

Appendix A

General Education Assessment



Timeline for assessment development

- ◆ Spring 2002 – Portfolio Subcommittee of AASAC was formed and charged with developing a proposal for assessment.
- ◆ Fall 2002 – A limited pilot project of the portfolio assessment was conducted within limited instructional areas of JWCC.
- ◆ Spring 2003 – Proposal of portfolio assessment was presented, proposed and successfully passed by the faculty senate.
- ◆ Spring 2003 – Development of student assessment handbook.
- ◆ Spring 2003 – Board of Trustees approved portfolio requirement
- ◆ Summer 2003 – Roll out plan and procedural information to faculty and staff.
- ◆ Summer 2003 – Implementation of portfolio assessment to first round of incoming transfer students
- ◆ Fall 2003 – Brought in Neal McKenna from Kishwaukee CC to discuss Kishwaukee portfolio assessment.
- ◆ Fall 2003 – On-going student workshops were first presented.
- ◆ Fall 2003 – Continued evaluation of rubrics
- ◆ Spring 2004 – Portfolio Subcommittee finalized the scoring rubrics for the portfolios
- ◆ Fall 2004 – Midpoint survey was conducted on students and faculty regarding assessment process to determine any assistance or additional training that was needed.
- ◆ Fall 2004 – Dr. Susan Hatfield made first consulting visit to JWCC.
- ◆ Spring 2005 – First graduating class with portfolio assessment requirement submitted portfolios.
- ◆ May 2005 – Process and student portfolios were analyzed and scored by evaluation team.
- ◆ Fall 2005 – SCAA reported results of May assessment to the faculty. Faculty examined the results and suggested actions to SCAA.
- ◆ Fall 2005 – Dr. Susan Hatfield guided faculty during convocation in a discussion of the May 2005 portfolio results.
- ◆ Fall 2005 – Assessment manual distributed to all faculty
- ◆ Fall 2005 – Student handbook on portfolios was modified and Web-based PowerPoint presentation was made available
- ◆ Spring 2006 – Second graduating class with portfolio assessment requirement submitted portfolios.
- ◆ Spring 2006 – Process and student portfolios were analyzed and scored by evaluation team.
- ◆ Fall 2006 – SCAA reported results of May assessment to the faculty. Faculty examined the results and suggested actions to SCAA.
- ◆ Fall 2006 – SCAA disseminated the results campus wide.
- ◆ Fall 2006 – SCAA developed draft of procedures manual.
- ◆ Fall 2006 – Assessment manual was revised.
- ◆ Fall 2006 – Concern regarding students who did not fulfill the portfolio requirement and failed to graduate prompted SCAA contact students to investigate the situation. Findings were reported to SCAA and disseminated campus wide.
- ◆ Fall 2006 – December Assessment using classroom artifacts method developed with the help of Dr. Susan Hatfield. General Education Goal 2 (economics and politics) and Goal 6 (technology) were assessed.
- ◆ Spring 2007 – SCAA reported results of December assessment to the faculty. Faculty examined the results and suggested actions to SCAA.

Timeline for the assessment development (continued)

- ◆ Spring 2007 – Electronic Assessment Workshop developed and made available campus wide
- ◆ February 2007 – Focus Visit from Dr. Kathy Nelson and Mark Johnson consultant-evaluators from the Higher Learning Commission
- ◆ February 2007 – Report from Focus Visit provided to SCAA and disseminated campus wide
- ◆ May 2007 – Third graduating class with portfolio assessment requirement submitted portfolios.
- ◆ May 2007 – Process and student portfolios were analyzed and scored by evaluation team. General Education Goals 2 and 6 were assessed for Learning Outcomes 2.1, 6.1 and 6.2.
- ◆ Fall 2007 – SCAA reported results of May assessment to the faculty. Faculty examined the results and suggested actions to SCAA.
- ◆ December 2007 – December Assessment using classroom artifacts method. General Education Goal 4 (Critical Thinking - mathematics) and Goal 6 (Information Seeking) were assessed.
- ◆ Spring 2008 – SCAA reported results of December assessment to the faculty. Faculty examined the results and suggested actions to SCAA.
- ◆ May 2008 – Fourth graduating class with portfolio assessment requirement submitted portfolios.
- ◆ May 2008 – Process and student portfolios were analyzed and scored by evaluation team. Classroom artifacts were also gathered and scored in order to compare the two methods of assessment. General Education Goal 4 (4.1 Critical Thinking - Mathematics) and Goal 6 (6.2 Information Seeking Skills) were assessed.
- ◆ Fall 2008 – SCAA reported results of May assessment to the faculty. Faculty examined the results and suggested actions to SCAA.
- ◆ December 2008 – December Assessment using classroom artifacts method. General Education Goal 4 (4.1 Critical Thinking - Scientific Method) and Goal 8 (8.2 Awareness of the Fine Arts) were assessed.
- ◆ December 2008 – shortcomings with the portfolio method of assessment were discussed. It was decided to present findings to Faculty at Spring Convocation and ask for a recommendation at February Faculty Senate meeting.
- ◆ January 2009 – Discussion of the value of student portfolios as a method of assessment was conducted at Spring Convocation.
- ◆ February 2008 – SCAA recommended to faculty at Faculty Senate meeting that student portfolio use for assessment be discontinued and the classroom assessment method be implemented for May and December Assessments. Faculty Senate endorsed the recommendation.
- ◆ Spring 2009 – SCAA reported results of December assessment to faculty. Faculty examined results and suggested actions to SCAA.
- ◆ March 2009 – Mike Terry presented results of his sabbatical where he studied writing assessment in both two and four year college settings. He led a discussion regarding his findings and the significance to our institution.
- ◆ May 2009 – May Assessment using classroom artifacts method. General Education Goal 8 (8.1 Awareness of Humanities).
- ◆ Fall 2009 – SCAA reported results of May assessment to the faculty. Faculty examined the results and suggested actions to SCAA.
- ◆ December 2009 – December Assessment using classroom artifacts method. General Education Goal 8 (8.1 Awareness of Humanities)

Timeline for the assessment development (continued)

- ◆ Spring 2010 – SCAA reported results of December assessment to faculty. Faculty examined results and suggested actions to SCAA.
- ◆ May 2010 – May Assessment using classroom artifacts method. General Education Goal 4 (4.1 Critical Thinking, Verbal and Logic) and Goal 7 (7.1 Adapting to Change) were assessed.

Implementation Matrix 2003 Assessment

ASSESSMENT OF GENERAL EDUCATION OBJECTIVES - MASTER TEMPLATE								
COURSE	OBJ 1	OBJ 2	OBJ 3	OBJ 4	OBJ 5	OBJ 6	OBJ 7	OBJ 8
AST 101	X			X		X	X	X
BIO 101			X	X	X	X		X
BIO 102			X	X	X	X		
BIO 105				X		X		X
CHM 100				X		X		X
CMN 101				X		X		X
ENG 101				X		X		X
ENG 102				X		X		X
HIS 111	X					X		X
MAT 105				X		X		X
MAT 109				X		X		X
MAT 220				X		X		X
MAT 234				X		X		X
MUS 102	X		X	X		X	X	
PHL 101	X	X	X	X		X	X	
PHL 121	X	X	X	X	X	X		
PHL 201	X	X					X	
PHY 101				X		X		X
PSC 101		X	X	X				X
PSY 101	X		X	X	X			
RST 111	X						X	
SCI 100	X	X	X	X	X	X		
SCI 105	X	X				X		X
SOC 101	X	X			X			

The matrix above shows our current list of entry-level classes where the Portfolio Assessment is introduced to our students. These classes were matched with the General Education Objectives they address. These particular objectives should be clearly identified to students in the syllabus for each course.

Portfolio

General Education Matrix for 2003

Curriculum & General Education Objective Matrix
John Wood Community College
Assessment of Student Learning achieved through the General Education Objectives

Department: _____ Date: _____

Identify those General Education Objectives (GEO's) which each course addresses and can be potentially reflected in a student's portfolio. A course may address only one or a few GEO's. Simple put a check mark or an X in the cell to complete the analysis.

Courses:

General Education Objective:						
1. Demonstrate an awareness of human values and diverse cultures						
2. Explain economics, politics, and culture from local, national, and world perspectives.						
3. Demonstrate interpersonal skills to promote the achievement of personal and group goals.						
4. Use critical and constructive thinking skills in the identification and solution of problems, including the method and application of scientific inquiry.						
5. Explain the personal attitudes and behaviors necessary for successful functioning in the workplace and society.						
6. Communicate effectively, utilizing verbal, nonverbal, listening, and written skills.						
7. Demonstrate the ability to evaluate and apply information technology.						
8. Explain the importance of facilitating and adapting to change.						
9. Demonstrate an awareness of the fine arts.						
10. Demonstrate an awareness of the humanities.						
Faculty Person compiling the information:						

General Education Assessment – 2005

May, 2005:

On May 17 and 18 of 2005, faculty and staff gathered for the first reading of student portfolios. The portfolios were used as a measure of proficiency of student learning identified by eight General Education goals (GEGs). Teams of two spent one day reading portfolios from students who had recently earned their transfer degrees (AA or AS). The following day was spent pilot testing the rubrics for GEG 5 outcomes.

Day 1 – Assessment of Portfolios

Each team of two was responsible for scoring the artifacts from the assigned student portfolios. Using a rubric created by the Senate Committee on Academic Assessment (SCAA) which consisted of a two-step process, 1) read the reflection statement and score how well the student related the artifact to the given General Education goal; 2) consider how the actual entry appeared to match the stated General Education objective.

Day 2 – Pilot Test of Rubric for GEG 5

The second day focused on GEG 5 – Communicate effectively utilizing verbal, nonverbal, listening, and written skills. The two specific outcomes that were derived from this goal are: 1. Write clearly and 2. Deliver an oral presentation.

MODIFIED SCORING RUBRIC FOR GENERAL EDUCATION PORTFOLIOS
REVISION OF March 19, 2004

STEP 1: Read the reflection statement and score. . .

- 0 Points – If communication is poor. Student makes little or no attempt to explain how this entry meets the objective, or . . .
- 1 Point – If communication is adequate. Student makes some attempt to explain how this entry meets the objective, or . . .
- 2 Points – Communication is very clear and effective. Student clearly explains how the objective was met through the entry, and may show special insights.

STEP 2: Consider how the entry appears to match the stated objective.

Score . . .

- 0 Points – If entry demonstrates weak, inadequate support of the objective or no objective is identified, or . . .
- 1 Point – If entry demonstrates strong or adequate support of the identified objective.

Portfolio
Rubric for Writing Assessment - Fall 2005

Grammar and mechanics: Use of standard English and standard punctuation

3 - Excellent: Free from errors

2 - Good: Contains only a few minor errors

1 - Poor: Contains many errors that distract from and interrupt meaning

0 - Nonexistent:

Organization: Grouping ideas, using topic sentences and headings, arranging within paragraphs, and ordering paragraphs or grouped ideas effectively

3 - Excellent: 75% or more of material has been placed effectively

2 - Good: 50% - 75% of the material has been placed effectively

1 - Poor: A plan is attempted, but less than 50% of material fits the plan

0 - Nonexistent: No obvious attempt is recognizable

Content: Development beyond basic ideas by using examples, illustration, descriptive detail, discussion, or source material to support main ideas

3 - Excellent: 75% or more of core ideas are developed using effective and relevant content

2 - Good: 50% - 75% of the core ideas are developed using effective and relevant content

1 - Poor: Less than 50% of core ideas are developed

0 - Nonexistent: Core ideas remain very basic with no attempt to develop beyond the obvious

Portfolio

Rubric for Oral Presentation - Fall 2005

Content:

3 - Excellent: Shows a full understanding of the topic. Research support main points.

2 - Good: Shows a good understanding of parts of the topic. Research is not used to support all points.

1 - Poor: Does not seem to understand the topic very well. Research is not evident.

0 - Nonexistent:

Organization:

3 - Excellent: Stays on topic all (100%) of the time. Organizes ideas logically. Transitions between points are smooth.

2 - Good: Stays on the topic some (75 - 89%) of the time. Organization is hard to follow. Transitions are used sometimes.

1 - Poor: Was hard to tell what the topic was. Lacks logical organization. Transitions are rarely used if at all.

0 - Nonexistent:

Delivery:

3 - Excellent: Looks confident. Establishes eye contact with everyone during the presentation. Speaks loudly with enthusiasm. Uses Standard English. Uses aids effectively.

2 - Good: Looks confident most of the time. Establishes eye contact with some people during the presentation. Speaks so audience can hear most of time. Some use of Non-standard English. Uses aids, but not always effectively.

1 - Poor: 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 are used.

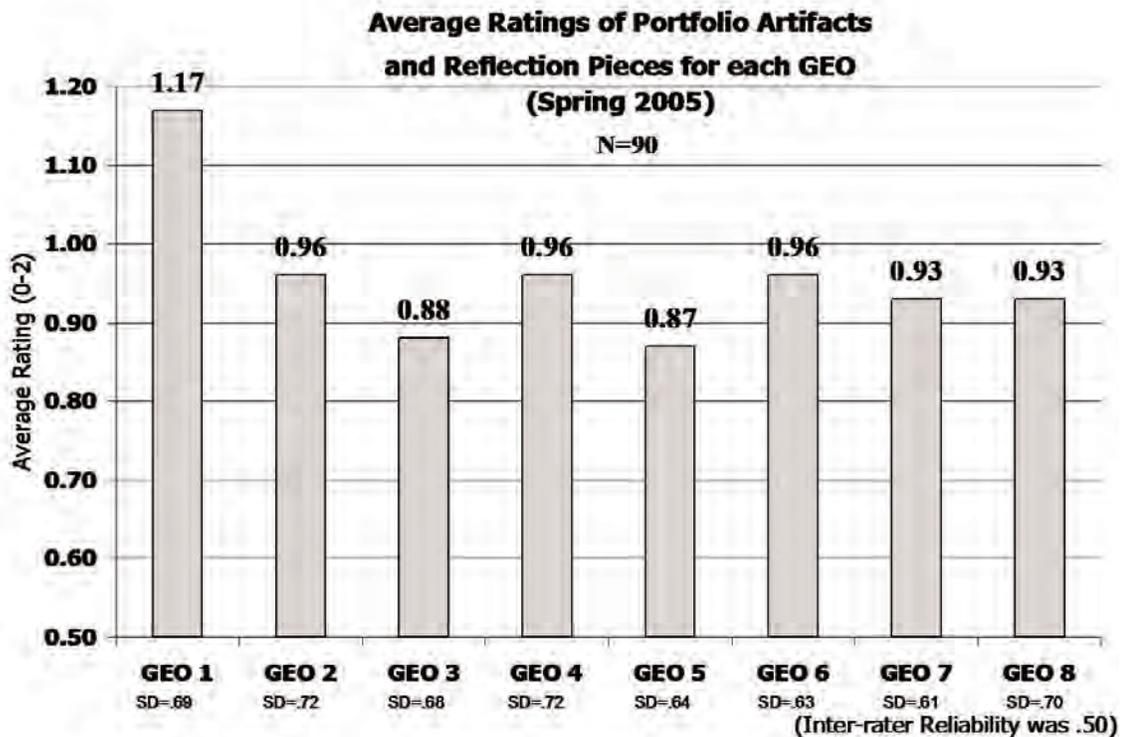
0 - Nonexistent:

Portfolio Results - Spring 2005

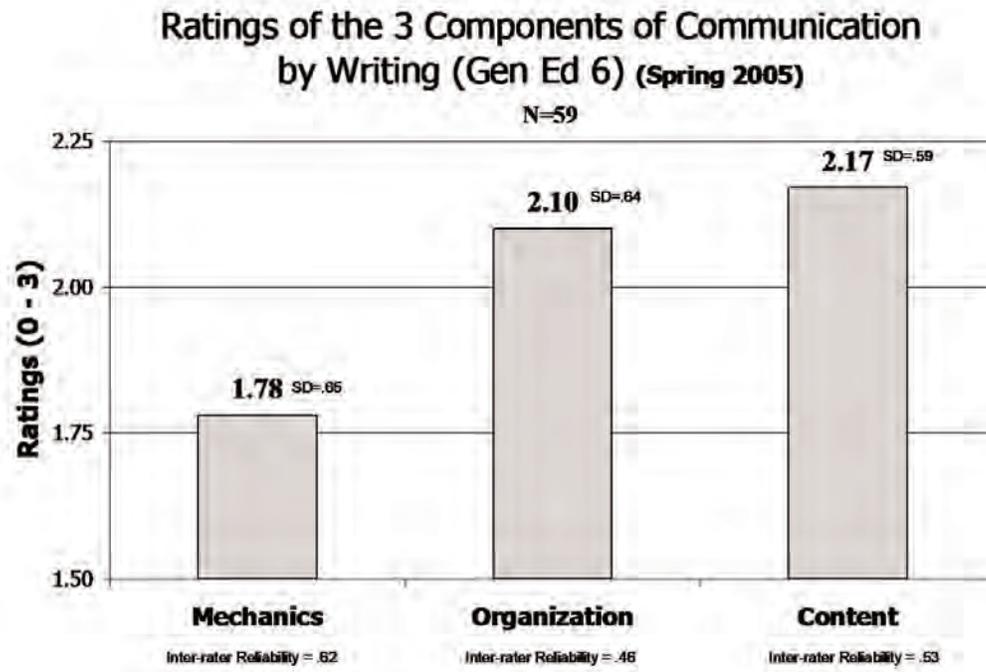
With much anticipation May 24th & 25th marked the first John Wood Community College Portfolio reading process. The Portfolio Reading Team consisted of 20 persons from full-time faculty, associate faculty and non-faculty, including administrators and counselors. David Rigsbee began the two day session with a brief synopsis of the years in making for this activity and then began the overview of the scoring process.

The first day of the reading process the team was formed into pairs for scoring. Each pair was responsible for reading the artifacts from approximately twelve student portfolios. Using a rubric created by the AASAC committee scoring consisted of a two step process, 1) reading the reflection statement and scoring on how the student communicated their thoughts; 2) readers then considered how the actual entry appeared to match the stated general education objective.

The following graph shows the mean values of the step 1 scoring by General Education Objective. The values could range from zero to two, and since a score of one indicates an adequately written reflection piece linking the assignment and the objective, it is the analysis of SCAA that overall students have a good grasp of the portfolio assessment process. The lower ratings for GEO 3 and GEO 5 may indicate that some clarification for students is indicated.



The second day consisted of scoring grammar and mechanics, organization, and content for writing assessment and content, organization, and delivery for oral presentation. We received no actual speaking samples, so it was decided to report to faculty that we may wish to request video tapes and outlines when instructors meet to discuss these results. Copies of the scoring rubrics for writing and speaking are included in the assessment manual. It is a significant finding of the writing scores that students scored lower in mechanics than they did in the content and organization areas. Departments will need to discuss the meaning of these results and complete the Response Form included in this packet.



Inter-rater Reliability

Each portfolio entry was scored by two readers. Two readers were used to improve the reliability of the score assigned to the portfolio entry. The readers were to be using the same criteria for how to score the artifact and thus should have scored the entries in a consistent manner. Inter-rater reliability was a measure of how consistent each pair of readers was in its scoring. The measure is typically a value between 0 and +1.00. The ideal inter-rater reliability value would be a +0.90. A value this high would have indicated that the two readers were thinking along the same lines (e.g., using the same criteria) to score the portfolio entries. A value of .50 indicated that the readers probably did not use the same criteria or did not interpret the criteria the same way. Although the readers conferred when their initial scores differed and they eventually came to a consensus on a score to assign, more training and clarification of the criteria would improve the process and the reliability.

Assessment Response to GEO Portfolio Reading Compiled Comments from Faculty From Fall, 2005 Convocation

Responses to the following questions:

Question 1 — What actions should SCAA take to improve the collection and scoring process? (Review matrix attached)

Responses from those departments that answered all question 1:

1. Clarification of terms used to evaluate artifacts
2. Provide norming for evaluators
3. Include more 200 level classes
4. Inter-rater reliability
5. Increase student buy-in
6. Require 1 document per GED
7. Give some guidelines on 4-5 types of papers that are appropriate as writing samples. For example, a paper written by a group of 3 people is not appropriate as a writing artifact.
8. Perhaps some training for the evaluators to better ensure consistent scoring.
9. Improve inter-rater reliability
10. For each goal/objective, produce demographics per each department – for department use.
11. Clarify objectives (3 & 5 are vague) based on spring 2005 reflections
12. N/A (?)
13. None at this point
14. Do students take this seriously since no consequences are attached? If there are no consequences for the students, what assurance do we have that the students are taking this seriously and that their submissions are valid for this assessment?
15. More instruction of readers. Do all readers feel confident in scoring writing?
16. More training on scoring process.

Question 2 — What actions should this department take in the coming semester to respond to this report/data?

