.22	2.44	1.89
	5 th or more	17	1.94	2.24	1.94
FT/PT Status	Part-time	63	1.78*	2.14	1.97
	Full-time	120	2.03*	2.16	1.96
Traditional/ Non-traditional (age)	Traditional	150	1.90	2.09*	1.90*
	Non-traditional	33	2.15	2.42*	2.24*
Delivery Type	Structured	153	2.05*	2.18	1.93
	Dual Credit	29	1.38*	2.03	2.10
Gender	Female	109	1.99	2.17	2.02
	Male	74	1.88	2.14	1.88
Employment	Don't work	32	2.03	2.19	2.16
	1 – 20 hours	54	1.80	2.07	1.81
	21 – 30 hours	53	1.98	2.19	1.98
	31 – 40 hours	29	1.93	2.07	1.90
	Over 40 hours	14	2.21	2.43	2.14
Class Status	Freshman	129	1.88	2.09	1.91
	Sophomore +	54	2.11	2.31	2.07
Transfer Student	Yes	25	2.12	2.16	2.04
	No	154	1.92	2.16	1.94

*p < .05

JOHN WOOD COMMUNITY COLLEGE GENERAL EDUCATION ASSESSMENT

General Education Goal 5: The student will be able to communicate effectively using verbal, nonverbal, listening and writing skills.

Learning Outcome 5.2: The student will be able to deliver an oral presentation.

	1 POOR	2 GOOD	3 EXCELLENT
Content:	Does not seem to develop the topic very well. Research is not evident. Lacks citation of sources	Shows good development of parts of the topic. Research is not used to support all points. Some citation of sources.	Shows full development of the topic. Research supports most main points. Thorough citation of sources.
Organization:	Was hard to tell what the topic was. Lacks logical organization. Transitions are rarely used if at all.	Stays on topic some (75 – 89%) of the time. Organization is hard to follow. Transitions are used sometimes.	Stays on topic all (100%) of the time. Organizes ideas logically. Transitions between points are smooth.
Delivery:	Does not look comfortable. Does not look at people during the presentation. Reads paper to the group. Difficult to hear. Non-Standard English is distracting. No aids used.	Looks confident most of the time. Establishes eye contact with some people during the presentation. Speaks so audience can hear most of the time. Some use of Non-standard English. Uses aids such as notes and PowerPoint, but not always effectively.	Looks confident. Establishes eye contact with everyone during the presentation. Speaks loudly with enthusiasm. Uses Standard English. Uses aids such as notes and PowerPoint effectively.