

Assessment of General Education Goal 6.2
Results of the Spring 2013 Assessment
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General Education Goal 6: Demonstrate the ability to evaluate and apply information technology.
Outcome 2: Student will be able to demonstrate information-seeking skills.

A total of 136 student artifacts were collected from ENG 102 courses for the GEG 6.2 assessment. There were also 135 demographic sheets collected with the artifacts. Each artifact was scored by a team consisting of two faculty readers. Each faculty reader scored the artifacts independently, and then a final consensus rating was given. The artifacts were scored according to the attached rubric on two components: *Currency of Sources (Currency)* and *Authority of Sources (Authority)*.

The table below (Table 1) displays the student scores– the percentage represents the percentage of students that received that score. The mean scores for both components were fairly high and were above the *Good* rating – more students scored *Excellent* than *Poor*. Also, the distributions indicate that a relatively low percentage of students in both components had artifacts that were rated as *Poor*. Overall, the scores were very good compared to other GEG assessments.

Table 1: Student Scores

	<i>Currency</i>	<i>Authority</i>
1 (Poor)	10%	18%
2 (Good)	31%	45%
3 (Excellent)	59%	37%
Mean	2.49	2.19

As a way to measure the reliability of the assessment, inter-rater reliability data was measured and is displayed in Table 2 below. The measure compares how often the two faculty readers scored an artifact the same (Agree), had a difference in score by 1 (Differ by 1), or had a difference in score by 2 (Differ by 2). The *Currency* component had a very high level of inter-rater reliability with 85% agreement among the faculty readers. The *Authority* component was slightly lower at 70% agreement, but this should still be considered an acceptable rating.

Table 2: Inter-Rater Reliability

	<i>Currency</i>	<i>Authority</i>
Agree	85%	70%
Differ by 1	14%	26%
Differ by 2	1%	4%

An analysis was also done to examine scoring differences among the different categories of the variables collected from the demographic sheets (see Table 3 below). The data show the different distributions of the various demographic factors that were collected. Also included are the mean scores for each of the different categories. Note that just because the mean scores may be different in the sample, it may not be true of the population (most results aren't statistically significant). The following results represent the statistically significant findings. Females tended to score higher on the *Authority* component than did males. Of most importance though is the fact that the artifacts from students that transferred to JWCC from another college had higher scores in the *Currency* component than students that did not transfer to JWCC from another college.

Table 3: Demographics

Variable	Category	n	Currency Mean	Authority Mean
Year at JWCC	1 st	89	2.44	2.16
	2 nd	38	2.63	2.24
	3 rd or more	7	2.29	2.43
Program Type	AA	35	2.66	2.31
	AS	23	2.57	2.22
	AFA	1	3.00	2.00
	AAS	18	2.28	1.89
	Don't Know/Other	55	2.42	2.22
FT/PT Status	Part-time	44	2.48	2.30
	Full-time	87	2.51	2.17
Age	17 to 20	108	2.47	2.18
	21 to 24	15	2.47	2.07
	25 to 29	5	2.60	2.40
	30 or older	6	2.67	2.67
Gender	Female	78	2.53	2.27*
	Male	55	2.42	2.07*
Delivery Method	Structured	104	2.49	2.17
	Dual Credit	22	2.50	2.36
	OLC	8	2.38	2.00
Credits Earned	1 to 14.5	47	2.49	2.30
	15 to 29.5	46	2.33	2.98
	30 to 44.5	21	2.71	2.66
	45 to 59.5	16	2.50	2.25
	60 or more	4	3.00	2.50
Transfer Student	Yes	15	2.73*	2.27
	No	112	2.46*	2.19

*p < .05

GEG 6.2 Rubric

Definition: Students will demonstrate information seeking skills.

Date: _____

Course: _____

Student: _____

Goal Elements	Unacceptable-1	Acceptable-2	Exemplary-3	Score
<p>Currency of sources: Sources for information are reasonably current for the field/discipline involved in the topic being studied.</p>	<p>1) 0- 2 current sources (for the field/topic) are used, or insufficient information is given to determine whether sources are current.</p>	<p>1) 3-4 current sources (for the field/topic) are used.</p>	<p>1) 5 or more current sources (for the field/topic) are used.</p>	
<p>Authority of Sources: Sources used are reasonably authoritative, as indicated by their type/domain and other criteria for evaluating authority (apart from currency): authorship by a valid authority and publication by reputable publisher.</p>	<p>1) 0-2 authoritative sources are used, or insufficient information is given to determine whether sources are authoritative.</p>	<p>1) 3-4 authoritative sources are used.</p>	<p>1) 5 or more authoritative sources are used.</p>	