Responses from those departments that answered question 2:

1. Re-evaluate rubric to clarify meaning of criteria
2. Discourage plagiarism
3. Encourage writing across the campus
4. Use writing specialists more
5. Devote 1 day per section to writing specialist assign part of the grade to writing mechanics 60/25/15-15=mechanics for writing assignments. Faculty have a responsibility to set their standards rough/final for papers (tend-out mechanics rubric

6. All instructors for all classes will emphasize/grade for writing on our various papers/projects.
7. Tell students up front what the expectations of writing are.
8. Instructors will be more cognizant of portfolio requirements and their potential relationship to other writing assignments. Also-refer students to JW resources to help with writing.
9. Stress portfolio importance
10. Monitor progress (student)
11. Rubric should be provided to students so they know how they are going to be assessed.
12. N/A (?)
13. None at this point
14. All instructors must hold students accountable
15. Are associate faculty being made to feel a part of the department?
16. English Department could help with teaching across the curriculum by teaching other faculty how to use rubrics, how to grade writing, etc. Perhaps this could be done in a Convocation setting in the break-out sessions.
17. English Department could teach grammar to other faculty (QU offers workshops for teachers)
18. English Department could teach documentation styles to other faculty
19. Long-term:
Make Rhet & Comp I & II a four hour course with lab time to deal with problem areas
20. Teach writing across the curriculum (even CTE)
21. More focus on written work, we will look at mechanics of work submitted.
22. Consider using more writing assignments.
23. We will correct mechanics on all assignments
24. Refer students to writing

Question 3 — What actions might other departments take in response to this report/data?

Responses from those departments that answered question 3:

1. Other departments need to score mechanics.
2. Encourage writing across the campus.
3. Writing assessment used for placement
4. Flag students with credit hours to submit artifacts
5. Advise students to wait; not collect all as freshmen
6. Workshops required for all – follow-up required
7. Writing skills workshops during 12 day?)student orientation
8. Yr. 1/yr 2 “trial run”
9. Have more consistent emphasis on writing in all courses/departments
10. Spend some time on mechanics in ENG 101. Every person that leaves JWCC should be a good writer.
11. No opinion.
12. EX-should we require reading across the curriculum?

13. May put more emphasis on writing across the curriculum.
14. Students may be instructed to take rough draft to writing lab before turning in.
15. N/A (?)
16. Address at DEV ED level
17. Require more writing across the curriculum that is evaluated and held to solid writing standards (one faculty member remembers a Convocation being devoted to this. The focus has diminished.)
18. All courses need at least one substantive writing assignment
19. More accountability for reading (reading improves grammar by exposure)
20. Hold students accountable for good writing
21. Do not accept poorly written work. Penalty for sloppiness in writing (grammar, organization, etc.) English department see better work when students know they will be penalized for errors.
22. Students must have consequences to see this as important
23. If a research paper is assigned, requirements must be clear and students should be made aware of where to get information on documentation style
24. Faculty members need to know that the research process and paper are not taught until ENG 102. This might be a factor in pre-reqs.
25. More training for readers.
26. Make more writing specialists available.

ADDITIONAL COMMENTS:

1. Artifacts didn't demonstrate the objectives
2. Clarify general ed objectives
3. Our assessment for DEV. ED. will be using and Pre and Post Compass Testing. This will give us the insight we need (we hope) for course/program improvement.
4. Preparation of portfolio should be more professional. No tear-outs, more careful preparation.
5. Are we going to stay with portfolio? Some faculty members are hesitant to "buy-in" because of comments about not staying with this.
6. Start expanding the Writing Center and make it well staffed. In addition to help with essay, the Writing Center could have some structured activities for target areas in grammar and writing.

There were 7 departments that responded to question 1.

10 departments answered question 2.

9 departments answered question 3.

2 departments answered questions 1 & 2, but had no opinion on question 3.

2 departments did not answer any question.

1 department did not answer questions 1 & 2, but answered question 3.

2 departments did not answer question 1 but did answer question 2 & 3.

Assessment Response to GEO Portfolio Reading Compiled Comments from Faculty From Fall, 2005 Convocation

Revision – R
Training – T
Process – P
United Effort to Change - U

Responses to the following questions:

Question 1 — What actions should SCAA take to improve the collection and scoring process? (Review matrix attached)

Responses from those departments that answered all question 1:

Revision

1. Clarification of terms used to evaluate artifacts
7. Give some guidelines on 4-5 types of papers that are appropriate as writing samples. For example, a paper written by a group of 3 people is not appropriate as a writing artifact.

Training

2. Provide norming for evaluators
4. Inter-rater reliability
8. Perhaps some training for the evaluators to better ensure consistent scoring.
9. Improve inter-rater reliability
15. More instruction of readers. Do all readers feel confident in scoring writing?
16. More training on scoring process.

Process

3. Include more 200 level classes
5. Increase student buy-in
6. Require 1 document per GED
10. For each goal/objective, produce demographics per each department – for department use.
14. Do students take this seriously since no consequences are attached? If there are no consequences for the students, what assurance do we have that the students are taking this seriously and that their submissions are valid for this assessment?

Miscellaneous

11. Clarify objectives (3 & 5 are vague) based on spring 2005 reflections
12. N/A (?)
13. None at this point

Question 2 — What actions should this department take in the coming semester to respond to this report/data?

Responses from those departments that answered question 2:

Revision

Re-evaluate rubric to clarify meaning of criteria

Process

Discourage plagiarism

5. Devote 1 day per section to writing specialist assign part of the grade to writing mechanics 60/25/15-15=mechanics for writing assignments. Faculty have a responsibility to set their standards rough/final for papers (tend-out mechanics rubric)

Stress portfolio importance

10. Monitor progress (student)
15. Are associate faculty being made to feel a part of the department?

United Effort to Change

3. Encourage writing across the campus
4. Use writing specialists more
6. All instructors for all classes will emphasize/grade for writing on our various papers/projects.
7. Tell students up front what the expectations of writing are.
8. Instructors will be more cognizant of portfolio requirements and their potential relationship to other writing assignments. Also-refer students to JW resources to help with writing.
11. Rubric should be provided to students so they know how they are going to be assessed.
14. All instructors must hold students accountable
16. English Department could help with teaching across the curriculum by teaching other faculty how to use rubrics, how to grade writing, etc. Perhaps this could be done in a Convocation setting in the break-out sessions.
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22. Consider using more writing assignments.
23. We will correct mechanics on all assignments
24. Refer students to writing

Miscellaneous

12. N/A (?)
13. None at this point

Question 3 — What actions might other departments take in response to this report/data?

Responses from those departments that answered question 3:

Revision

24. Faculty members need to know that the research process and paper are not taught until ENG 102. This might be a factor in pre-reqs.

Training

More training for readers.

Process

26. Make more writing specialists available.

United Effort to Change

1. Other departments need to score mechanics.
2. Encourage writing across the campus.
3. Writing assessment used for placement
6. Workshops required for all – follow-up required
7. Writing skills workshops during 12 day?)student orientation
9. Have more consistent emphasis on writing in all courses/departments
10. Spend some time on mechanics in ENG 101. Every person that leaves JWCC should be a good writer.
13. May put more emphasis on writing across the curriculum.
14. Students may be instructed to take rough draft to writing lab before turning in.
17. Require more writing across the curriculum that is evaluated and held to solid writing standards (one faculty member remembers a Convocation being devoted to this. The focus has diminished.)

All courses need at least one substantive writing assignment

More accountability for reading (reading improves grammar by exposure)

20. Hold students accountable for good writing
21. Do not accept poorly written work. Penalty for sloppiness in writing (grammar, organization, etc.) English department see better work when students know they will be penalized for errors.
22. Students must have consequences to see this as important
23. If a research paper is assigned, requirements must be clear and students should be made aware of where to get information on documentation style
26. Make more writing specialists available.

Miscellaneous

11. No opinion.
15. N/A (?)

ADDITIONAL COMMENTS:

Revision

4. Preparation of portfolio should be more professional. No tear-outs, more careful preparation.

Training

5. Are we going to stay with portfolio? Some faculty members are hesitant to “buy-in” because of comments about not staying with this.

Process

1. Artifacts didn’t demonstrate the objectives
2. Clarify general ed objectives
3. Our assessment for DEV. ED. will be using and Pre and Post Compass Testing. This will give us the insight we need (we hope) for course/program improvement.

United Effort to Change

6. Start expanding the Writing Center and make it well staffed. In addition to help with essay, the Writing Center could have some structures activities for target areas in grammar and writing.

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2 departments did not answer any question.

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2 departments did not answer question 1 but did answer question 2 & 3.

Use of Assessment Results on General Education Goal 5 – Writing

From the Senate Committee on Academic Assessment

September, 2006

At Fall, 2005 Convocation you received the results of the May, 2005 assessment of General Education Goal 5 – writing. The results were discussed in department meetings and you responded with various suggestions for ways of using the results.

After the May 2005 pilot assessment of writing, we assessed writing in December, 2005 and distributed the results of the assessment. Once again, we found that the lowest scores were in the mechanics of writing.

The College and the Senate Committee on Academic Assessment want to use the results of our assessment to improve student learning. Therefore, using the suggestions from the Fall 2005 Convocation, SCAA asked you to rate the suggestions to show those most important to you.

Now we need your input again. Considering the top five suggestions, **which of these items have you personally implemented in your classes in an effort to improve the writing skills of your/our students?**

First, please check any of the items that you have personally done.
Second, after checking an item, tell us in which class you have made this change.

Please return this survey whether you have done nothing or you have all items checked. **Return the survey to Carolyn Warren by Sept 8, by e-mail or campus mail.**

Results – 31 papers were returned.

6 (86 responses) 1. Have a writing assignment as part of placement. Example – Compass
This is currently being assessed through Developmental Education Committee.

Done for all Dev Ed courses	ENG 005 ENG 099 ENG 101 (1) ENG 102 (1) CMN 085 CMN 090
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26 (78 responses) 2. In each class, tell the students up front what the expectations of writing are.

CHM 103 CHM 201 PHY 103 SCI 100 SCI 105 BIO 293 (2) BIO 101 (2)	ENG 005 ENG 099 *ENG 101 (2) *ENG 102 (3) *ENG 211 *ENG 255 PHL 101 HUM 101 RST 111	MAT 011 MAT 109 ECO 101 ECO 102 *PSY 101 (online)	HIS 121 *PSC 101 *History courses MUS 102	QAL 210 AGR 160 AGR 200 ACC 101 ACC 102 ACC 200 OFT 265	EDU 100 EDU 160 EDU 202 EDU 210 EDU 230 EDU 240 EDU 252 EDU 271
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Comments:

*Several instructors commented that they had not made significant changes because of the suggestions from Faculty Senate. However, they have had this expectation for some time. These courses are marked with * above.

Students are now provided with a handout that clearly details the expectations of the writing assignments. I have had fewer questions from students since this change and the quality of the papers has increased in all classes. (From Science Instructor)

19 (76 responses) 3. Refer students who are having writing problems to the writing specialists.

CHM 103	ENG 005	ECO 101	HIS 121	AGR 160
CHM 201	ENG 099	ECO 102	PSC 101	
PHY 103	*ENG 101 (2)			
SCI 100	*ENG 102 (2)			
SCI 105	*ENG 211		*PSY 101	
BIO 101 (2)	*ENG 255		(online)	

Comments:

*Several instructors commented that they had not made significant changes because of the suggestions from Faculty Senate. However, they have had this expectation for some time. These courses are marked with * above.

There is no evidence that the students follow through.

Online students have more difficulty using the writing specialist.

5 (73 responses) 4. Spend some time teaching mechanics in ENG 101.

*ENG 101
*ENG 102

Comments:

In my ENG 101 courses, five class sessions are spent covering the most common problems with punctuation, grammar, and sentence structure. We also discuss problems as they come up in the students' writing. 10% of each 100 point essay is weighted to grade mechanics.

19 (68 responses) 5. Give the writing rubric to the students, so they know how they will be graded on writing in each class.

CHM 103	ENG 005	HIS 121	QAL 210	EDU 100
CHM 201	ENG 099	*PSC 101		EDU 160
PHY 103	*ENG 101 (2)	(online)		EDU 202
SCI 105	*ENG 102 (3)			EDU 210
BIO 101	*ENG 211		OFT 265	EDU 230
	*ENG 255			EDU 240
	PHL 101	MAT 011		EDU 252
	HUM 101	MAT 109		EDU 271
	RST 111			

Comments:

Instructors for all Dev Ed courses use some type of rubric already but they are working on consistency of rubrics.

*Several instructors commented that they had not made significant changes because of the suggestions from Faculty Senate. However, they have had this expectation for some time. These courses are marked with * above.

Instructor shared the rubric that is used in a nursing class.

18 (68 responses) 5. Do not accept poorly written work.

BIO 101	ENG 099	OFT 265	EDU 100	AGR 200
BIO 293	ENG 102	OFT 102	EDU 160	All Ag
SCI 100		OFT 212	EDU 202	Courses
		OFT 282	EDU 210	
		CSC 207	EDU 230	
	*PSY 101		EDU 240	
	(Online)		EDU 252	
			EDU 271	

Comments:

All work from some students is poor but that is why we have Dev Ed. We take the poorly written work (as something) and begin to see improvements.

*Several instructors commented that they had not made significant changes because of the suggestions from Faculty Senate. However, they have had this expectation for some time. These courses are marked with * above.

Students must have papers proofed and corrected in writing lab.

Papers are returned ungraded and students are expected to re-submit the papers when directions have been followed.

Students who do not meet minimum requirements for a C must revise and resubmit the assignment for a grade. Depending on the problem, students may have to meet with me first.

General Comments:

As an instructor for ENG 101 and ENG 102, I am aware of the deficits in our students' writing and am working diligently to correct the problems. I spend countless hours providing feedback on essays and meeting with students. Many students come into college under-prepared. Many are not willing to put the time in that is needed to do well on assignments.

I would appreciate further serious discussion across the college on the writing standards that are being used to evaluate students. I am concerned other instructors are too lenient regarding their students' writing because they may not feel qualified to grade mechanics. It is also time consuming to have to read and grade many written assignments. Do instructors shy away from assigning written work because of this? Is the expectation that it is solely the English Department's responsibility to fix this problem?

I'm also curious to know how many courses actually require an essay or other written assignments, and if so, whether or not documentation is required. Are some students being asked to write research essays before they have taken ENG 102? Are we setting students up to fail? I would support a rigorous and consistent approach across the curriculum. How can this be accomplished?

Using the Results of Assessment – Suggestions from the Language and Literature Department

The faculty and chair of the Language and Literature department made three additional suggestions. The Language and Literature Department agreed to host a general mechanics workshop for all faculty who require writing assignments. This could be at faculty convocation or some other venue. The handbook called Understanding Plagiarism: A Student Guide to Writing Your Own Work by Rosemarie Menager-Beeley should be used by all instructors who require a research paper. The Language and Literature Department would like to have all faculty who assign a research paper be required to use Turnitin.com. This would assure a level playing field for all research-based work. They also expressed the concern that basic mechanics and grammar are not stressed enough college wide.

Summary of How Faculty has Used Assessment Results

With the general faculty providing a number of suggestions for improving students' writing, individual faculty could see ways to change their courses so writing would have a new emphasis. There had been much discussion at several levels about how improvements could be made but actual changes were voluntary. There were no mandates from administration that changes had to be made. By September 2006, the SCAA had several questions about changes that had been made. Did faculty use the suggestions for improving students' writing to make changes in their courses? How were the changes incorporated? Were changes made across the curriculum or just in the Language and Literature classes?

To answer these questions, SCAA asked full time and associate faculty about the changes they had made in their classes. The survey centered around the top five suggestions for improving students' writing (with #5 suggestion having a tie) that were developed by Faculty Senate in the Fall of 2005. The faculty was simply asked "which of the top five suggestions have you personally implemented in your classes in an effort to improve the writing skills of your/our students?" The results were extremely positive. First, 31 responses were received. Almost all the responses came from the 52 full time faculty.

6 (86 responses) 1. Have a writing assignment as part of placement. Example – Compass
This is currently being assessed through Developmental Education Committee.

Six faculty responded that they had used this suggestion. A writing assignment as part of placement is now being done in all the Developmental Education courses and in ENG 101 and ENG 102 Rhetoric and Composition.

26 (78 responses) 2. In each class, tell the students up front what the expectations of writing are.

Twenty-six faculty (out of 31) responded that they had used this suggestion. The change has been made across the curriculum, in 42 courses. The suggestion has been incorporated into the transfer courses of science, English, humanities, math, economics, history, and social science. In career and technical courses, the suggestion has been incorporated into agriculture, accounting, office technology, and early childhood education.

A comment came from a science instructor: "students are now provided with a handout that clearly details the expectations of the writing assignments. I have had fewer questions from students since this change and the quality of the papers has increased in all classes."

19 (76 responses) 3. Refer students who are having writing problems to the writing specialists.

Nineteen faculty (out of 31) responded that they had used this suggestion. The change has been made across

the curriculum, in 21 courses. The suggestion has been incorporated mostly into the transfer courses of science, English, economics, history, and social science.

Comments from instructors:

There is no evidence that the students follow through.

Online students have more difficulty using the writing specialist.

5 (73 responses) 4. Spend some time teaching mechanics in ENG 101.

Five faculty (out of 31) responded that they had used this suggestion. Because of the unique nature of this suggestion, comments were made about how this had been occurring in ENG 101 and ENG 102 before the suggestions were made by Faculty Senate and it is continuing to be part of ENG 101 and ENG 102.

Comments from an instructor:

In my ENG 101 courses, five class sessions are spent covering the most common problems with punctuation, grammar, and sentence structure. We also discuss problems as they come up in the students' writing. 10% of each 100 point essay is weighted to grade mechanics.

19 (68 responses) 5. Give the writing rubric to the students, so they know how they will be graded on writing in each class.

Nineteen faculty (out of 31) responded that they had used this suggestion. The change has been made across the curriculum, in 31 courses. The suggestion has been incorporated into the transfer courses of science, English, humanities, math, history, and social science. In career and technical courses, the suggestion has been incorporated into office technology and early childhood education.

Comments from instructors:

Instructors for all Dev Ed courses use some type of rubric already but they are working on consistency of rubrics.

One instructor shared the rubric that is used in a nursing class.

18 (68 responses) 5. Do not accept poorly written work.

Eighteen faculty (out of 31) responded that they had used this suggestion. The change has been made across the curriculum, in 20 courses. The suggestion has been incorporated into the transfer courses of science, English, and social science. In career and technical courses, the suggestion has been incorporated into agriculture, accounting, office technology, computer science and early childhood education.

Comments:

All work from some students is poor but that is why we have Developmental Education. We take the poorly written work (as something) and begin to see improvements.

Students must have papers proofed and corrected in writing lab.

Papers are returned ungraded and students are expected to re-submit the papers when directions have been followed.

Students who do not meet minimum requirements for a C must revise and resubmit the assignment for a grade. Depending on the problem, students may have to meet with me first.

General comments made on the survey also proved enlightening.

As an instructor for ENG 101 and ENG 102, I am aware of the deficits in our students' writing and am working diligently to correct the problems. I spend countless hours providing feedback on essays and meeting with students. Many students come into college under-prepared. Many are not willing to put the time in that is needed to do well on assignments.

I would appreciate further serious discussion across the college on the writing standards that are being used to evaluate students. I am concerned other instructors are too lenient regarding their students' writing because they may not feel qualified to grade mechanics. It is also time consuming to have to read and grade many written assignments. Do instructors shy away from assigning written work because of this? Is the expectation that it is solely the English Department's responsibility to fix this problem?

I'm also curious to know how many courses actually require an essay or other written assignments, and if so, whether or not documentation is required. Are some students being asked to write research essays before they have taken ENG 102? Are we setting students up to fail? I would support a rigorous and consistent approach across the curriculum. How can this be accomplished?

General Education Assessment – 2005

December, 2005:

On December 13 of 2005, faculty and staff gathered to assess classroom artifacts using a method developed with the help of Dr. Susan Hatfield. The artifacts were gathered from English courses for General Education Goal 5 – Communicate Effectively. The specific learning outcome was GEG 5.1 - The student will be able to write clearly.

Each team of two was responsible for scoring the assigned classroom artifacts. Using a rubric created by English faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

Additionally, a small pilot assessment was performed for GEG 5.2 – The student will be able to deliver an oral presentation. Recorded student speeches were scored using a rubric developed by English faculty in a similar two step process.

Portfolio

Rubric for Oral Presentation - Fall 2005

Content:

3 - Excellent: Shows a full understanding of the topic. Research support main points.

2 - Good: Shows a good understanding of parts of the topic. Research is not used to support all points.

1 - Poor: Does not seem to understand the topic very well. Research is not evident.

0 - Nonexistent:

Organization:

3 - Excellent: Stays on topic all (100%) of the time. Organizes ideas logically. Transitions between points are smooth.

2 - Good: Stays on the topic some (75 - 89%) of the time. Organization is hard to follow. Transitions are used sometimes.

