

Assessment of General Education Goal 7.1
Results of the rating of artifacts from May 2010
Josh Welker
Institutional Researcher
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General Education Goal 7: Explain the importance of facilitating and adapting to change.
Outcome 1: Students will be able to explain the importance of adapting to change.

The artifacts for this assessment were collected from PHL 101, 121, 201, and SOC 101 courses. There were a total of 98 student artifacts collected and scored. Of these 98 artifacts, all of them but eight 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 two different components: understanding, and implementation. Each component was given a score of a one (unsatisfactory), two (satisfactory), or three (superb).

The understanding component had a mean rating 2.07 with 81% of the artifacts having a rating of 2 (satisfactory) or 3 (superb). The implementation component mean was below satisfactory at 1.87 with 67% of the artifacts receiving a rating of 2 (satisfactory) or 3 (superb). The inter-rater reliability was measured by comparing the individual ratings each team member gave to the same artifact (see Table 2 below). The inter-rater reliability for both components was low with 62% reader agreement for understanding and 56% for implementation.

Table 1: Artifact Scores, n=98

| | Understanding | Implementation |
|--------------------|---------------|----------------|
| 1 (Unsatisfactory) | 19% | 33% |
| 2 (Satisfactory) | 54% | 48% |
| 3 (superb) | 27% | 19% |
| Mean | 2.07 | 1.87 |

Table 2: Inter-Rater Reliability, n=98

| | Understanding | Implementation |
|-------------|---------------|----------------|
| Agree | 62% | 56% |
| Differ by 1 | 38% | 39% |
| Differ by 2 | 0% | 5% |

The demographic sheets show that most students were taking at least 12 credit hours (92%), traditional-aged college students (86%), and work part-time jobs (74%). About half of the artifacts came from

students in the second semester of their first year and the other half from students in the second semester of their second year at JWCC. Also, about half of the students had taken a course at JWCC in the academic area that the artifact was collected in before. An analysis was also done to consider demographic factors that may be affecting artifact scores. This analysis didn't find any statistically significant results.