1 - Poor: Was hard to tell what the topic was. Lacks logical organization. Transitions are rarely used if at all.

0 - Nonexistent:

Delivery:

3 - Excellent: Looks confident. Establishes eye contact with everyone during the presentation. Speaks loudly with enthusiasm. Uses Standard English. Uses aids effectively.

2 - Good: Looks confident most of the time. Establishes eye contact with some people during the presentation. Speaks so audience can hear most of time. Some use of Non-standard English. Uses aids, but not always effectively.

1 - Poor: 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 are used.

0 - Nonexistent:

Portfolio Rubric for Writing Assessment - Fall 2005

Grammar and mechanics: Use of standard English and standard punctuation

- 3 - Excellent: Free from errors
- 2 - Good: Contains only a few minor errors
- 1 - Poor: Contains many errors that distract from and interrupt meaning
- 0 - Nonexistent:

Organization: Grouping ideas, using topic sentences and headings, arranging within paragraphs, and ordering paragraphs or grouped ideas effectively

- 3 - Excellent: 75% or more of material has been placed effectively
- 2 - Good: 50% - 75% of the material has been placed effectively
- 1 - Poor: A plan is attempted, but less than 50% of material fits the plan
- 0 - Nonexistent: No obvious attempt is recognizable

Content: Development beyond basic ideas by using examples, illustration, descriptive detail, discussion, or source material to support main ideas

- 3 - Excellent: 75% or more of core ideas are developed using effective and relevant content
- 2 - Good: 50% - 75% of the core ideas are developed using effective and relevant content
- 1 - Poor: Less than 50% of core ideas are developed
- 0 - Nonexistent: Core ideas remain very basic with no attempt to develop beyond the obvious

Hatfield Method Assessment Plan

Senate Committee on Academic Assessment (SCAA) Fall 2005 Assessment (Hatfield Method)

We will be moving ahead with a second activity of assessment which is being called the "Hatfield Method" to assess general education in fall 2005. For this assessment, General Education Objective # 6 - Communication will be selected. A rubric already exists.

By doing this activity in fall semester, we would be able to complete more cycles before NCA comes in 2007. This will give us more data and allow us to show maturity by focus-visit time.

This project involves:

1. Survey Department Chairs - Departments look at their 2nd year courses that cover the General Education Objective 6 that have writing and/or speaking assignment. Department Chairs will submit this list to SCAA.
2. SCAA will select one section per class to collect artifacts for the reading in December. Instructors for the selected class will be asked to collect these data.
3. Instructors will submit the writing and/or speaking artifacts from all students in their classes. The reading committee will randomly select about five samples for each class from the pool of all artifacts.
4. SCAA will recruit readers. Readers will spend one day reading in December (the day grades are due). The artifacts will be analyzed and scored in a similar way to the portfolios.

Hatfield Method Fall 2005 Matrix

(To be completed by Dept. Chair/Director and returned to Joan Lamer)

To: Department Chairs/Instructors
 From: Senate Committee on Academic Assessment
 Re: Fall 2005 Assessment - General Education Objective #6
 Date: August 18, 2005

The following are the list of transfer courses offered in fall 2005.
 Please indicate with check mark next to the course in your area that meets the following criteria:

- 1) Satisfies General Education Objective # 6: Communication
- 2) Produces Writing Assignment
- 3) Produces Speaking Assignment (VCR Tape)
- 4) 2nd Year or Upper-level course

This information will be used for the assessment activity for fall 2005.

COURSE DESCRIPTION				CHECK ONLY THOSE THAT APPLY			
SUB	CRS	SEC	Instructor	Satisfies Obj.6	Writing	Speaking	2nd Year/Upper level course
ART	115	T	Seabarkrob				
ART	115	TP	Seabarkrob				
ART	115	WWA	Seabarkrob				
ART	115	WWB	Eber				
ART	120	IT	Staff				
ART	120	IT1	Staff				
BIO	101	P	Smith				
BIO	101	PL	Smith				
BIO	101	WW	Bringer				
BIO	101	WWA	Kaelke				
BIO	101	WWB	Kaelke				
BIO	101	WWC	Bringer				
BIO	101	WWD	Deverger				
BIO	101	WWL	Bringer				
BIO	101	WWM	Kaelke				
BIO	101	WWN	Kaelke				
BIO	101	WWD	Bringer				
BIO	101	WWP	Deverger				
BIO	102	WW	Bringer				
BIO	102	WWL	Bringer				
BIO	103	IT	Staff				
BIO	105	T	Larson				
BIO	105	TB	Larson				
BIO	105	TP	Larson				
BIO	105	WW	Culbertson				
BIO	275	J	Culbertson				
BIO	275	JL	Culbertson				
BIO	275	T	Culbertson				
BIO	275	TB	Culbertson				
BIO	275	TP	Culbertson				
BIO	275	TR	Culbertson				

Hatfield Method Fall 2005 Matrix

BIO	275	WW	Culbertson				
BIO	275	WWA	Culbertson				
BIO	275	WWL	Edgar				
BIO	275	WWM	Edgar				
BIO	275	WWN	Edgar				
BIO	293	J	Kaelke				
BIO	293	JL	Kaelke				
BIO	293	WW	Rosenkrans				
BIO	293	WWL	Edgar				
CHM	100	WW	Larson				
CHM	100	WWL	Larson				
CHM	103	WW	Moore				
CHM	103	WWA	Moore				
CHM	103	WWL	Moore				
CHM	103	WWM	Moore				
CMN	101	J	Strong				
CMN	101	JA	Preston				
CMN	101	JB	Prater				
CMN	101	R	Guthrie				
CMN	101	WW	Terry				
CMN	101	WWA	Vlahakis				
CMN	101	WWB	Strong				
CMN	101	WWC	Vlahakis				
CMN	101	WWD	Terry				
CMN	101	WWE	Rittof				
CMN	101	WWF	Rittof				
CMN	101	XX	Guthrie				
CMN	104	IT	Staff				
CMN	104	WW	Wiewel				
DRA	103	WW	Brown				
ECO	101	HTA	Lee				
ECO	101	IT	Typin				
ECO	101	T	Lee				
ECO	101	T1	Krupps				
ECO	101	TB	Lee				
ECO	101	TB1	Krupps				
ECO	101	TP	Lee				
ECO	101	TP1	Krupps				
ECO	101	WWA	Lee				
ECO	102	IT	Typin				
ECO	102	T	Lee				
ECO	102	TB	Lee				
ECO	102	TP	Lee				
ENG	101	IT	Staff				
ENG	101	J	Hayashi				

Hatfield Method Fall 2005 Matrix

ENG	101	T1	Staff				
ENG	101	WW	Vlahakis				
ENG	101	WWA	Taylor				
ENG	101	WWB	Weller				
ENG	101	WWC	Moore				
ENG	101	WWD	Vlahakis				
ENG	101	WWE	Taylor				
ENG	101	WWF	Wiewel				
ENG	101	WWG	Weller				
ENG	101	WWH	Vlahakis				
ENG	101	WWI	Moore				
ENG	101	WWK	Taylor				
ENG	101	XX	Hawley				
ENG	102	J	Arnold				
ENG	102	P	Onik				
ENG	102	WW	Moore				
ENG	102	WWA	Moore				
ENG	102	WWB	Staff				
ENG	102	WWC	Staff				
ENG	102	WWD	Staff				
ENG	111	P	Guthrie				
ENG	130	WW	Weller				
ENG	231	IT	Staff				
ENG	241	WW	Wiewel				
ENG	255	WW	Moore				
HIS	101	IT	Harbin				
HIS	101	W	Wasowicz				
HIS	111	IT	Staff				
HIS	111	WW	Harbin				
HIS	112	IT	Staff				
HIS	121	HTA	Harbin				
HIS	121	HTM	Harbin				
HIS	121	IT	Staff				
HIS	121	J	Lammers				
HIS	121	T	Harbin				
HIS	121	TB	Harbin				
HIS	121	TP	Harbin				
HIS	121	WW	Harbin				
HIS	121	WWB	Rodriguez				
HIS	121	WWC	Rodriguez				
HIS	121	WWD	Rodriguez				
HIS	122	IT	Staff				
HIS	122	P	Rhoades				
HIS	122	R	Guthrie				
HIS	122	WW	Harbin				
HIS	122	WWA	Harbin				
HUM	101	P	Guthrie				
HUM	101	WW	Staff				
HUM	101	WWA	Taylor				

Hatfield Method Fall 2005 Matrix

HUM	101	WWB	Young				
HUM	200	WW	Eber				
HUM	200	WWA	Staff				
MAT	105	WW	Harris				
MAT	109	P	Shepard				
MAT	109	WW	Laws				
MAT	109	WWA	Rigsbee				
MAT	109	WWB	Jett				
MAT	109	WWC	Laws				
MAT	109	WWD	Rigsbee				
MAT	220	WW	Jett				
MAT	222	WW	Rigsbee				
MUS	102	J	Rowell				
MUS	102	WW	DeClue				
MUS	102	WWA	Staff				
MUS	102	XX	Evans				
PHL	101	IT	Russell				
PHL	101	J	Young				
PHL	101	WW	Russell				
PHL	111	WW	Staff				
PHL	121	IT	Staff				
PHL	121	WW	Palmer				
PHL	121	WWA	Palmer				
PHL	201	IT	Staff				
PHL	201	T	Palmer				
PHL	201	TP	Palmer				
PHL	201	WW	Palmer				
PHL	201	WWA	Fodor				
PHL	201	WWB	Palmer				
PHL	201	WWC	Strong				
PHY	103	WW	Baird				
PHY	103	WWL	Baird				
PSC	101	IT	Staff				
PSC	101	T1	McGinley				
PSC	101	TB1	McGinley				
PSC	101	TP1	McGinley				
PSC	101	WW	Rodriguez				
PSC	101	WWA	Rodriguez				
PSC	101	XX	Rhoades				
PSY	101	IT	Staff				
PSY	101	IT1	Staff				
PSY	101	J	Egdorf				
PSY	101	P	Guthrie				
PSY	101	T	Johnson				
PSY	101	TP1	Guthrie				

Hatfield Method Fall 2005 Matrix

PSY	101	WWD	Egdorf				
PSY	101	WWE	Johnson				
PSY	101	WWF	Johnson				
PSY	202	IT	Staff				
PSY	202	P	Gay				
PSY	233	IT	Staff				
PSY	233	WW	Campbell				
PSY	233	WWA	Campbell				
RST	101	IT	Staff				
RST	111	WW	Fodor				
RST	111	WWA	Russell				
SCI	100	J	Williams				
SCI	100	JL	Williams				
SCI	100	WW	Larson				
SCI	100	WWA	Kaelke				
SCI	100	WWB	Larson				
SCI	100	WWL	Kaelke				
SCI	100	WWM	Edgar				
SCI	100	WWN	Edgar				
SCI	105	IT	Moore				
SOC	101	IT	Staff				
SOC	101	IT1	Staff				
SOC	101	J	Frericks				
SOC	101	P	Gay				
SOC	101	WW	Morell				
SOC	101	WWA	Morell				
SOC	101	WWB	Morell				
SOC	101	WWC	Gottman				
SOC	101	WWD	Frericks				
SOC	101	WWE	Frericks				
SOC	103	IT	Staff				
SOC	111	IT	Staff				
SOC	111	WW	Gottman				
SOC	224	IT	Frericks				
SOC	224	WW	Egdorf				

Assessment of General Education Goal Five: Communication
 Results of the ratings of written and oral artifacts
 From December, 2005
 David Shinn, Ph. D.
 Director of Institutional Research
 January 13, 2006

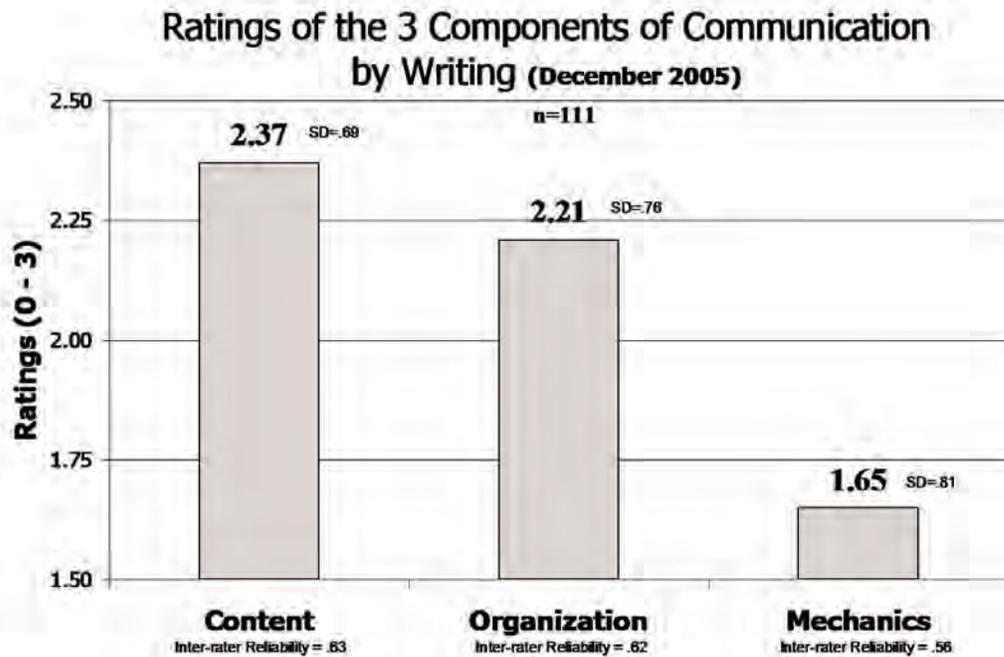
Written communication

One-hundred eleven (111) artifacts were scored with regard to Content, Organization, and Grammar (Mechanics). The scoring was based on a 4 point ordinal scale ranging from 0 to 3 with 3 representing excellence.

Average Scores for Written Artifacts (n=111)

	December 2005		May 2005	
	Average	St. Dev.	Average	St. Dev.
Content	2.37	.69	2.17	.59
Organization	2.21	.76	2.10	.64
Mechanics	1.65	.81	1.78	.65

Statistical testing indicated that the Mechanic Average was significantly lower than Content and Organization scores for both December and May.



Speech Communication

30 artifacts were scored with regard to Content, Organization, and Delivery. The scoring was based on a 4 point ordinal scale ranging from 0 to 3 with 3 representing excellence. This was the first time for the rating of speeches and was a pilot test of the rubrics and the methodology of preparing, selecting, and viewing the speeches. The SCAA had determined that only two teams of readers would participate in the pilot leaving the larger majority of readers available for the written artifacts. Although 30 artifacts was a not a large number, the 30 were enough on which to base conclusions from the results.

Average Scores for Speech Artifacts (n=30)

	December 2005	
	Average	St. Dev
Content	1.83	.75
Organization	1.83	.91
Delivery	1.73	.74

Statistical testing revealed no differences among the three scores. The average ratings of these three components of Speech were essentially equal.

Inter-rater reliability

Inter-rater reliability speaks to the trustworthiness, if you will, of the ratings. However, in the case here at JWCC because the two raters conferred and agreed upon a score, the inter-rater reliability is not as important as it would be if, for example, an average of scores was used. Because the consensus scores were used to determine averages reported above, inter-rater reliability, in our case, says more about the common basis the independent readers have before they confer and the training of how to use the rubric. The hope is that each reader begins at the same point and that each reader has the same understanding of the criteria. This strengthens the rating and leads to less discussion to arrive at a consensus without compromises being made. An additional hope is that the training help achieve this common starting point.

Addressing the first hope: that there is a common starting point. Three measures indicate how true this was: a) the correlation between the two readers' independent scores, b) the percent that their independent scores agreed, and c) the percent that the independent scores were within 1 of each other. For the correlation measure, a value exceeding .80 would have indicated excellent inter-rater reliability. For the percent of agreement, 90% or more would have indicated excellent reliability. [Although in one article 47% agreement was deemed "excellent" (Newell, Dahm, & Newell, 2002).] For percent of not varying greater than one, 95% would have indicated excellent reliability. Tables 1 and Table 2 display inter-rater reliability measures for December 2005 ratings.

Table 1
Estimates of inter-rater reliability for written artifacts in December 2005 (n=111)

	Component		
	Content	Organization	Mechanics
Correlation between independent scores	.63	.62	.56
Independent scores agreement	72%	61%	60%
Independent scores not varying by more than 1	98%	98%	95%

Table 2
Estimates of inter-rater reliability for speech artifacts in December 2005 (n=30)

	Component		
	Content	Organization	Delivery
Correlation between independent scores	.51	.69	.62
Independent scores agreement	57%	63%	60%
Independent scores not varying by more than 1	93%	97%	100%

Addressing the second hope: that the training improved the inter-rater reliability measures from those of last May. The data displayed in Table 3 – the May 2005 inter-rater reliability measures for the ratings on writing - provides evidence that the training improved the correlation but not the percent of agreement.

Table 3
Estimates of inter-rater reliability for written artifacts in May 2005 (n=53)

	Component		
	Content	Organization	Mechanics
Correlation between independent scores	.53	.46	.52
Independent scores agreement	76%	70%	79%
Independent scores not varying by more than 1	96%	96%	96%

Further analysis

At this time, demographic and other data about the students is being entered into a database and will be used to look at the writing and speech performance of students by various breakdowns (e.g., race, first or second year courses). This data and analysis will be presented and/or reported at the SCAA meeting in February 2006. Preliminary information about the courses that were represented by the artifacts is displayed in Table 4.

Table 4
Courses from which artifacts were sampled:

COURSE	Number
ART 115	5
BIO 101	14
BIO 293	10
CHM 103	9
CMN 104	1
ENG 101	42
ENG 102	16
ENG 255	3
MUS 102	5
PSC 101	1
PSY 202	1
SCI 100	4
Total	111

References

Newell, J. A., Dahm, K. D., Newell, H. L. (2002). Rubric development and inter-rater reliability issues in assessing learning outcomes. Paper presented to the American Society for Engineering Education Conference & Exposition.

Assessment of General Education Goal Five: Communication
 Results of the ratings of written and oral artifacts, part 2
 Individual Differences
 From December, 2005
 David Shinn, Ph. D.
 Director of Institutional Research
 February 10, 2006

Written communication

One-hundred eleven (111) artifacts were scored with regard to Content, Organization, and Grammar (Mechanics). The scoring was based on a 4 point ordinal scale ranging from 0 to 3 with 3 representing excellence.

Average Scores for Written Artifacts (n=111)

	December 2005		May 2005	
	Average	St. Dev	Average	St. Dev.
Content	2.37	.69	2.17	.59
Organization	2.21	.76	2.10	.64
Mechanics	1.65	.81	1.78	.65

Statistical testing indicated that the Mechanic Average was significantly lower than Content and Organization scores for both December and May.

Results of Writing Artifacts Analysis with Regard to Individual Differences

Results of Writing Artifacts Analysis with Regard to Individual Differences	
Characteristic	Description of Results
Semester Completed	No differences
Credit hours enrolled	No difference
Full-time or Part-time	No difference
Age group	No differences
Traditional or Non-traditional (25 or older)	No differences
Sex	Organization Women – 2.346 (sd=.75, n=61) Men – 2.04 (sd=.74, n=45)
Language	English was primary language for all but one student. No analysis.
Hours working a week	No differences
How many college hrs completed?	Mechanics – Regrouped categories: 48 hrs or more – 2.06 (sd=.87, n=18) 19 to 47.5 hrs – 1.37 (sd=.84, n=27) 0 to 18.5 hrs – 1.69 (sd=.75, n=59)
Transfer from another college to JWCC	No analysis – only 12 transfers
Have taken ENG 101 at JWCC	No significant differences
Have taken CMN 101 at JWCC	No significant differences
First generation student	No differences
Mother's education	Mechanics College degree – 1.97 (sd=.80, n=31) None or some college – 1.52 (sd=.77, n=71)
Father's education	No differences
Siblings' education	No differences
Single/Married with Dependents or not	Content Married (w/ or w/out D) – 2.68 (sd=.58, n=19) Single (w/ or w/out D) – 2.33 (sd=.67, n=88)
Race	No analysis; only 5 minority students

Caveat for Writing-related Results

The results of the Writing artifacts with regard to individual differences need to be accepted with some healthy skepticism based on two points. One, when conducting a large number of statistical tests, there is an increased risk of finding spurious results that occur only by chance and not based in reality. Two, the small range of the rubric (0-3) reduces the sensitivity of instrument to identify differences that may exist but cannot be observed with statistical testing. These results should be accepted as suggestions for further investigation.

Speech Communication

30 artifacts were scored with regard to Content, Organization, and Delivery.

Average Scores for Speech Artifacts (n=30)

	December 2005	
	Average	St. Dev
Content	1.83	.75
Organization	1.83	.91
Delivery	1.73	.74

Statistical testing revealed no differences among the three scores.

Results of Speech Artifacts Analysis with Regard to Individual Differences

Results of Speech Artifacts Analysis with Regard to Individual Differences	
Characteristic	Description of Results
Semester Completed	No differences
Credit hours enrolled	See Full-time or Part-Time
Full-time or Part-time	Content: PT – 2.43 (sd=.79, n=7) FT – 1.58 (sd=.61, n=19) Mechanics: PT- 2.29 (sd=.49, s=7) FT – 1.53 (sd=.70, n=19)
Age group	No differences
Traditional or Non-traditional (25 or older)	No differences
Sex	No differences
Language	No analysis, all English but one
Hours working a week	No differences
How many college hrs completed?	No differences
Transfer from another college to JWCC	No differences
Have taken ENG 101 at JWCC	No differences
Have taken CMN 101 at JWCC	No analysis, groups sizes too small in all but o
First generation student	No differences
Mother's education	No analysis, groups sizes too small in all but o
Father's education	No analysis, groups sizes too small in all but o
Siblings' education	No analysis, groups sizes too small in all but o
Single/Married with Dependents or not	No analysis, groups sizes too small in all but o
Race	No analysis – only one minority student.

Caveat for Speech-related Results

When considering the results of the Speech artifacts with regard to individuals, keep in mind that the small size of the sample lends itself to unstable results. The addition of a couple of ratings in one direction or another can alter the results. The results should be viewed as “mild suggestions” that might warrant further investigation. No conclusions or decisions should be made based upon the results. The concern about spurious results expressed about the Writing results applies to these speech results.

SUMMARY OF DECEMBER 2005 ASSESSMENT READING SURVEY

Responses to questions

Question 1 – Was the training effective? Responses: 16 Yes or Very Effective

In what way did the training help you?

Responses:

- **A better understanding of rubric**
- **Clarifications**
- **Practice grading**
- **Chance to ask questions**
- **Discussions**
- **To differentiate between ratings**
- **What area's to focus on**
- **Knew what was expected and what process was needed**
- **Role playing put me at ease**
- **Role playing effectively illustrated the common errors to avoid**
- **How to assess each artifact**
- **Set parameters; everyone was more comfortable with the inevitable variations that will occur**
- **Good organization and content**
- **Able to see the big picture**

Suggestions for improving training?

Responses:

- **Keep the role playing**
- **Keep the same assignment, but of different “levels” of writing—better point of comparison**
- **Consider more specific possibilities of things that can happen**

Question 2 – How valuable was it to go through the following

Responses:

- a. **Rubric — 15 - very effective; 1-meaning of rubric hard to understand**
- b. **Score Sheets — 16 - very effective**

- c. **Examples of Scoring — 15 – very effective; 1 – not so valuable**
- d. **Role Play — 13 – very effective; 2 – humorous but effective; 1 – not valuable**
- e. **Mock Scoring — 15 – very effective; 1 – not as important**

Question 3 – Was the set up of the rooms helpful? Response: 15 Yes; 1-no response

Suggestions-none

Comments:

- **Establish a “speech” standard throughout all curriculum**
- **Rubrics need revision for speech presentations**
- **Including two copies of each artifact helped a great deal**
- **Examples and mock scoring with discussions was very useful**
- **Duplicates of papers is a good idea**
- **Practice scoring with Nancy’s comments was a great help**
- **Have food available, but not have “mandatory” times to eat**
- **Put 1 copy of the individual score sheet in each packet of information. Leave the other color with the actual artifact piles as well as the summary/combined score sheets. Will save on paper because there is still a copy in the packet for training**
- **A good learning opportunity**

General Education Assessment – 2006

May, 2006:

On May 16 and 17 of 2006, faculty and staff gathered for the second annual reading of student portfolios. The portfolios were used as a measure of proficiency of student learning identified by eight General Education goals (GEGs). Teams of two spent one day reading portfolios from students who had recently earned their transfer degrees (AA or AS). The following day was spent pilot testing the rubrics for GEG 2 outcomes.

Day 1 – Assessment of Portfolios

Each team of two was responsible for scoring the artifacts from the assigned student portfolios. Using a rubric created by the Senate Committee on Academic Assessment (SCAA) which consisted of a two-step process, 1) read the reflection statement and score how well the student related the artifact to the given General Education goal; 2) consider how the actual entry appeared to match the stated General Education objective.

Day 2 – Pilot Test of Rubric for GEG 2

The second day focused on GEG 2 – Explain economics and politics from local, national, and world perspectives. The two specific outcomes that were derived from this goal are: 1. Explain the function of an economic system and 2. Explain the function of a political system.

MODIFIED SCORING RUBRIC FOR GENERAL EDUCATION PORTFOLIOS
REVISION OF March 19, 2004

STEP 1: Read the reflection statement and score. . .

- 0 Points – If communication is poor. Student makes little or no attempt to explain how this entry meets the objective, or . . .
- 1 Point – If communication is adequate. Student makes some attempt to explain how this entry meets the objective, or . . .
- 2 Points – Communication is very clear and effective. Student clearly explains how the objective was met through the entry, and may show special insights.

STEP 2: Consider how the entry appears to match the stated objective.

Score . . .

- 0 Points – If entry demonstrates weak, inadequate support of the objective or no objective is identified, or . . .
- 1 Point – If entry demonstrates strong or adequate support of the identified objective.

JOHN WOOD COMMUNITY COLLEGE GENERAL EDUCATION ASSESSMENT

Learning Outcome 2.1: The student will be able to describe the major sectors and components of an economic system. The student will also be able to define and describe Monetary and Fiscal policy.

Rubric Design by: JWCC Business Department

	1 POOR	2 GOOD	3 EXCELLENT
Economic Sectors	Student can name some of the economic sectors	Student names all sectors. Some explanation of each sectors role given.	Student names all sectors and explains fully their roles and interrelationships.
Monetary Policy	Incorrect definition. No description of influence on the economic system.	Correctly defines Monetary Policy and economic impact. Identify group responsible for administering Monetary Policy.	Correctly defines Monetary Policy. Description of economic impact. Identifies group responsible for administering Monetary Policy. Identifies and accurately describes tools of Monetary Policy.
Fiscal Policy	Incorrect definition. No description of influence on economic system.	Correctly defines Fiscal Policy. Correctly identifies group responsible for developing/administering Fiscal Policy.	Correctly defines Fiscal Policy. Correctly identifies group responsible for developing/administering Fiscal Policy. Identifies economic impact.

JOHN WOOD COMMUNITY COLLEGE GENERAL EDUCATION ASSESSMENT

Learning Outcome 2.2: The student will be able to explain the form and function of a political system.

Rubric designed by: Norman Rodriguez

	1 DEVELOPING	2 ACCEPTABLE	3 EXCELLENT
Political System /Cycle	<ol style="list-style-type: none"> 1. System is a process. 2. There are several parts to the system. 	<ol style="list-style-type: none"> 1. System makes public policy. 2. Describes linkage institutions, policy makers and public policy. 	<ol style="list-style-type: none"> 1. System is a process of determining who gets what, why, and how. 2. Identifies all parts of the system clearly – issues, linkage institutions, policy agenda, policy-making institutions, public policy and evaluation.
Linkage institutions	<ol style="list-style-type: none"> 1. Knows that linkage institutions play a role in the system. 2. Can affect public policy. 3. Can name 2 of the 5 linkage institutions. 	<ol style="list-style-type: none"> 1. Knows that linkage institutions help get issues on the policy agenda. 2. Knows that linkage institutions impact policy outcomes. 3. Identifies 3 of 5 linkage institutions. 	<ol style="list-style-type: none"> 1. Knows that linkage institutions help give access to the political system. 2. Knows that linkage institutions try to influence policy outcomes. 3. Identifies four or more of the linkage institutions.
Policy Agenda	<ol style="list-style-type: none"> 1. Policy agenda is part of the system. 2. Policy makers have to address the policy agenda. 3. Policy agenda has something to do with public policy. 	<ol style="list-style-type: none"> 1. Policy agenda is where policymakers get issues and concerns. 2. Policy agenda is connected to policy outcomes. 3. Public policy is made from policy agenda. 	<ol style="list-style-type: none"> 1. Knows that policy agenda is the listing of issues and concerns citizens want addressed. 2. Knows how issues/concerns get on the agenda. 3. Knows how issues/concerns go from policy agenda to the policy makers.
Policy Making Institutions	<ol style="list-style-type: none"> 1. Knows that government is the policy making institution. 2. Knows that policy makers have certain rules that they must follow in making decisions. 3. Understands that there are things that influence policy makers in making their decisions. 	<ol style="list-style-type: none"> 1. Identifies three policy making institutions. 2. Knows that policy makers have to follow the Constitution and the concept of Federalism. 3. Describes 3 internal characteristics that influence decisions. 4. Describes 3 external influences that impact decisions. 	<ol style="list-style-type: none"> 1. Identifies the four policy making institutions. 2. Identifies the four rules that policy makers must follow in making decisions. 3. Knows 4 or more of the internal characteristics that influence policy makers. 4. Knows 4 or more external influences that impact policy makers.
Public Policy	<ol style="list-style-type: none"> 1. Knows that there are steps that have to be followed in making public policy. 2. Knows that there are broad areas that all policy falls into. 3. Knows that there is a way to implement public policy. 4. Knows that someone needs to and is responsible for implementing policy. 5. Knows that policy needs to be evaluated. 	<ol style="list-style-type: none"> 1. Identifies the beginning, 2 of the middle, and the last step in making public policy. 2. Describes 2 of the 3 areas public policy is made in. 3. Explains the process of implementing policy. 4. Names 2 groups that implement public policy. 5. Explains how public policy is evaluated. 	<ol style="list-style-type: none"> 1. Identifies 5 or more steps in making public policy. 2. Describes the 3 areas that public policy is made. 3. Describes the process used to implement policy. 4. Describes 3 or more groups that implement public policy. 5. Explains how public policy is evaluated for effectiveness.

**GENERAL EDUCATION PORTFOLIO REPORT
SPRING 2006**

David Shinn, Director of Institutional Research

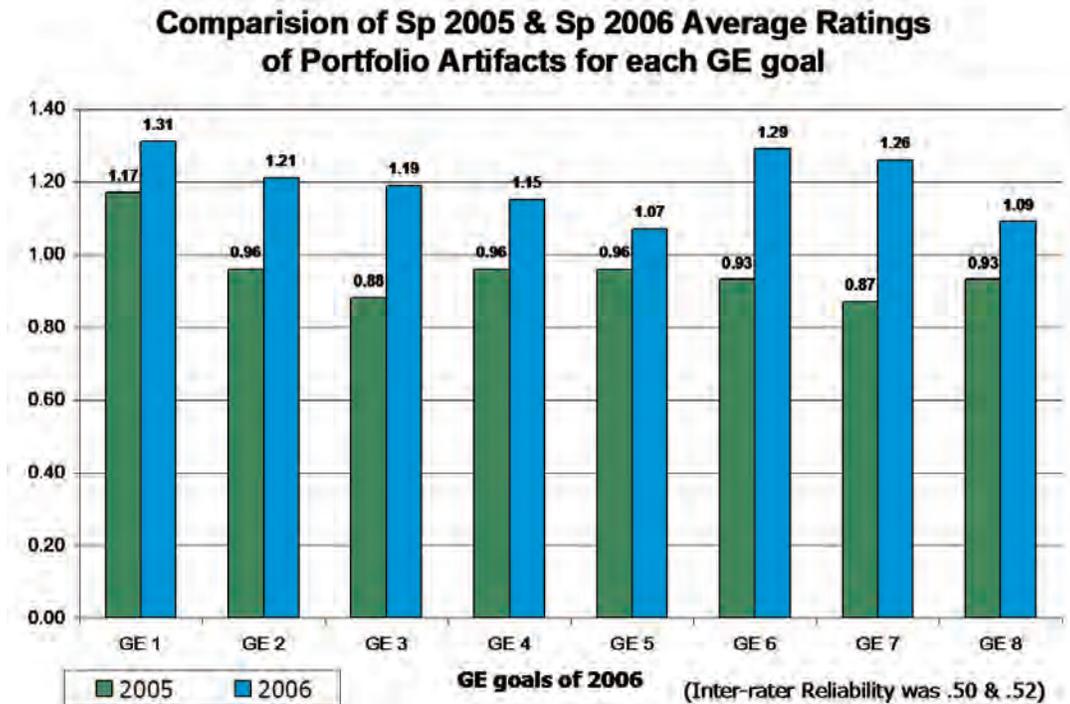
As a major component of the assessment of student learning, faculty and staff gathered , on May 16 & 17 of 2006 for the second annual reading of student portfolios. The portfolios were used as a measure of the proficiency of student learning identified by the eight General Education (GE) goals. Twenty persons forming 10 teams of two spent one day reading portfolios from students who had recently earned their transfer degrees (AA or AS). The following day was spent pilot testing the rubrics for GE goal 2 outcomes.

Day 1 – Assessment of Portfolios

Each team was responsible for reading the artifacts from 11 student portfolios. Using a rubric created by the Senate Committee on Academic Assessment (SCAA) which consisted of a two step process, 1) reading the reflection statement and scoring how well the student related the artifact to a given General Education goal; 2) readers then considered how the actual entry appeared to match the stated general education objective.

Step 1: How well did the student relate the artifact to a given GE goal?

The following graph shows the mean values of the step 1 (how well the student related the artifact to a given General Education goal) and compares them with last year’s results. The possible values range from zero to two and a score of one is meant to indicate an adequately written reflection piece. For this year’s set of portfolios, the percent of averages ranged from 1.07 to 1.31.



Inter-rater Reliability for Step 1

Each portfolio entry was scored by two readers. Two readers were used to improve the reliability of the score assigned to the portfolio entry. The readers were to be using the same criteria for how to score the artifact and thus should have scored the entries in a consistent manner. *Inter-rater reliability* was a measure of how consistent each pair of readers was in its scoring. Two measures of inter-rater reliability were reported this year: a correlation (a value between 0 and +1.00) and the percent of agreement between the two readers. An ideal correlation value would be above 80 but a value near .60 is typically achieved and is adequate. This year the value was .52, an improvement over .50 achieved last year. The percent of agreement between partners was 66% overall. Of course, there were variations among the teams. The range of agreement was from 43% to 89% for the 10 teams. Percent of agreement on scoring the artifacts for each of the eight GE goals ranged from 53% to 76% with less variation than among the teams. The table below displays the percent of agreement for the eight GE goals.

GE Goal	agree	total	Percent
1	71	99	72%
2	72	98	73%
3	65	93	70%
4	58	99	59%
5	45	81	56%
6	74	98	76%
7	60	87	69%
8	47	89	53%
Total	492	744	66%

Step 2: Was the artifact an appropriate representation of the GE goal?

The following tables shows the ratings (either a 0 for not appropriate or a 1 for appropriate) for the overall assessment of Step 2 (Was the artifact an appropriate representation of the General Education goal?) Overall, 73% of the artifacts were rated to be appropriate. Less than two-thirds of the artifacts were appropriate within GE goals 3, 5, and 8.

**Step 2 Rating Frequencies
and Percent of Artifacts that were Appropriate**

GE Goal	0	1	Total	% Appropriate
1	17	80	97	82%
2	27	69	96	72%
3	37	55	92	60%
4	24	73	97	75%
5	27	51	78	65%
6	17	79	96	82%
7	11	72	83	87%
8	37	53	90	59%
Total	197	532	729	73%

Inter-rater Reliability for Step 2

The following table shows the inter-rater agreement as well as the overall agreement for rating Step 2. The range of agreement across the GE goals was from 66% to 87%. The range of agreement with the team was from 71% to 88%.

Step 2 Agreement by GE Goal

GE Goal	agree	total	Percent
1	81	93	87%
2	74	95	78%
3	62	88	70%
4	77	92	84%
5	53	80	66%
6	77	94	82%
7	71	82	87%
8	69	85	81%
total	564	709	80%

Day 2 – Pilot Test of Rubrics for GE goal 2

The second day focused on GE goal number 2 – “Explain economics and politics from local, national, and world perspectives. The two specific outcomes that were derived from this goal are 1. explain the function of an economic system and 2. explain the function of a political system. The following chart displays the averages of the rating. For each outcome, there were 28 artifacts. A major purpose of the rating of artifacts from a given GE goal is to pilot test the rubric because a more extensive scoring and assessment of the achievement of

the general goal will be made in the following December. In this case, the pilot test revealed that more work needs to be done on the rubrics for assessing the political and economic outcomes before any assessment can be made regarding GE goal 2.

Respectfully submitted to the SCAA, September 8, 2006.

General Education Assessment – 2006

December, 2006:

On December 12, 2006, faculty gathered to pilot the rubrics for General Education Goal 2 – Economics and Politics and General Education Goal 6 – Evaluate and Apply Information Technology using classroom artifacts. The specific learning outcomes were GEG 2.2 - The student will be able to explain the function of a political system and GEG 6.1 – The student will be able to utilize current computer software.

Each team of two was responsible for scoring the assigned classroom artifacts. Using a rubric created by JWCC faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

Hatfield Method Assessment Plan

December 2006 Assessment Plan Senate Committee on Academic Assessment

We will be assessing artifacts from two General Education Goals in the December 2006 assessment activity. They are as follows:

Gen Ed Goal 2:

Explain economics and politics from local, national and world perspectives.

Gen Ed Goal 6:

Demonstrate the ability to evaluate and apply information technology.

We are requesting your participation in obtaining appropriate artifacts from all students in your class. The reading committee will randomly select artifacts to be analyzed and scored in a similar way to the process used with the portfolios in May.

Your participation is critical to the success of this assessment activity. Please do the following:

1. Identify an assignment that satisfies the Gen Ed Goal listed above.
2. Notify students which assignment(s) will be selected for assessment.
3. Provide a demographics sheet to each participating student.
4. Direct students to do the following:
 - a. Fill out the demographics sheet
 - b. Attach the demographics sheet to the assignment(s)
 - c. Submit two copies of the assignment(s)

Note: If the assignment is hand-written, a photocopy can be used as the second copy.
5. Collect both copies of each assignment with the demographics sheet attached.
6. Grade your copy using your normal procedure.
7. Submit the second (clean, ungraded) copy, with the demographics sheet attached, to the designated SCAA members by the date listed below.

Thank you for your participation.

Submit to: Barb Stoll or Paula Edgar

No Later Than: December 8, 2006

Please note: You may submit the assignments any time before December 8, 2006.

Rubric for GEG 2 - Economics

	1 POOR	2 GOOD	3 EXCELLENT
Economic Sectors	Student can name some of the economic sectors	Student names all sectors. Some explanation of each sectors role given.	Student names all sectors and explains fully their roles and interrelationships.
Monetary Policy	Incorrect definition. No description of influence on the economic system.	Correctly defines Monetary Policy and economic impact. Identify group responsible for administering Monetary Policy.	Correctly defines Monetary Policy. Description of economic impact. Identifies group responsible for administering Monetary Policy. Identifies and accurately describes tools of Monetary Policy.
Fiscal Policy	Incorrect definition. No description of influence on economic system.	Correctly defines Fiscal Policy. Correctly identifies group responsible for developing/administering Fiscal Policy.	Correctly defines Fiscal Policy. Correctly identifies group responsible for developing/administering Fiscal Policy. Identifies economic impact.

Rubric for GEG 2 - Politics

	1 DEVELOPING	2 ACCEPTABLE	3 EXCELLENT
Political System /Cycle	<ol style="list-style-type: none"> 1. System is a process. 2. There are several parts to the system. 	<ol style="list-style-type: none"> 1. System makes public policy. 2. Describes linkage institutions, policy makers and public policy. 	<ol style="list-style-type: none"> 1. System is a process of determining who gets what, why, and how. 2. Identifies all parts of the system clearly – issues, linkage institutions, policy agenda, policy-making institutions, public policy and evaluation.
Linkage institutions	<ol style="list-style-type: none"> 1. Knows that linkage institutions play a role in the system. 2. Can affect public policy. 3. Can name 2 of the 5 linkage institutions. 	<ol style="list-style-type: none"> 1. Knows that linkage institutions help get issues on the policy agenda. 2. Knows that linkage institutions impact policy outcomes. 3. Identifies 3 of 5 linkage institutions. 	<ol style="list-style-type: none"> 1. Knows that linkage institutions help give access to the political system. 2. Knows that linkage institutions try to influence policy outcomes. 3. Identifies four or more of the linkage institutions.
Policy Agenda	<ol style="list-style-type: none"> 1. Policy agenda is part of the system. 2. Policy makers have to address the policy agenda. 3. Policy agenda has something to do with public policy. 	<ol style="list-style-type: none"> 1. Policy agenda is where policymakers get issues and concerns. 2. Policy agenda is connected to policy outcomes. 3. Public policy is made from policy agenda. 	<ol style="list-style-type: none"> 1. Knows that policy agenda is the listing of issues and concerns citizens want addressed. 2. Knows how issues/concerns get on the agenda. 3. Knows how issues/concerns go from policy agenda to the policy makers.
Policy Making Institutions	<ol style="list-style-type: none"> 1. Knows that government is the policy making institution. 2. Knows that policy makers have certain rules that they must follow in making decisions. 3. Understands that there are things that influence policy makers in making their decisions. 	<ol style="list-style-type: none"> 1. Identifies three policy making institutions. 2. Knows that policy makers have to follow the Constitution and the concept of Federalism. 3. Describes 3 internal characteristics that influence decisions. 4. Describes 3 external influences that impact decisions. 	<ol style="list-style-type: none"> 1. Identifies the four policy making institutions. 2. Identifies the four rules that policy makers must follow in making decisions. 3. Knows 4 or more of the internal characteristics that influence policy makers. 4. Knows 4 or more external influences that impact policy makers.
Public Policy	<ol style="list-style-type: none"> 1. Knows that there are steps that have to be followed in making public policy. 2. Knows that there are broad areas that all policy falls into. 3. Knows that there is a way to implement public policy. 4. Knows that someone needs to and is responsible for implementing policy. 5. Knows that policy needs to be evaluated. 	<ol style="list-style-type: none"> 1. Identifies the beginning, 2 of the middle, and the last step in making public policy. 2. Describes 2 of the 3 areas public policy is made in. 3. Explains the process of implementing policy. 4. Names 2 groups that implement public policy. 5. Explains how public policy is evaluated. 	<ol style="list-style-type: none"> 1. Identifies 5 or more steps in making public policy. 2. Describes the 3 areas that public policy is made. 3. Describes the process used to implement policy. 4. Describes 3 or more groups that implement public policy. 5. Explains how public policy is evaluated for effectiveness.

Rubric for GEG 6 - Technology

	1 DEVELOPING	2 ACCEPTABLE	3 EXCELLENT
Use a word processing program.	Text entered into word processing software.	Shows evidence of basic formatting and basic editing such as bold, italic, underline, centering, margins, bullets, or tabs.	Shows evidence of advanced formatting such as a table, chart, columns, outline, or graphic.
Use a spreadsheet program.	Data entered into spreadsheet software.	Create simple formulas such as addition, subtraction, multiplication & division; and use common functions such as Sum or Average.	Create complex formulas, use advanced functions, create charts, add graphics, or filter data.
Use a presentation program.	Text entered into slides using presentation software.	Inserts text and graphics, and uses a variety of slide layouts.	Adds transitions, animation, sounds, movies, charts, or diagrams.

Assessment of General Education Goal 6: Technology
 Results of the ratings of artifacts
 From December, 2006
 David Shinn, Ph. D.
 Director of Institutional Research
 February 16, 2007

General Education Goal 6: Demonstrate the ability to evaluate and apply information technology. Outcome 6.1: utilize current computer software. Outcome 6.2: demonstrate information seeking skills

The artifacts collected during the Fall of 2006 and scored during the December 2006 reading specifically addressed Outcome 6.1: utilize current computer software.

The utilization of three components of Microsoft Office was the focus of the assessments. Artifacts were collected from students that demonstrated the use of MS Word, MS Excel, and MS Powerpoint. Each of the artifacts was scored according to a rubric. (The rubrics are attached.) The range of the rubric was from 1 to 3.

Seventy-one (71) artifacts were scored within each of the three applications. The results are displayed below in Table 1.

Table 1
 Results of the Scoring of Artifacts that demonstrate the utilization of current MS Office applications

	Rating of 1	Rating of 2	Rating of 3	Mean rating	N
MS Word	3%	1%	96%	2.9	71
MS Excel	1%	3%	96%	2.9	71
MS Powerpoint	3%	1%	96%	2.9	71

The inter-rater reliability is displayed in Table 2. Five teams of two people scored the artifacts. The reliability was measured by computing the agreement between the two members of each team from their independent ratings before they conferred for a final consensus score. The inter-rater reliability for all three types of artifacts was very good.

Table 2
 Inter-rater reliability of the scoring of Artifacts

Artifact type	Agreement
MS Word	82%
MS Excel	84%
MS Powerpoint	81%

General Education Assessment – 2007

May, 2007:

On May 15 and 16 of 2007, faculty gathered for the third annual reading of student portfolios. The portfolios were used as a measure of proficiency of student learning identified by eight General Education goals (GEGs). Teams of two spent one day reading portfolios from students who had recently earned their transfer degrees (AA or AS). The following day was spent assessing GEG 2 – Economics and Politics and GEG 6 – Evaluate and Apply Information Technology.

Day 1 – Assessment of Portfolios

Each team of two was responsible for scoring the artifacts from the assigned student portfolios. Using a rubric created by the Senate Committee on Academic Assessment (SCAA) which consisted of a two-step process, 1) read the reflection statement and score how well the student related the artifact to the given General Education goal; 2) consider how the actual entry appeared to match the stated General Education objective.

Day 2 – Assess portfolio assignments for GEG 2 and GEG 6

The second day focused on GEG 2 – Explain economics and politics from local, national, and world perspectives and GEG 6 – Evaluate and Apply Information Technology. The three specific outcomes that were derived from these goals are: 2.1 Explain the function of an economic system; 6.1 – Utilize current computer software and 6.2 – Demonstrate information seeking skills.

JOHN WOOD COMMUNITY COLLEGE GENERAL EDUCATION ASSESSMENT

Learning Outcome 2.1: The student will be able to describe the major sectors and components of an economic system. The student will also be able to define and describe Monetary and Fiscal policy.

Rubric Design by: JWCC Business Department

	1 POOR	2 GOOD	3 EXCELLENT
Economic Sectors	Student can name some of the economic sectors	Student names all sectors. Some explanation of each sectors role given.	Student names all sectors and explains fully their roles and interrelationships.
Monetary Policy	Incorrect definition. No description of influence on the economic system.	Correctly defines Monetary Policy and economic impact. Identify group responsible for administering Monetary Policy.	Correctly defines Monetary Policy. Description of economic impact. Identifies group responsible for administering Monetary Policy. Identifies and accurately describes tools of Monetary Policy.
Fiscal Policy	Incorrect definition. No description of influence on economic system.	Correctly defines Fiscal Policy. Correctly identifies group responsible for developing/administering Fiscal Policy.	Correctly defines Fiscal Policy. Correctly identifies group responsible for developing/administering Fiscal Policy. Identifies economic impact.

**JOHN WOOD COMMUNITY COLLEGE
GENERAL EDUCATION ASSESSMENT**

Learning Outcome 6.1: The student will be able to utilize current computer software.
Rubric designed by: Carol Sharpe

	1 DEVELOPING	2 ACCEPTABLE	3 EXCELLENT
Component 1 Use a word processing program.	Text entered into word processing software.	Shows evidence of basic formatting and basic editing such as bold, italic, underline, centering, margins, bullets, or tabs.	Shows evidence of advanced formatting such as a table, chart, columns, outline, or graphic.
Component 2 Use a spreadsheet program.	Data entered into spreadsheet software.	Create simple formulas such as addition, Subtraction, multiplication & division; and use common functions such as Sum or Average.	Create complex formulas, use advanced functions, create charts, add graphics, or filter data.
Component 3 Use a presentation program.	Text entered into slides using presentation software.	Inserts text and graphics, and uses a variety of slide layouts.	Adds transitions, Animation, sounds, movies, charts, or diagrams.

JOHN WOOD COMMUNITY COLLEGE
Critical Thinking Assessment

Learning Outcome 6.2: The student will be able to demonstrate information seeking skills.

Rubric Design by: Pat Woodworth and Cathy Stephens

COMPONENT	1 POOR	2 GOOD	3 EXCELLENT
<u>Accessing Information:</u> How to identify and assess information relevant to the task	Lack of sources OR source or sources lack relevancy to the topic; OR use of one type of source	Type of source or database used appropriate to the task; adequate number of sources from appropriate databases	Accesses, as appropriate to the task, a variety of relevant sources; chooses consistently good sources from the appropriate databases
<u>Selection of Resources:</u> Choice of quality material with relevancy to the task	Sources are outdated, or not relevant to the task; sources are biased; OR no sources used	Sources are appropriate to the task; sources not the best that may be available but still appropriate	Sources are high quality and relevant to the task
<u>Rhetorical Use of information:</u> Sources are incorporated into the project, including own ideas supported by evidence and/or relevant resources	No logical incorporation of sources or own ideas; makes unsupported claims; sources used in a disorganized manner	Incorporates sources and own ideas in somewhat successful manner; no evidence of unsupported claims	Sources organized that support claims effectively; uses personal voice as relevant to the task; all sources are relevant and organized according to ideas; effectively uses sources to present opposing viewpoints or different sides of an issue

Adapted from: Alaska Association Annual Conference, 2006/Barbara Fister

GENERAL EDUCATION PORTFOLIO REPORT SPRING 2007

David Shinn, Director of Institutional Research

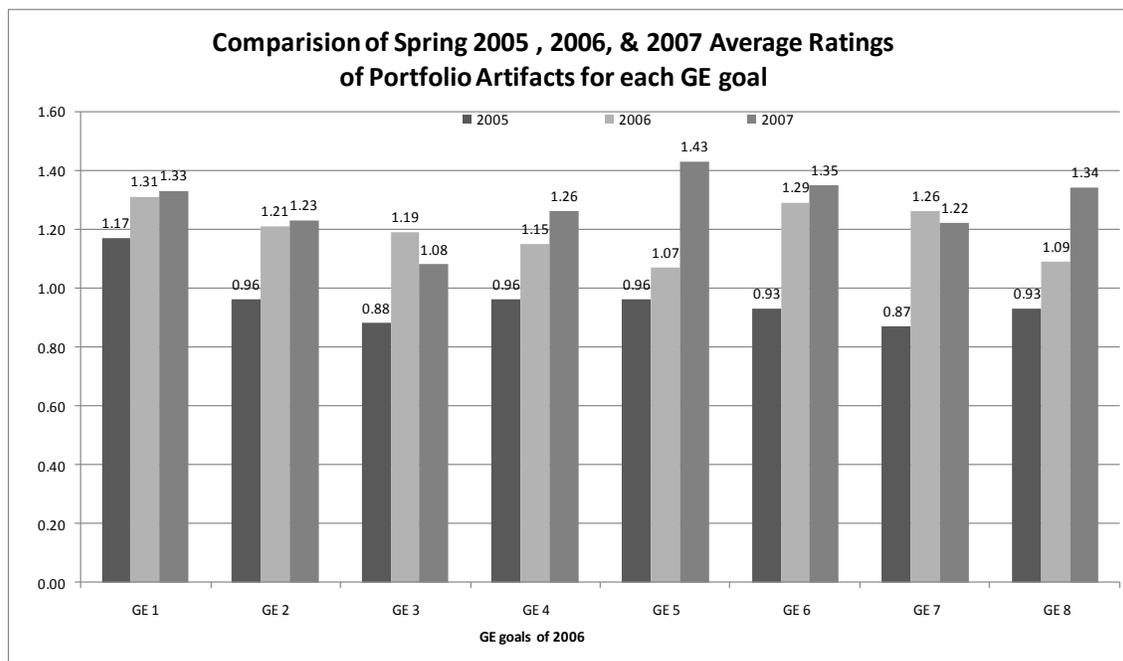
Faculty gathered on May 15 & 16 of 2007 for the third annual reading of student portfolios. The portfolios were used as a measure of the proficiency of student learning identified by the eight General Education (GE) goals. Twenty-two persons formed 11 teams and spent one day reading portfolios from students who had recently earned their transfer degrees (AA or AS). The second day, they assessed specific artifacts taken from the portfolios that represented GE goals 2 and 6.

Day 1 – Assessment of Portfolios

The 11 teams (pairs of readers) assessed 148 student portfolios. The readers each used rubrics created by the Senate Committee on Academic Assessment (SCAA) that consisted of a two step process: 1) reading the reflection statement and scoring how well the student related the artifact to a given General Education goal; 2) considering how the actual entry appeared to match the stated general education objective.

Step 1: How well did the student relate the artifact to a given GE goal?

The following graph shows the mean values of the step 1 (how well the student related the artifact to a given General Education goal) and compares them with previous two years' results. The possible values range from zero to two and a score of one is meant to indicate an adequately written reflection piece. For this year's set of portfolios, the percent of averages ranged from 1.08 to 1.43.



GENERAL EDUCATION PORTFOLIO REPORT SPRING 2007

Most notable about the graph is the increase in the average of GE goal 5 that focuses on written and oral communication. The large increase in the average for GE goal 5 from 1.07 a year ago to 1.43 this year could be due to the fact that after reviewing the results from May 2005 and December 2005, the faculty began an effort to improve the writing skills of students across the curriculum.

Inter-rater Reliability for Step 1

As mentioned above, each portfolio entry was scored by two readers. Two readers were used to improve the reliability of the score assigned to each portfolio entry. Each reader used the same criteria to score the artifact and thus should have scored the entries in a consistent manner. *Inter-rater reliability* was a measure of how consistent each pair of readers was in its scoring. The primary measure of inter-rater reliability reported analyzed was the percent of agreement between the two readers. The percent of agreement between partners was 66% overall, which was the same as last year. The range of agreement among the 11 teams was from to 63% to 69%.

<u>GE Goal</u>	<u>agree</u>	<u>total</u>	<u>Percent</u>
1	99	146	68%
2	92	145	63%
3	96	146	66%
4	94	146	64%
5	97	145	67%
6	102	147	69%
7	87	134	64%
8	99	145	68%
Total	766	1154	66%

Step 2: Was the artifact an appropriate representation of the GE goal?

The following tables shows the ratings (either a 0 for not appropriate or a 1 for appropriate) for the overall assessment of Step 2 (Was the artifact an appropriate representation of the General Education goal?) Overall, 77% of the artifacts were rated to be appropriate. This was a slight increase over last year's 73%. Only one-half were appropriate for GE goal 3 and only three-fifths were for goal 7.

GENERAL EDUCATION PORTFOLIO REPORT SPRING 2007

Step 2 Rating Frequencies
and Percent of Artifacts that were Appropriate

GE Goal	0	1	Total	% Appropriate
1	31	115	146	79%
2	40	105	145	72%
3	71	73	144	51%
4	30	115	145	79%
5	14	130	144	90%
6	21	124	145	84%
7	52	80	132	61%
8	10	135	145	93%
Total	269	877	1146	77%

Inter-rater Reliability for Step 2

The following table shows the inter-rater agreement as well as the overall agreement for rating Step 2. The range of agreement within pairs of reader was from 74% to 92%. This is an improvement over last year's range of 66% to 87%.

Step 2 Agreement by GE Goal

GE Goal	agree	total	Percent
1	119	146	82%
2	114	145	79%
3	107	145	74%
4	122	145	84%
5	121	144	84%
6	133	144	92%
7	98	133	74%
8	133	145	92%
total	947	1147	83%

Day 2 – Artifacts for Specific GE Outcomes

Three sets of artifacts were evaluated that represented three General Education outcomes: outcomes 2.1, 6.1, and 6.2 as described in the catalog:

- Goal 2: Explain economics and politics from local, national, and world perspectives.
 - Outcome 2.1 Explain the function of an economic system.
- Goal 6: demonstrate the ability to evaluate and apply information technology.
 - Outcome 6.1 Utilize current computer software.
 - Outcome 6.2 Demonstrate information seeking skills.

Outcome 2.1 Explain the function of an economic system

Forty-nine (49) artifacts were gathered from the students. Nine (9) of them were specific to explaining Economic Sectors (ES). The number of artifacts for Monetary Policy (MP) and Fiscal Policy (FP) were 22 and 18, respectively. For each set of artifacts, a rubric was used that had a range of one to three. Table 1 displays the results of the scoring of each set of artifacts. Note that the number of artifacts for ES was a low number in terms of drawing conclusions. There appears to have been consistency within the artifacts which suggests that the ES average rating of 2.1 was reliable but no firm conclusion could be made.

Table 1
Results of the Scoring of Artifacts for Understanding Economics

	Rating of 1	Rating of 2	Rating of 3	Mean rating	N
Economic Sectors (ES)	0%	89%	11%	2.1	9
Monetary Policy (MP)	41%	36%	23%	1.8	22
Fiscal Policy (FP)	39%	61%	0%	1.6	18

The inter-rater reliability is displayed in Table 2. Four teams of two people scored the ES, MP, and the FP artifacts. The reliability was measured by computing the percent of agreement between the two members of each team from their independent ratings before they conferred for a final consensus score. The inter-rater reliability for ES was moderate to low. The inter-rater reliabilities for the MP and FP rubrics were good.

Table 2
Inter-rater reliability of the scoring of Artifacts

Artifact type	Agreement
Economic Sector	50%
Monetary Policy	81%
Fiscal Policy	82%

Outcome 6.1 Utilize current computer software

The utilization of three components of Microsoft Office was the focus of the assessment of outcome 6.1. Artifacts were collected from students’ portfolios that demonstrated the use of MS Word, MS Excel, or MS PowerPoint. Each of the artifacts was scored according to a rubric with a range of 1 to 3 with 3 being the best rating.

A total of 90 artifacts were collected from the students’ portfolios. There were 34 MS Word artifacts, 26 MS Excel artifacts, and 30 MS PowerPoint artifacts. A summary of the results is displayed in Table 3.

Table 3
Results of the Scoring of Artifacts for Outcome 6.1

	Rating of 1	Rating of 2	Rating of 3	Mean rating	N
MS Word	3%	50%	47%	2.4	34
MS Excel	27%	8%	65%	2.4	26
MS PowerPoint	0%	73%	27%	2.3	30

The inter-rater reliability is displayed in Table 4. Two teams of two people scored the artifacts. The reliability was measured by computing the percent of agreement between the two members of each team from their independent ratings before they conferred for a final consensus score. The inter-rater reliability for all three types of artifacts was very good.

Table 4
Inter-rater reliability of the scoring of Artifacts

Artifact type	Agreement
MS Word	94%
MS Excel	100%
MS PowerPoint	87%

Outcome 6.2 Demonstrate information seeking skills

Research papers, or more specifically, the reference list of research papers written by students were the artifacts used to measure how well JWCC students were acquiring information skills. The artifacts were research papers that AA and AS students submitted as part of their portfolios for graduation. A total of 39 papers were evaluated using a rubric developed by the SCAA in the spring of 2007.

The focus of the rubric was the reference list or bibliography of the research paper. The rubric was composed of five components each with a three point scale ranging from Poor (1), to Good (2), to Excellent (3). The results of the assessment are summarized in Table 5 below. The four components of the rubric were:

- Source relevance to topic (Relevance)
- Reliance on web sources (Web reliance)
- Variety of publications (Variety)
- Source objectivity and scholarship (Scholarship)

The research paper was also rated in terms of the correct use of MLA or APA style (Style). A rating of 1 to 3 was used for scoring this aspect of the research paper.

Table 5
Results of the Scoring of Artifacts for Outcome 6.2

	Rating of 1	Rating of 2	Rating of 3	Mean rating	N
Relevance	11%	42%	47%	2.4	38
Web reliance	23%	39%	38%	2.2	39
Variety	21%	20%	59%	2.4	39
Scholarship	35%	46%	18%	1.8	39
Style	28%	46%	26%	2.0	39

The inter-rater reliability is displayed in Table 6. Four teams of two people scored the artifacts. The reliability was measured by computing the percent of agreement between the two members of each team from their independent ratings before they conferred for a final consensus score. The inter-rater reliability for all three types of artifacts was very good.

Table 6
Inter-rater reliability of the scoring of Artifacts

Rubric Component	Agreement
Relevance	90%
Web reliance	69%
Variety	62%
Scholarship	77%
Style	59%

John Wood Community College
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Computer Science
 Degree: AA, AS, AFA, AGA, AAS
 Link to JWCC Mission Statement:

Date: 2/28/12
 Person Completing Form: Marty Otto,
 Barb Stoll

Goal and/or Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p>General Education Goal #6: Demonstrate the ability to evaluate and apply information technology.</p> <p>Learning Outcome 6.1: The student will be able to utilize current computer software.</p>	<p>Students in CSC 106 were required to turn in a final project which included documents created using word processing, spreadsheet and presentation software programs (Word, Excel and Access).</p> <p>These assignments were gathered from two delivery methods: structured and Open Learning.</p> <p>The assignments were evaluated using a rubric developed by OFT / CSC faculty.</p>	<p>The rubric contained three components, one for word processing, one for spreadsheets and one for presentations.</p> <p>Students scored well on all three components with a mean of 2.4 out of 3.0 for the word processing and spreadsheet components and 2.3 out of 3.0 for the presentations.</p>	<p>Although the student scores were acceptable, the rubric proved to be problematic. Components needed to be broken down into more detailed subcomponents.</p> <p>After discussion, the rubric was broken into three separate rubrics, one for word processing, one for spreadsheets and one for presentations. Within each rubric, the single component was broken into multiple subcomponents to enable a more detailed assessment.</p>

General Education Assessment – 2007

December, 2007:

On December 11, 2007, faculty gathered to pilot the rubrics for General Education Goal 4 – Critical Thinking (Mathematics focus) and General Education Goal 6 – Evaluate and Apply Information Technology, using classroom artifacts. The specific learning outcomes were GEG 4.1 - The student will be able to make rational decisions and solve problems and GEG 6.2 – The student will be able to demonstrate information seeking skills.

Each team of two was responsible for scoring the assigned classroom artifacts. Using a rubric created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

MATHEMATICS SCORING RUBRIC
John Wood Community College
Revised Fall 2007

Points Awarded	General Descriptors	Component – specific Descriptors Special Scoring Notes
5	Complete Communication Appropriate Strategy Correct Procedures Correct Answer(s)	Correct Formula
4	Good Communication Appropriate Strategy Minor Procedural Error(s) Incorrect Answer(s)	Correct Formula
3	Acceptable Communication Appropriate Strategy Substantial Procedural Error(s) Incorrect or No Answer(s)	Correct Formula
2	Some Communication Inappropriate Strategy Some Procedural Competence Incorrect or No Answer(s)	Incorrect Formula
1	Poor Communication Inappropriate Strategy Minimal Procedures Incorrect or No Answer(s)	Incorrect or No Formula
0	Very Poor Communication No Strategy Evident Very Poor or no Procedures Incorrect or No Answer(s)	No Formula Stray marks, irrelevant comments or random copying of numbers from the problem.

JOHN WOOD COMMUNITY COLLEGE
Critical Thinking Assessment

Learning Outcome 6.2: The student will be able to demonstrate information seeking skills.

Rubric Design by: Pat Woodworth and Cathy Stephens

COMPONENT	1 POOR	2 GOOD	3 EXCELLENT
<u>Accessing Information:</u> How to identify and assess information relevant to the task	Lack of sources OR source or sources lack relevancy to the topic; OR use of one type of source	Type of source or database used appropriate to the task; adequate number of sources from appropriate databases	Accesses, as appropriate to the task, a variety of relevant sources; chooses consistently good sources from the appropriate databases
<u>Selection of Resources:</u> Choice of quality material with relevancy to the task	Sources are outdated, or not relevant to the task; sources are biased; OR no sources used	Sources are appropriate to the task; sources not the best that may be available but still appropriate	Sources are high quality and relevant to the task
<u>Rhetorical Use of information:</u> Sources are incorporated into the project, including own ideas supported by evidence and/or relevant resources	No logical incorporation of sources or own ideas; makes unsupported claims; sources used in a disorganized manner	Incorporates sources and own ideas in somewhat successful manner; no evidence of unsupported claims	Sources organized that support claims effectively; uses personal voice as relevant to the task; all sources are relevant and organized according to ideas; effectively uses sources to present opposing viewpoints or different sides of an issue

Adapted from: Alaska Association Annual Conference, 2006/Barbara Fister

Hatfield General Education Assessment
Information Seeking Skills
Results of December 2007

Scoring Results

Inter-rater Reliability

Accessing Information

Rubric Score	N	%
1	50	24%
2	102	48%
3	59	28%
	211	100%

	N	%
Total Agreement	134	64%
Difference of 1	73	35%
Difference of 2	4	2%
	211	100%

Average Score 2.04

Selection of Resources

Rubric Score	N	%
1	44	21%
2	115	55%
3	52	25%
	211	100%

	N	%
Total Agreement	127	60%
Difference of 1	82	39%
Difference of 2	2	1%
	211	100%

Average Score 2.04

Rhetorical Use of Information

Rubric Score	N	%
1	76	36%
2	76	36%
3	58	28%
	210	100%

	N	%
Total Agreement	119	56%
Difference of 1	78	37%
Difference of 2	14	7%
	211	100%

Average Score 1.91

Evaluation of Assessment Process

Assessment for General Education Outcome # 6.2

December 18, 2007

Reponses to the following questions:

1. In what ways the rubric hard to use?

- a. Classification between categories seems subjective in terms of “good” sources or “current”.
- b. Could be more specific.
- c. Not defined enough between poor, good, & excellent nor between components.
- d. The first and second components were very similar, otherwise, very understandable.
- e. Distinction between assessing information and solution of review got some getting used to. Under selection of resources #1, does not have a description of inappropriate sources.
- f. It wasn't hard
- g. Accessing information needs a minimum # college wide.
- h. “No evidence of unsupported claims”. Difficult to verify. Accessing information and selection of resources difficult to separate at times.
- i. Accessing and selection of resources sometimes seemed very similar. Sometimes the definition was hard, for example, lack of sources-by definition is that less than 3: Perhaps it should have been more specific (although I know you discussed that).
- j. Could be written more clearly.
- k. It did not include a component to assess how accurately courses were cited in the artifact. In other words, sometimes sources were used that were not on works cited page and vice versa. Sometimes, lack of “around any motional created plagiarism. Other times citations in the text were incorrectly documented as were the works cited entries on the works cited page. These mechanics are different from whether or not a student is attempting to provide support, but these problems caused me to downgrade my scores.
- l. “Applies to oranges”. Artifacts based on different requirements – i.e. some speech teachers require two sources; others require five or more sources; format in citations varied frequently; errors in citations often found but are not included in 6.2 if I understand correctly.
- m. Some overlap; general
- n. With only three scores possible for each category, it was hard to determine a whole number score for each (i.e. some scores seemed more like 1.5 or 2.5, but we had to assign a whole number.)

- o. Often, I had trouble making distinction between 1 and 2, 2 and 3, probably due to lack of experience.**
- 2. In what ways was the rubric easy to use?**
- a. Only 3 categories**
 - b. Good based for grading-good definition between 1 (poor) and 2 (good)**
 - c. The third component is very significant, so very easy to use.**
 - d. Rhetoric use of information was described well, making it easy to distinguish categories.**
 - e. I found that it was clearly stated what was needed to score.**
 - f. Only have 3 components**
 - g. General descriptions-able to apply to varied artifacts**
 - h. I felt the poor, good, and excellent distinctions were good.**
 - i. Summarized fairly well.**
 - j. It helped guide the process when distinguishing between two alternatives.**
 - k. Rubric ok, but requirements for English papers, review papers, and speeches different.**
 - l. Kept our thinking “generic” and broad.**
 - m. Concise characteristics were helpful.**
- 3. How can we improve the rubric so that it would be more effective in assessing this General Education Goal?**
- a. Perhaps adding another sub-category(s), rather than just poor, good, excellent.**
 - b. Tie it in closer to the artifact.**
 - c. Separating “Accessing Info” and “Selection of Resources” more definitively as well as distinguishing between good and excellent; provide examples. Allow for grading of speeches.**
 - d. Number 1 and 2 components could almost be combined.**
 - e. Under selection of Resources #1 does not have a description of inappropriate sources.**
 - f. Accessing information needs a minimum number college wide.**
 - g. Change to no “obvious” evidence of unsupported claims. Good**
 - h. Could be written more clearly.**
 - i. Add a 4th component for mechanics of citations, create different rubrics for different assignments.**
 - j. fit rubric to specific types of assignments; again, Science and English essays are often developed along different lines; speeches follow different rules also.**
 - k. Maybe add readability.**
 - l. Half points would help. Also, a different rubric may be needed for artifacts that were not research papers.**
 - m. Perhaps broadening it to include papers with no works cited page or require it of all**

artifacts.

4. What factor(s) about the artifacts made them difficult to assess?
 - a. Inconsistencies in citation of sources by students.
 - b. Lack of consistency in format.
 - c. In any shape or form, it is difficult to assess accessing information. Also, there is no uniformed way of citing, so different uses of citing make it difficult to grade component # 3.
 - d. Hard to do component #3 from the rubric on speeches. Not the same as writing.
 - e. Speeches were a little tough. Variety of assignments.
 - f. Speeches were hard to assess because of the lack of substance.
 - g. Rhetorical uses on speech outlines were difficult.
 - h. Speech assignments very short – not comparable to others.
 - i. The speeches were hard to asses – it was hard to assign a 1 or a 2.
 - j. Inconsistent outlines in the topic.
 - k. Not knowing the requirements of the assignment. This could show the assessment scoring. Different assignments requires different rubrics.
 - l. Not being aware of original assignment.
 - m. Not knowing the particular criteria
 - n. Not all were research papers. They didn't fit the rubric.
 - o. The wide variety of ways students cited sources.

5. What factor(s) about the artifacts made them easy to assess?
 - a. If they fell into one of the categories without question.
 - b. None
 - c. Having a works cited page!
 - d. Works cited, being attached an absolute necessity.
 - e. Not worrying about work cited format.
 - f. Essays were easier in that they had some substance and full information in them.
 - g. Essays were easier to score.
 - h. General descriptions on rubric-not too specific.
 - i. The English ones were very easy; however, it was hard to apply the rubric to the speeches.
 - j. None
 - k. If one assignment required only two sources and another seven, the one with fewer sources could be inaccurately scored lower when contrasting the two.
 - l. Typed
 - m. Either had a works cited page or not
 - n. Many artifacts clearly cited sources and listed in a works cited section.
 - o. More consistent citing practices – footnote or embedded.

- 6. How can we improve the process for assessment that we have used today?**
- a. Addition of a category between poor and good. Finding a way to reduce subjectivity (if possible)**
 - b. Have a specific assignment in which all instructor's use the same format/rubric and requirements.**
 - c. Better rubric. More uniform instruction on in-text citing.**
 - d. Again, either redo components 1 and 2 or combine them. Otherwise, the rubric worked very well.**
 - e. We probably needed a better explanation as the sample to explain why an artifact warrants a 1 or 2 or 3, particularly for Rhetorical Use of Information. Not all readers were in the same wavelength on this one.**
 - f. I think it was acceptable the way it was.**
 - g. Continue mock scoring with discussion.**
 - h. Clarify to department heads early what will be assessed-include only relevant samples. Be sure to eliminate names. In general, a good process.**
 - i. In the past, when Greg Lee did it for economics, he had examples that he rated as poor, good and excellent. He also had reasons for those ratings. Although this is obviously different material, perhaps if there were more specifics. It just seemed so open to subjective interpretation. When talking with other groups at lunch, I realized we were looking at it completely different. So in the end, is it too subjective to be worth anything? Good luck-I wish I had something more concrete and helpful.**
 - j. Went reasonably well. Major improvements and**
 - k. Develop a rubric for each tuype of assignment to make it consistent across the sample. Speech, ENG 102, and Science artifacts were not comparable enough in their requirements.**
 - l. Clarify different requirements for different assignments-one method (rubric) cannot be used effectively for wide variety of assignments. Let readers know specific assignment or don't bring different types of assignments under one generic rubric.**
 - m. Could instructors be notified earlier if our class will be assessed?**
 - n. With only three scores possible for each category, it was hard to determine a whole number score for each (i.e. some score seemed more like 1.5 or 2.5, but we had to assign a whole number). Half points would help. Also, a different rubric may be needed for artifacts that were not research papers. (Focus on appropriateness/relevance). "Accessing Information" and "Selection of Resources" seemed to overlap. Perhaps they could be better delineated.**
 - o. Continue to train by increasing the number examples.**

Comments:

This is tough! You've got a good start, but is awkward to use.

How do we use this rubric to grade speeches for which not in-text citing takes place, because there is no formal paper? How do we assess component #3 (Rhetorical Use of Information) if students do not have to cite their outlines or PowerPoint's for speeches?

Should speeches meet the same standard as written papers, or should speeches be excluded from claims of 6.2?

Evaluation of Assessment Process

Assessment for General Education Outcome #4.1

Date of Assessment 12/18/07

1. In what ways was the rubric hard to use?
 - a. Match-fairly clear cut-define “substantial & minor” (3&4)
Info seeking-still needs some refinement?
 - b. none--maybe distinguish more between 3 & 4 & 1 & 2. But how?
 - c. Telling the difference between 4 and 3 was often difficult
 - d. Difference between substantial as minimal procedural errors, for a 3 or 4.
 - e. was sometimes difficult to differentiate between minor and substantial errors
 - f. identify minor vs. substantial errors
 - g. knowing the difference between “minor” and “substantial”—interpreting that correctly (this kind of problem is inherent in all rubrics, I think—there is really no good/accurate answer)
 - h. thought it was user friendly

2. In what ways was the rubric easy to use?
 - a. Math – fairly easy – we got rolling!
6.2 – good description provided
 - b. Very well thought out – clear cut between awarded points.
 - c. it is easy to discern 0-2 and 3-5
 - d. specific descriptors helped
 - e. Logical layout of important “general descriptors”
 - f. Good explanation during training
 - g. Very well laid out
 - h. good rubric
 - i. easy to follow and apply to artifacts
 - j. very easy to use?

3. How can we improve the rubric so that it would be more effective in assessing this General Education Goal?
 - a. Math rubric – “correct uses of formula and substantial procedural error.” Define substantial and minor (3 & 4)
 - b. I thought it was great. Add more descriptors for 3 and 4, 1 and 2.

- c. More notes about slight error vs. substantial
 - d. For a 4 on the rubric, have good communication with correct answer.
 - e. Maybe discuss how to grade good communication combined with wrong answer.
 - f. More examples keying in on what might be a minor vs. substantial error
 - g. no suggestions
 - h. Perhaps come up with more specific descriptors
 - i. Perhaps assign values to vote each section or descriptors within section?
4. What factor(s) about the artifacts made them difficult to assess?
- a. If math problems unorganized -- 6.2 artifacts -- various subject areas all don't conform to 1 rubric design. (ie-Science vs. English 102)
 - b. Understanding of stats -- lack of work shown by students.
 - c. artifacts were ok.
 - d. Student organization and handwriting on some
 - e. Handwriting of students was poor.
 - f. nothing comes to mind
 - g. for math-not too much-the student either had the numbers/formulas or didn't -- pretty clear cut...
 - h. How complete or incomplete each artifact met descriptors?
5. What factor(s) about the artifacts made them easy to assess?
- a. if math problems unorganized much easier to score
 - b. Math-black and white-answers are either right or wrong.
 - c. Color coded problems were easy to
 - d. student numbering of steps helped out
 - e. if they followed the worksheet or identified the steps
 - f. good keys—for math- not too much-the student either had the numbers/formulas or didn't-pretty clear cut...
 - g. Degree of completeness or incomplete. If they met all descriptors or none of them it was easy
 - h. easy to follow
6. How can we improve the process for assessment that we have used today?
- a. I was disappointed with the lunch (Tea tasted like coffee). The fruit for AM was good (melon honeydew was a bit nasty!) Process went well -- good job Addie and Dave!
 - b. More examples in training?
 - c. More examples of 3 vs. 4
 - d. Helped to have math instructors in assessment
 - e. Great training. Helps to have math faculty available to answer questions. The process worked very well.

f. I think it was/is a good instrument and with practice become better at rating artifacts.

Comments:

Assessment Committee: To do list/thoughts, ideas

Remove all identifying marks on artifacts (student name/instructor name/course name).

Remove ENG 101 assessment claim 6.2 (need to follow up on this!). Rubric for assessment of 6.2 should be given to all instructors claiming this goal. Students ought to be given rubric upfront (once the rubric's design is decided on)

It seems that we are becoming better at this – rubrics are better, training better, etc. We just need to keep improving – learning from each experience. Today was smooth!

It helped out tremendously to go thru examples and sample scoring ahead of time.

I think it went well. The training was clear, samples were helpful. Order potato chips; next time!

Dave R – your training session was terrific! Organized, simplified, good examples – couldn't be better! Good training examples and keys. Have potato chips instead of potato salad.

Talk was presented well. Artifacts were easy to grade.

General Education Assessment – 2008

May, 2008:

On May 13 and 14 of 2008, faculty gathered for the fourth annual reading of student portfolios. The portfolios were used as a measure of proficiency of student learning identified by eight General Education goals (GEGs). Teams of two spent one day reading portfolios from students who had recently earned their transfer degrees (AA or AS). The following day was spent assessing GEG 4 – Critical Thinking (Mathematics focus) and GEG 6 – Evaluate and Apply Information Technology.

Day 1 – Assessment of Portfolios

Each team of two was responsible for scoring the artifacts from the assigned student portfolios. Using a rubric created by the Senate Committee on Academic Assessment (SCAA) which consisted of a two-step process, 1) read the reflection statement and score how well the student related the artifact to the given General Education goal; 2) consider how the actual entry appeared to match the stated General Education objective.

Day 2 – Assess portfolio assignments for GEG 2 and GEG 6

The second day focused on GEG 4.1 – Critical Thinking and GEG 6 – Evaluate and Apply Information Technology. The two specific outcomes that were derived from these goals are: 4.1 Make rational decisions and solve problems; 6.2 – Demonstrate information seeking skills.

MATHEMATICS SCORING RUBRIC
John Wood Community College
Revised Fall 2007

Points Awarded	General Descriptors	Component – specific Descriptors Special Scoring Notes
5	Complete Communication Appropriate Strategy Correct Procedures Correct Answer(s)	Correct Formula
4	Good Communication Appropriate Strategy Minor Procedural Error(s) Incorrect Answer(s)	Correct Formula
3	Acceptable Communication Appropriate Strategy Substantial Procedural Error(s) Incorrect or No Answer(s)	Correct Formula
2	Some Communication Inappropriate Strategy Some Procedural Competence Incorrect or No Answer(s)	Incorrect Formula
1	Poor Communication Inappropriate Strategy Minimal Procedures Incorrect or No Answer(s)	Incorrect or No Formula
0	Very Poor Communication No Strategy Evident Very Poor or no Procedures Incorrect or No Answer(s)	No Formula Stray marks, irrelevant comments or random copying of numbers from the problem.

JOHN WOOD COMMUNITY COLLEGE
Critical Thinking Assessment

Learning Outcome 6.2: The student will be able to demonstrate information seeking skills.

Rubric Design by: Pat Woodworth and Cathy Stephens

COMPONENT	1 POOR	2 GOOD	3 EXCELLENT
<u>Accessing Information:</u> How to identify and assess information relevant to the task	Lack of sources OR source or sources lack relevancy to the topic; OR use of one type of source	Type of source or database used appropriate to the task; adequate number of sources from appropriate databases	Accesses, as appropriate to the task, a variety of relevant sources; chooses consistently good sources from the appropriate databases
<u>Selection of Resources:</u> Choice of quality material with relevancy to the task	Sources are outdated, or not relevant to the task; sources are biased; OR no sources used	Sources are appropriate to the task; sources not the best that may be available but still appropriate	Sources are high quality and relevant to the task
<u>Rhetorical Use of information:</u> Sources are incorporated into the project, including own ideas supported by evidence and/or relevant resources	No logical incorporation of sources or own ideas; makes unsupported claims; sources used in a disorganized manner	Incorporates sources and own ideas in somewhat successful manner; no evidence of unsupported claims	Sources organized that support claims effectively; uses personal voice as relevant to the task; all sources are relevant and organized according to ideas; effectively uses sources to present opposing viewpoints or different sides of an issue

Adapted from: Alaska Association Annual Conference, 2006/Barbara Fister

GENERAL EDUCATION PORTFOLIO REPORT
SPRING 2008 Reading

David Shinn, Director of Institutional Research

Inter-rater Reliability

Inter-rater Reliability for Step 1

The following table shows the inter-rater agreement as well as the overall agreement for rating Step 1. The range of agreement across the GE goals was 59% to 61%.

Step 1 Agreement by GE Goal

GE Goal	agree	Diff of 1	Diff of 2	total	Percent Agreement
1	86	46	1	133	65%
2	87	40	7	134	65%
3	73	57	3	133	55%
4	87	37	9	133	65%
5	86	45	3	134	65%
6	89	44	1	134	67%
7	80	45	6	131	61%
8	78	53	2	133	59%
total	666	367	32	1065	63%

Inter-rater Reliability for Step 2

The following table shows the inter-rater agreement as well as the overall agreement for rating Step 2. The range of agreement across the GE goals was 65% to 88%.

Step 2 Agreement by GE Goal

GE Goal	agree	total	Percent
1	116	132	88%
2	99	134	74%
3	86	133	65%
4	105	133	79%
5	112	134	84%
6	114	134	85%
7	90	130	69%
8	109	133	82%
total	831	1063	78%

GENERAL EDUCATION PORTFOLIO REPORT
SPRING 2008 Reading

David Shinn, Director of Institutional Research

Step 2: Was the artifact an appropriate representation of the GE goal?

The following tables shows the ratings (either a 0 for not appropriate or a 1 for appropriate) for the overall assessment of Step 2 (Was the artifact an appropriate representation of the General Education goal?) Overall, 76% of the artifacts were rated to be appropriate. Less than two-thirds of the artifacts were appropriate within GE goals 2, 3, and 7. These percentages are consistent with past years.

Step 2 Rating Frequencies
and Percent of Artifacts that were Appropriate

<u>GE Goal</u>	<u>0</u>	<u>1</u>	<u>Total</u>	<u>% Appropriate</u>
1	26	107	133	80%
2	45	89	134	66%
3	52	81	133	61%
4	35	98	133	73%
5	17	117	134	87%
6	21	113	134	84%
7	49	82	131	63%
8	16	117	133	87%
Total	261	805	1065	76%

Assessment of General Education Goal 4: Critical Thinking
 Results of the ratings of artifacts From May 2008
 David Shinn, Ph. D., Director of Institutional Research
 February 13, 2009

General Education Goal 4: Use critical thinking. Outcome 4.1: make rational decisions and solve problems (JWCC 2007-2009 catalog, page 77).

The artifacts were taken from the student classroom activities of Spring 2008 and were scored during the May 2008 reading specifically. The artifacts addressed Outcome 4.1 as manifested by hypothesis testing.

Five teams of two faculty readers each scored 169 artifacts. Table 1 incorporates the rubric that was used to display the results by indicating the number and percent of each artifact scored at the different levels. The mean or the average score was 3.5 on a scale of 0 to 5. Seventy-nine percent (79%) of students were able to score a three or better indicating that they had used the appropriate strategy and had adequately communicated their solution even if some students had made procedural or computational errors. That is, the errors for those 79% of the students demonstrated good critical thinking skills.

Table 1
 Results of the Scoring of Outcome 4.1 Artifacts

Number & Percent of Artifacts Rated	Rubric Points	General Descriptors from the rubric	
51 (30%)	5	<ul style="list-style-type: none"> • Complete Communication • Appropriate Strategy 	<ul style="list-style-type: none"> • Correct Procedures • Correct Answer(s)
37 (22%)	4	<ul style="list-style-type: none"> • Good Communication • Appropriate Strategy 	<ul style="list-style-type: none"> • Minor Procedural Error(s) • Incorrect Answer(s)
45 (27%)	3	<ul style="list-style-type: none"> • Acceptable Communication • Appropriate Strategy 	<ul style="list-style-type: none"> • Substantial Procedural Error(s) • Incorrect or No Answer(s)
20 (12%)	2	<ul style="list-style-type: none"> • Some Communication • Inappropriate Strategy 	<ul style="list-style-type: none"> • Some Procedural Competence • Incorrect or No Answer(s)
11 (6%)	1	<ul style="list-style-type: none"> • Poor Communication • Inappropriate Strategy 	<ul style="list-style-type: none"> • Minimal Procedures • Incorrect or No Answer(s)
5 (3%)	0	<ul style="list-style-type: none"> • Very Poor Communication • No Strategy Evident 	<ul style="list-style-type: none"> • Very Poor or no Procedures • Incorrect or No Answer(s)

The inter-rater reliability measured by a percent of agreement between each reader and his/her reading partner. Sixty-two percent (62%) of the time there was full agreement. Another 34% of the time there was only a one-point difference in scoring meaning that for a 5 point scale there as agreement within one-point for 96% of the artifacts. The largest disagreement was 2 points and this only occurred 4% of the time. The inter-rater reliability – a reflection of a combination of the clarity of the rubric, the training, and the readers’ skills – was very good.

Assessment of General Education Goal 6: Technology
 Results of the ratings of artifacts
 From May 2008
 David Shinn, Ph. D.
 Director of Institutional Research
 September 12, 2008

General Education Goal 6: Demonstrate the ability to evaluate and apply information technology. Outcome 6.2: demonstrate information seeking skills.

The artifacts were taken from the student classroom activities and portfolios of Spring 2008 and were scored during the May 2008 reading specifically addressed Outcome 6.2: information seeking skills.

Two-hundred and fifty-six (256) artifacts were scored. Table 1 displays the results.

Table 1
 Results of the Scoring of All Artifacts

	Rating of 1	Rating of 2	Rating of 3	Mean rating	N
Accessing Information	39%	40%	21%	1.82	256
Selection of Resources	36%	49%	15%	1.80	253
Rhetorical Use of Information	55%	30%	15%	1.61	191

The inter-rater reliability is displayed in Table 2. Six teams of two people scored the artifacts. The reliability was measured by computing the agreement between the two members of each team from their independent ratings before they conferred for a final consensus score. The inter-rater reliability for all three rubric components was adequate.

Table 2
 Inter-rater reliability of the scoring of Artifacts

Artifact type	Agreement
Accessing Information	72%
Selection of Resources	70%
Rhetorical Use of Information	63%

Of the 256 artifacts, 191 were written artifacts the other 65 were speeches. None of the speeches were rated on the third component – Rhetorical Use of Information. To be sure that there was no interaction within the ratings affected by type of artifact, the ratings and inter-rater reliability for each type of artifact was computed. The tables below (Tables 3 thru 6) display the data.

Table 3
Results of the Scoring of Written Artifacts

	Rating of 1	Rating of 2	Rating of 3	Mean rating	N
Accessing Information	40%	37%	23%	1.84	191
Selection of Resources	37%	47%	16%	1.79	188
Rhetorical Use of Information	55%	30%	15%	1.61	191

Table 4
Inter-rater reliability of the scoring of Written Artifacts

Artifact type	Agreement
Accessing Information	76%
Selection of Resources	72%
Rhetorical Use of Information	62%

Table 5
Results of the Scoring of Speech Artifacts

	Rating of 1	Rating of 2	Rating of 3	Mean rating	N
Accessing Information	37%	51%	12%	1.75	65
Selection of Resources	31%	55%	14%	1.83	65
Rhetorical Use of Information	na	na	na	na	na

Table 6
Inter-rater reliability of the scoring of Speech Artifacts

Artifact type	Agreement
Accessing Information	59%
Selection of Resources	63%
Rhetorical Use of Information	na

SUMMARY OF MAY 2008 ASSESSMENT READING SURVEY

Responses to questions

Question 1 – Was the training effective?

In what ways was the rubric hard to use?

Responses:

- Explanations not detailed on print version. Need agreement about 0 sources?
- It was not hard to use, but accessing information and selection of resources overlap a bit.
- I believe some “tweaking” is in order to make the rubrics clearer. Example: Accessing Info-poor would read better as “Insufficient” as opposed to “lack of.” Also explain what constitutes a “quality” source.
- The language of sections 1 and 2 on Rhetorical Use of Info. are clearly exclusive; # reads “makes unsupported claims.” While # 2 says “no evidence of unsupported claims: strictly speaking this word means that any statement which is (a just common public knowledge and cb) not supported by citation is going to be marked a 1, all other factors notwithstanding. This is clearly not the intent of the rubric though.
- A few items/artifacts had elements of 2 different rating scales, but overall was very good.
- Great fv artifacts but is a problem in portfolio papers!
- A couple of “gray” areas-is, 5 – 4 communication. Problem may be correct, answer, formula, etc. but not all info communicated in for a 5 rating, but 4 indicates problem & answer may not be correct. Minor issue – judgement call.
- Could not apply “Rhetorical Use” section to speeches
- I found it easy to apply in the majority of problems. I waived on just a few papers-but I think that was the paper-not the rubric that I questioned
- Very good
- No strong opinion here-it was okay
- Generalities & perspectives
- Difficult to use w/out having assignment parameters-vague and not tailored to artifacts being assessed.
- It wasn’t – with good training
- No problem, but lacks some specificity
- No problem

Question 2 - In what ways was the rubric easy to use?

Responses:

- Explanations clear-orally, in training
- Evaluating resources and checking on their use in writing is done in grading in ENG 102
- Detailed but not impossible detail
- Good break down of components
- Some distinctions in the rubrics were very clear (eg an absence of sources)
- Having keys & training, support of math staff.
- Somewhat “subjective” regarding how/what distinguishes “small, error”, etc.
- Very easy to follow & apply in most cases (ie) class artifacts, but didn’t work for general portfolio
- The rubric was very useful
- Clear, concise 3 point assessment tool
- 3 + - correct formula, clear descriptors (communication, etc) Overall excellent tool
- Very easy
- Training was good for people
- Familiarity
- Training helped
- Simple
- Easy to use & interpret-not complicated
- Simple; easy to use
- Limited choices-simply

Question 3 – How can we improve the rubric so that it would be more effective in assessing this General Education Goal?

Responses:

- Distinguish between artifacts that we have no sources, incomplete information listing sources – possibly a “0” category?
- Evaluating resources and checking on their use in writing is done in grading in ENG 102
- Please give credit that some of the selections of resources from web cites come from books, newspapers, journals, etc.
- I believe some tweaking is in order to make the rubrics clearer.
- Make sure that specific items listed in each sections have corresponding material on the same material in all other sections (#1, 2, 3). Make the language uniform in each description.
- None
- More challenging for other problems.
- I found this rubric easy to apply & effective.
- Seeing the assignment would be helpful
- I think the rubric fits this goal quite well
- N/A

- I realize it needs to be kept general, however, could come up with some more explicit examples of what would be a “2”, “3”, etc. Without splitting hairs too much.
- One for each department.
- Maybe tailor to ea. objective more closely.
- One size doesn’t fit all- no matter how much it is wished for
- Can be used for many disciplines as long as we have good training.
- No for essays having no sources.
- Could include a 0 for essays/etc without sources.

Question 4 – What factor(s) about the artifacts made them difficult to assess?

Responses:

- No assignment explanation included. Some not relevant to outcome.
- Outside of ENG 102 class artifacts, not knowing what the assignments were for other classes.
- Not knowing the assignment details
- I kept getting “distracted” by the content (at times interesting, at times boring). I also got distracted by spelling & grammatical errors. Also, the “color coding” on some papers made the text difficult to read.
- A lack of knowledge of the original requirements for the papers (page requirements, or go # of references, etc). Some highlighting, especially in copies, made parts of the text difficult or impossible to read.
- The afternoon session with no answer keys! (Had great Math staff support, however)
- Students writing too small! “Scrambled” – unorganized responses.
- Were not statistical in the portfolios & we were trained primarily to evaluate Stats problems.
- The artifacts from the portfolio did not have answer keys.
- Not having the assignment. Knowing lengths of assignment would help determine if # of source, was adequate.
- I found it easy to assess the artifacts w/the rubrics. (The items from the portfolio was a bit harder – had to create an answer key for each one).
- N/A
- Not knowing the assignment, especially how many sources. Speech was hard to assess!
- Use paper chip rather than plastic sheets
- No slip sheets please
- Unknown assignment parameters – inconsistent within departments
- Understanding stats; Portfolio artifacts too broad in range of disciplines w/no answer keys.
- Science/English/ speech don’t lend themselves to same specific assessment devices
- It was difficult to assess science papers and biography.

Question 5 – What factor (s) about the artifacts made them easy to assess?

Responses:

- **Training w/samples – and discussion in training helped to clarify decisions needed to distinguish categories!**
- **From ENG 102, they were the types of research papers I have assigned and graded.**
- **All “typed”**
- **The examples, training & keys**
- **The examples provided by Math instructor**
- **All stats assignments fit the evaluation training & most artifacts were for stats**
- **The artifacts from the classroom were much easier to assess.**
- **Organized & ready to go**
- **The artifacts from the classroom – easy to assess. Very close/same scores among raters.**
- **N/A**
- **Hypothesis tests have a certain template format which makes them easier to grade than some math problems.**
- **Students v faculty**
- **Give students/faculty more direction. Give assessors specifics of assignments**
- **All the same question(s) & with math-black & white answers on one of three keys.**
- **Most were from a course I teach on a regular basis, so that made it easy for me.**

Question 6 – How can we improve the process for assessment that we have used today?

Responses:

- **Tweak rubric-to take into account artifacts without source lists. Tweak matrix- to include artifacts that address the outcome classroom.**
- **We had good explanations of how to assess before we began and great flexibility in usage if our time and ability. No problem.**
- **We need to have information about what the assignment is.**
- **Get rid of the potato chips. HaHa-just kidding-I like potato chips**
- **Portfolios-are still a problem-general overview & too many varieties of examples chosen by student.**
- **Perhaps examples for Calc & Algebra to follow? At the very least, have students include the actual problem w/solution.**
- **Worked well for me as is.**
- **For the Math goal-looks great. (Both artifacts & rubric).**
- **None**
- **What to do about portfolios?**
- **Hopefully everyone will have the demographic sheet attached next time to their artifacts.**
- **Comprehensive exam**

- No need to be so defensive-we all buy into improvement at JWCC.
- Emphasis on training – we must teach the scorers how to interpret goals.
- Have college-wide agreement on requirements for research papers.

Comments:

- It would be very nice to have a workshop on how to use “Turnitin.com” – to help raise the awareness of plagiarism-quality in research/information-seeking (during convocation?)
- Including a short assignment summary from instructor w/classroom-assigned artifacts would be helpful.
- Do we have a campus-wide policy on plagiarism? Clarification on this issue campus wide would be helpful.
- Bring visine for tired eyes at the end of the day.
- The actual wording of the Gen Ed goals needs to be reviewed/updated.
- Continue off-site assessment-high schools, etc.
- Great job Dave & Shari.
- Great lunch, etc.-thanks Shari!
- Great job running the 2 days-Addie & Dave!
- Depart chairs (coordinators MUST be taking an active role in promoting assessment process & following upon it!
- Department chairs need to be more involved in order to get all faculty both full time & associate faculty involved in assessment process.
- Portfolio value is limited artifacts from classroom projects seem to yield more valuable data. Perhaps lift the portfolio as grad requirement. Submit specific assignments w/artifacts.
- What about dual enrollment courses. I did not see any essays for high school classes.
- Department chairs need to take an active role in assessment & disseminate information back to all department members including adjunct faculty.
- Assess artifacts from classroom rather than items from the portfolio, (too much variation in the portfolio.)
- Depart mental standards for using scored & writing research papers need to be established.
- Was the demographic sheet ok? Looking at different methods of instruction (online, dual credit, etc) is a concern.
- Readers need feedback on the material learned from the assessment.
- Local, regional, or nat’l
- Need “or’s”
- Where are portfolios handed in? (Screen for basics?)
- W/a brochure need to teach/require in-text
- Maybe for speech: have students submit speech manuscript w/sources cited instead of an outline only and bibliography.
- Interpersonal skill assessment reflecting group work as an artifact for goal #5 would be helpful. Group work reflections not available.

- Add “and/or” to goals.
- Research work must be documented & cited.
- Wikipedia is not a good research data source.
- We need to try some other methods of assessment (standard tests, classroom artifacts) besides the portfolio. Assessing specific classroom artifacts seems to work well; the portfolio does not.
- College-wide requirements for research papers –thesis/focus/significant content/transitions/in-text situations/works cited etc.

Question 1 - 16 out of 20 responded

Question 2 – 10 out of 20 responded

Question 3 - 18 out of 20 responded

Question 4 – 19 out of 20 responded

Question 5 – 15 out of 20 responded

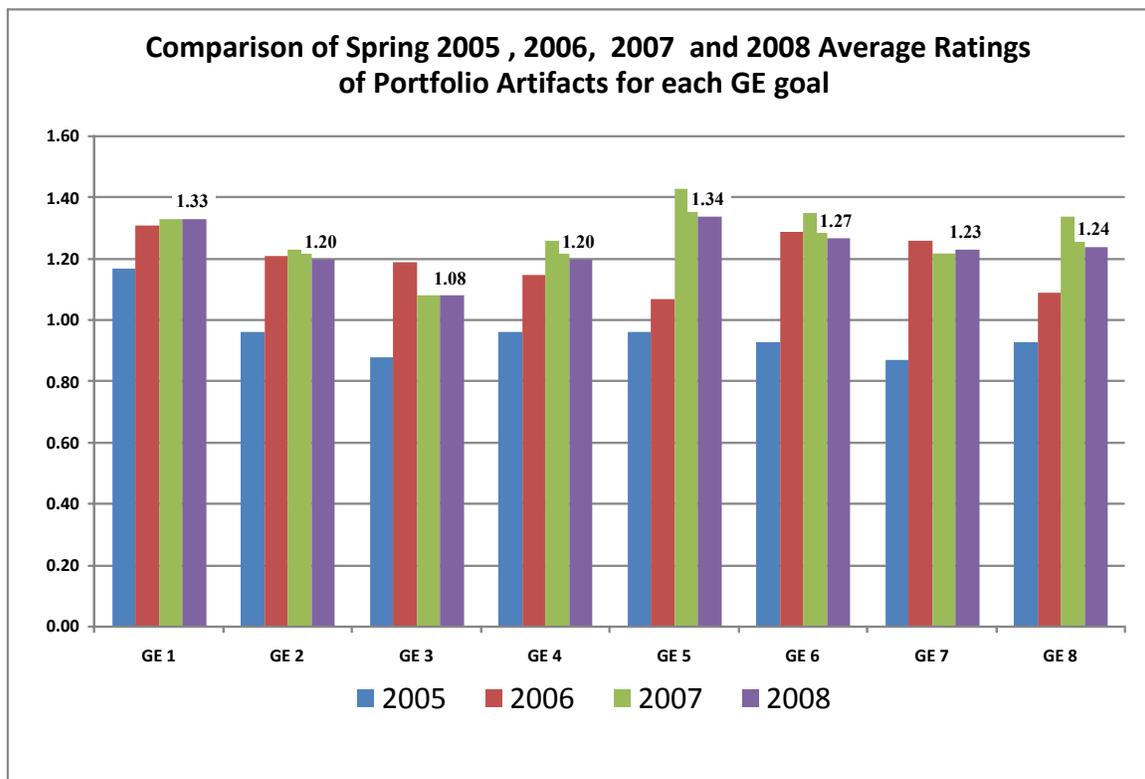
Question 6 – 15 out of 20 responded

GENERAL EDUCATION PORTFOLIO REPORT SPRING 2008

David Shinn, Director of Institutional Research

Step 1: How well did the student relate the artifact to a given GE goal?

The following graph shows the mean values of the step 1 (how well the student related the artifact to a given General Education goal) and compares them with previous years' results. The possible values range from zero to two and a score of one is meant to indicate an adequately written reflection piece. For this year's set of portfolios, the averages ranged from 1.00 to 1.34.



Inter-rater Reliability for Step 1

<u>GE Goal</u>	<u>agree</u>	<u>total</u>	<u>Percent</u>
1			
2			
3			
4			
5			
6			
7			
8			
Total			

Step 2: Was the artifact an appropriate representation of the GE goal?

The following tables shows the ratings (either a 0 for not appropriate or a 1 for appropriate) for the overall assessment of Step 2 (Was the artifact an appropriate representation of the General Education goal?) Overall, 73% of the artifacts were rated to be appropriate. Less than two-thirds of the artifacts were appropriate within GE goals 3, 5, and 8.

Step 2 Rating Frequencies
and Percent of Artifacts that were Appropriate

<u>GE Goal</u>	<u>0</u>	<u>1</u>	<u>Total</u>	<u>% Appropriate</u>
1	17	80	97	82%
2	27	69	96	72%
3	37	55	92	60%
4	24	73	97	75%
5	27	51	78	65%
6	17	79	96	82%
7	11	72	83	87%
8	37	53	90	59%
Total	197	532	729	73%

Inter-rater Reliability for Step 2

The following table shows the inter-rater agreement as well as the overall agreement for rating Step 2. The range of agreement across the GE goals was from 66% to 87%. The range of agreement with the team was from 71% to 88%.

Step 2 Agreement by GE Goal

GE Goal	agree	total	Percent
1	81	93	87%
2	74	95	78%
3	62	88	70%
4	77	92	84%
5	53	80	66%
6	77	94	82%
7	71	82	87%
8	69	85	81%
total	564	709	80%

Day 2 – Pilot Test of Rubrics for GE goal 2

The second day focused on GE goal number 2 – “Explain economics and politics from local, national, and world perspectives. The two specific outcomes that were derived from this goal are 1. explain the function of an economic system and 2. explain the function of a political system. The following chart displays the averages of the rating. For each outcome, there were 28 artifacts. A major purpose of the rating of artifacts from a given GE goal is to pilot test the rubric because a more extensive scoring and assessment of the achievement of the general goal will be made in the following December. In this case, the pilot test revealed that more work needs to be done on the rubrics for assessing the political and economic outcomes before any assessment can be made regarding GE goal 2.

Respectfully submitted to the SCAA, September 8,2006

General Education Assessment – 2008

December, 2008:

On December 16, 2008, faculty gathered to pilot the rubrics for General Education Goal 4 – Critical Thinking (Natural Science focus) and General Education Goal 8 – Awareness of Humanities and Fine Arts, using classroom artifacts. The specific learning outcomes were GEG 4.1 - The student will be able to make rational decisions and solve problems and GEG 8.2 – The student will be able to demonstrate an awareness of the fine arts.

Each team of two was responsible for scoring the assigned classroom artifacts. Using a rubric created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

JOHN WOOD COMMUNITY COLLEGE
Critical Thinking Assessment

Learning Outcome 4.1: The student will be able to make rational decisions and solve problems (Scientific Method)

Rubric Design by: JWCC Science Department

COMPONENT	1 UNSATISFACTORY	2 SATISFACTORY	3 GOOD
Identifies and summarizes problem/question	Problem or question not identified	Problem or question not focused or well stated	Problem or question accurately identified
Identifies the hypothesis	No hypothesis identified	Incorrectly or vaguely identifies the hypothesis	Clearly identifies the hypothesis
Explains how hypothesis was tested	Poor or no explanation of test procedure	Acceptable explanation of test procedure	Clear, effective explanation of test procedure
Supports or rejects hypothesis	Fails to explain why the hypothesis should be accepted or rejected	Attempts to explain why the hypothesis should be accepted or rejected	Clearly explains why the hypothesis should be accepted or rejected
Forms new hypothesis or draws conclusion	No new hypothesis or conclusion given	Attempts to form new hypothesis or draw correct conclusion	Forms well developed hypothesis or draws correct conclusion

**JOHN WOOD COMMUNITY COLLEGE
GENERAL EDUCATION ASSESSMENT**

Learning Outcome 8.2: Demonstrate an awareness of Fine Arts (Music)

Rubric designed by Gary DeClue

	1 UNSATISFACTORY	2 SATISFACTORY	3 GOOD
Uses musical terminology correctly.	Musical terminology is not used and/not correct.	Musical terms are defined, but should be written in the student's own words.	Musical terms are well defined, clearly understood, and used correctly.
Grasps and understands the subject matter being researched, including the identification of instruments, historical periods, and properties of the human voice.	Subject matter is taken from a variety of sources, but the student does not use his own words.	Subject matter is mostly correct, but some explanations are not quite clear.	Musical elements are described with absolute accuracy and the student understands the concepts of the elements of music.

Assessment of General Education Goal 4: Critical Thinking
 Results of the ratings of artifacts From December 2008
 David Shinn, Ph. D., Director of Institutional Research
 May 8, 2009

General Education Goal 4: Use critical thinking. Outcome 4.1: make rational decisions and solve problems (JWCC 2009-2011 catalog, page 74).

The artifacts addressed Outcome 4.1 as manifested by use of the scientific method. Recall, that in May 2008, the committee assessed Outcome 4.1 by measuring students' knowledge and abilities of hypothesis testing.

Four teams of two faculty readers each scored 196 artifacts. Data from five of the artifacts were unusable yielding a total of 191 artifacts scored. The artifacts were solutions or answers to one of two problems. The different problems were simply labeled Type A and Type B. Ninety-nine artifacts composed the pool of Type A artifacts and 91 formed the whole of Type B. The analysis examined each type separately as well as combined.

Table 1
 Number of artifacts receiving given Scores based on the Rubric and Average Score

Type	Identifies and summarizes problem or question			Identifies the hypothesis			Explains how the hypothesis was tested			Supports or rejects the hypothesis			Forms a new hypothesis or draws conclusion		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
A (n=99)	53	22	24	17	25	57	19	57	23	51	15	33	33	44	22
Average	1.7			2.4			2.0			1.8			1.9		
B (n=92)	42	17	33	7	13	72	27	28	37	53	24	15	10	52	30
Average	1.9			2.7			2.1			1.6			2.2		
Total (N =191)	95	39	57	24	38	129	46	85	60	104	39	48	43	96	52
Total %	50	20	30	13	20	67	24	45	31	55	20	25	23	50	27
Average	1.8			2.5			2.1			1.7			2.0		

Table 2
Inter-rater Reliability Percent of Agreement

Type	Identifies and summarizes problem or question			Identifies the hypothesis			Explains how the hypothesis was tested			Supports or rejects the hypothesis			Forms a new hypothesis or draws conclusion		
	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
A	76	22	2	79	19	2	73	27	0	75	24	1	52	45	3
Correlation	.78			.77			.69			.83			.51		
B	71	24	5	88	9	3	63	35	2	81	17	2	83	17	0
Correlation	.72			.68			.69			.81			.77		
Total	73	23	4	83	14	3	68	31	0	78	21	1	67	32	1
Correlation	.75			.75			.69			.82			.62		

The inter-rater reliability measured by a percent of agreement between each reader and his/her reading partner. All the percentages of complete agreement (zero difference) are 63% or above with one exception of 52% agreement only for Artifact Type A and the component “Forms a new hypothesis or draws conclusion.” With that one exception and perhaps the one at 63%, all the others were more than adequate and acceptable. The inter-rater reliability – a reflection of a combination of the clarity of the rubric, the training, and the readers’ skills – was very good.

Assessment of General Education Goal 4: Critical Thinking
Results of the ratings of artifacts From December 2008
David Shinn, Ph. D., Director of Institutional Research
April 3, 2009

General Education Goal 8: Demonstrate an awareness of the humanities and fine arts.
Outcome 8.2: Demonstrate an awareness of the fine arts. (JWCC 2009-2011 catalog, page 74).

The artifacts were taken from the student classroom activities of Fall 2008 and were scored during the December 2008 reading specifically. The artifacts addressed Outcome 8.2 - [need a description of the artifacts]

Four teams of two faculty readers each scored 61 artifacts. Table 1 incorporates the rubric that was used to display the results by indicating the number and percent of each artifact scored at the different levels. The mean or the average score was 2.1 on a scale of 1 to 3. Twenty-one (34%) students were rated at the highest level of three. About half of the students' artifacts were scored at 2.

Table 1
Results of the Scoring of Outcome 8.2 Artifacts

Number & Percent of Artifacts Rated	Rubric Points
21 (34%)	3
26 (43%)	2
14 (23%)	1

The inter-rater reliability measured by a percent of agreement between each reader and his/her reading partner. Forty-seven times (77%) the two readers agreed. The inter-rater reliability was very good reflecting a clear rubric as well as good preparation and training on how to use the rubric. The high inter-rater reliability is a basis for the faculty to be confident of the results and any conclusion drawn from the results.

EVALUATIONS OF ASSESSMENT PROCESS
CRITICAL THINKING-SCIENTIFIC METHOD
December 16, 2008

Assessment for General Education Outcome #4.1

1. In what ways was the rubric hard to use?
 - A. Little vague in interpretation (see attached rubric)
 - B. Vague on analyzing categories.
 - C. Fairly straight forward
 - D. Clear and easy to use.
 - E. Perhaps include for/(unsatisfactory) poorly identified or incorrectly identified & not just not identified.

2. In what ways was the rubric easy to use?
 - A. Only 3 choices-poor-1, average-2, good-3.
 - B.
 - C. As above
 - D. Very good
 - E. Overall found it user friendly in most cases.

3. How can we improve the rubric so that it would be more effective in assessing this General Education Outcome?
 - A. Make it as black & white a possible-eliminate uncertainties/subjectiveness-call only this by actually practicing w/it 1st.
 - B. Change (1) for identifies hypotheses to “No hypotheses identified or hypotheses completely incorrect.” Change (2) in same row to omit “incorrectly” or change (2) for supports or rejects hypotheses to “Somewhat/Partially explains “for” attempts to explain” (Attempts is vague). Do the same for (2) under “Forms new hypotheses of draws conclusion.” Also, better define “well developed hypotheses” under (3) in the same category.
 - C. Leave it as is
 - D. Leave it along. Good instructions at beginning of session.
 - E. Fill out descriptors better now that we have applied it to assessment.

4. What factor(s) about the artifact made them difficult to assess?
 - A. Instructions for answering questions not apparent (ex.-explain why hypothesis rejected or supported.)
 - B. Student handwriting
 - C. Should be the same form for all students

- D. All on same form by students
 - E. Need to add, explain why hypothesis is accepted/rejected.
5. What factor(s) about the artifacts made them easy to assess?
- A. Relatively easy questions for non-science faculty to grade most questions have decisive answer.
 - B. Similarity in format/assignment.
 - C. Answers were kept to a minimum
 - D. Short & concise problems
 - E. Questions were straightforward.
6. How can we improve the process for assessment that we have used today?
- A. See above answers. Otherwise, great job!
 - B. Alter the rubric.
 - C. Okay as is.
 - D. This process is good!
 - E. Tweak the assessment tool & rubric & I think it is good.

Comments:

-This process is good!

EVALUATION OF ASSESSMENT PROCESS
DEMONSTRATE AN AWARENESS OF THE FINE ARTS
December 16, 2008

Assessment for General Education Outcome #8.2.

1. In what ways was the rubric hard to use?
 - A.
 - B. Didn't account for assignments that allowed for attending a concert or play.
 - C. Pretty self explanatory-may have had questions regarding "musical terminology"
 - D. It was pretty easy.
 - E. Music can be hard to make a general framework for grading.
 - F. With the topics of music, there is no clear cut rubric you can use.
 - G. Some papers were critiques and did not match the rubric.

2. In what ways was the rubric easy to use?
 - A. The rubric gave enough good general guidelines to score the artifacts.
 - B. Three categories were clear-helpful that excellent was not an option for a music paper.
 - C. Component clear & to the point
 - D. Clear & concise as to what was expected.
 - E. Good examples given
 - F.
 - G. Seemed clear.

3. How can we improve the rubric so that it would be more effective in assessing this General Education Outcome?
 - A.
 - B. Works well for a music research paper.
 - C. No suggestions
 - D.
 - E. Separate the critiques and research papers.
 - F.
 - G. No suggestions.

4. What factor(s) about the artifact made them difficult to assess?
 - A. Critiques were mixed in with research papers.
 - B. So less ambiguity
 - C. None
 - D. We had concert reviews that weren't exactly the assignment we were grading on.
 - E. Each paper uses differed topic-wide variety of subjects.

- F. There was a wide variety of topics.
- G. Wide range of topics.

5. What factor(s) about the artifacts made them easy to assess?

- A.
- B. Either paper had a reference page or not.
- C. Seemed very black & white, artifact easy to assess with rubric wordable.
- D. The clarity of the rubric.
- E. Organized and basic format was similar.
- F.
- G. Good training; topics were interesting.

6. How can we improve the process for assessment that we have used today?

- A. The process for assessment worked.
- B. Make writing assignments more uniform: font size, specific pages, style to follow
- C. No suggestions.
- D.
- E. Nothing-well prepared and easy to follow directions.
- F. Critiques were mixed in with research papers.
- G.

Comments:

-Very good “training papers”

-Separate critiques & research papers and have a separate rubric for each

-I find this process very easy and even if it’s a subject I don’t know a lot about, I feel confident in the assessment I have provided because the guidelines are clear.

-Examples used in training were very helpful.

General Education Assessment – 2009

May, 2009:

In the Spring of 2009, the decision was made by the SCAA, with the support of the faculty and administration, to discontinue the use of student general education portfolios for assessment purposes.

On May 12 of 2009, faculty gathered to pilot the rubric for General Education Goal 8 –Awareness of Humanities and Fine Arts, using classroom artifacts. The specific learning outcome was GEG 8.1 - The student will be able to demonstrate an awareness of the humanities.

Each team of two was responsible for scoring the assigned classroom artifacts. Using a rubric created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

JOHN WOOD COMMUNITY COLLEGE GENERAL EDUCATION ASSESSMENT

Learning Outcome 8.1: Demonstrate an awareness of the humanities.

Rubric designed by:

OBJECTIVES	1 UNSATISFACTORY	2 SATISFACTORY	3 GOOD
Knowledge <i>Cultural self-awareness</i>	<p>The student is unaware of his own cultural norms or contexts, and uncomfortable with the exploration of possible cultural differences with others.</p>	<p>The student seems to demonstrate some openness to gaining new perspectives about his or her own cultural norms or contexts, and those of others, but is somewhat resistant to this process of exploration.</p>	<p>The student demonstrates great openness to gaining new perspectives about his or her own cultural norms or contexts, and those of others. The student is comfortable with the complexities that new perspectives offer.</p>
Knowledge <i>Knowledge of cultural worldview through comparison and contrast</i>	<p>The student demonstrates little or no understanding of how to analyze different worldviews by using theoretical frameworks that are based on cultural, historical, political, economic, religious, or other perspectives.</p> <p>The student shows no insights into how other worldviews compare and contrast with his or her own worldview.</p>	<p>The student demonstrates a partially developed understanding of how to analyze different worldviews by using theoretical frameworks that are based on cultural, historical, political, economic, religious, or other perspectives.</p> <p>The student shows some insights into how other worldviews compare and contrast with his or her own worldview.</p>	<p>The student demonstrates a fully developed understanding of how to analyze different worldviews by using theoretical frameworks that are based on cultural, historical, political, economic, religious, or other perspectives.</p> <p>The student shows skill and significant insights into how other worldviews compare and contrast with his or her own worldview.</p>
Skills <i>Empathy</i>	<p>The student views the experiences of others only through his or her own cultural world view.</p>	<p>The student demonstrates knowledge of basic components of other cultural perspectives, with responses predicated on his or her own cultural world view.</p>	<p>The student interprets intercultural experience from the perspectives of both his or her own and other's worldviews, with appropriate indications of possible areas of adaptation or synthesis.</p>
Skills <i>Application</i>	<p>The student makes no application of course materials to daily life.</p>	<p>The student makes some application of course materials to daily life, but lacks specific examples and details.</p>	<p>The student makes good application of course materials to daily life, using specific examples and details.</p>

Assessment of General Education Goal 8.1: Humanities
 Results of the rating of artifacts from May 2009
 November 6, 2009

General Education Goal 8: Demonstrate awareness of humanities and fine arts.

Outcome 8.1: Demonstrate awareness of humanities.

Four teams of two faculty readers scored the artifacts based on four categories: ability to follow instructions, presentation of appropriate information, grammar, and use of own words. The readers scored each category on a scale from 1-3 (unsatisfactory, satisfactory, and good, respectively).

The artifacts scored included two components for a total of 82 artifacts. Students responded to an event related to the humanities, a work of art, a speaker’s presentation about an area of humanities, or a section from the text for component one. The response was supposed to reflect the students’ appreciation, like or dislike and specify why. Component one contained 37 artifacts.

For component two, students demonstrated basic technical understanding of a particular area, era, or person involved in the arts or humanities by using correct evaluative terminology or by describing accurately the historical development of one of the individuals or one of the areas of humanities. Component two contained 45 artifacts.

The ratings for the artifacts in component one are shown in Table 1. A measure of inter-rater reliability was computed in Table 2. This measure shows the percentage that each reader and his/her partner scored artifacts the same (Agree), one point apart (Differ by 1), and two points apart (Differ by 2).

Table 1
 Component One Artifact Scores, n=37

	Inst	App	Gram	Own
1	3%	13%	19%	3%
2	54%	57%	62%	81%
3	43%	30%	19%	16%
Mean	2.41	2.16	2.00	2.14

Table 2
 Component One Inter-Rater Reliability, n=37

	Inst	App	Gram	Own
Agree	70%	59%	62%	65%
Differ by 1	27%	38%	35%	30%
Differ by 2	3%	3%	3%	5%

The scoring results and inter-rater reliability for component two can be seen in Table 3 and Table 4.

Table 3
Component Two Artifact Scores, n=45

	Inst	App	Gram	Own
1	2%	0%	9%	0%
2	36%	53%	60%	60%
3	62%	47%	31%	40%
Mean	2.60	2.47	2.22	2.40

Table 4
Component Two Inter-Rater Reliability, n=45

	Inst	App	Gram	Own
Agree	73%	64%	64%	71%
Differ by 1	27%	36%	36%	29%
Differ by 2	0%	0%	0%	0%

An independent-samples t-test was used to compare the results of component one to component two – were the ratings of component one consistent with the ratings of component two? The results showed that the use of own words and presentation of appropriate information categories differed from component one to component two. In both cases these categories had higher scores on average in component two. The remaining two categories showed no statistical differences in ratings.

A similar independent-samples t-test was used to compare the consistency of the scoring of component one to component two. These results showed no difference in the consistency, or inter-rater reliability, between the two components.

To summarize, students scored reasonably high in all categories for both component one and component two. Students showed the highest scores in the ability to follow instructions category with mean scores of 2.41 and 2.60 out of three in component one and component two, respectively. The lowest scores were in the grammar category. The mean grammar scores were 2.00 and 2.22 out of three for component one and component two, respectively.

An independent-samples t-test showed that the results of component one were statistically similar in rating for the ability to follow instructions and use of own words categories. However, the ratings for the presentation of appropriate information and grammar categories were higher for component two than component one.

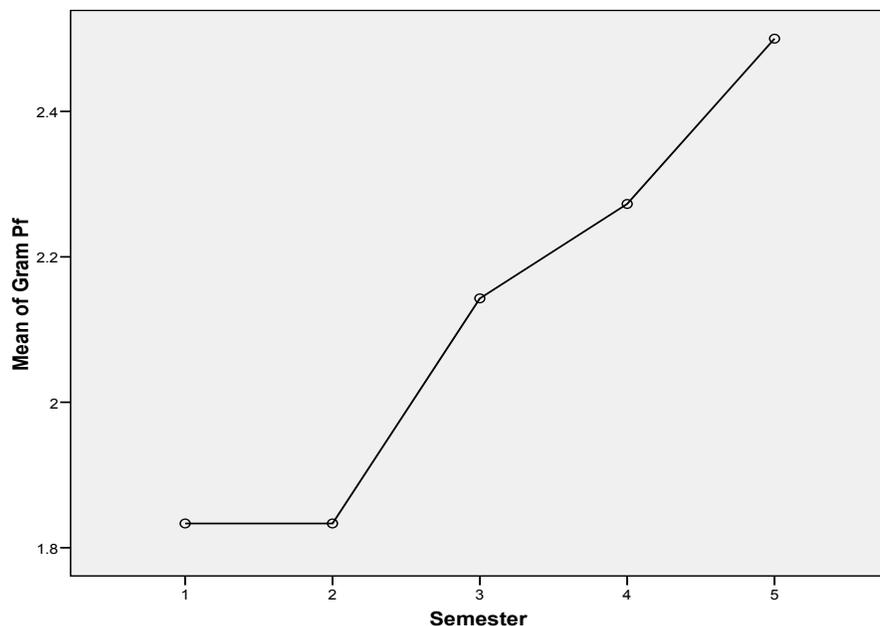
The inter-rater reliability for both component one and component two showed statistically similar results. These results also show similar inter-rater reliability ratings as past assessments. These inter-rater reliability ratings should be considered adequate.

Both components were also analyzed with the corresponding student demographic sheets. This analysis looked for student demographics that affected the artifact ratings. The following demographic factors were considered: number of semesters at JWCC, number of credit hours currently enrolled in, age, gender, course delivery method, language, number of hours per week spent at work, total credit hours earned, previous enrollment in a humanities course, mother's education, father's education, siblings' education (where applicable), marital status (with dependents or not), and if the student transferred from another college.

For this analysis, components one and two were considered together. Most demographic factors had no affect on how the students scored. Also, analysis wasn't useful for a few demographic factors, such as language, due to the fact that most of the students fell into one category. Only three demographic factors were found that affected artifact ratings.

The data showed that the number of semesters the student had completed affected the student's score for the grammar category (see Graph 1). Also, total hours earned and if the student had previously taken a humanities course affected the student's grammar rating. Students who had completed 48 or more credit hours had a mean grammar score of 2.41 (n=17). Students who had completed less than 6 hours had a mean grammar score of 1.75 (n=16). Similarly, student who had previously taken a humanities course had an average grammar score of 2.39 (n=18), whereas students who had not had a humanities course had an average score 2.00 (n=44). Students who transferred to JWCC from another college also showed statistically different scores in the grammar, as well as ability to follow instructions, categories. Students that transferred to JWCC had mean grammar and instruction scores of 1.88 and 2.13 (n=8), respectively. Students that had not transferred to JWCC had average grammar and instruction scores of 2.14 and 2.55 (n=55), respectively.

Graph 1



General Education Assessment – 2009

December, 2009:

On December 15, 2009, faculty gathered to assess General Education Goal 8 –Awareness of Humanities and Fine Arts, using classroom artifacts. The specific learning outcome was GEG 8.1 - The student will be able to demonstrate an awareness of the Humanities.

Each team of two was responsible for scoring the assigned classroom artifacts. Using a rubric created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

JOHN WOOD COMMUNITY COLLEGE GENERAL EDUCATION ASSESSMENT

Learning Outcome 8.1: Demonstrate an awareness of the humanities.

Rubric designed by:

OBJECTIVES	1 UNSATISFACTORY	2 SATISFACTORY	3 GOOD
Knowledge <i>Cultural self-awareness</i>	<p>The student is unaware of his own cultural norms or contexts, and uncomfortable with the exploration of possible cultural differences with others.</p>	<p>The student seems to demonstrate some openness to gaining new perspectives about his or her own cultural norms or contexts, and those of others, but is somewhat resistant to this process of exploration.</p>	<p>The student demonstrates great openness to gaining new perspectives about his or her own cultural norms or contexts, and those of others. The student is comfortable with the complexities that new perspectives offer.</p>
Knowledge <i>Knowledge of cultural worldview through comparison and contrast</i>	<p>The student demonstrates little or no understanding of how to analyze different worldviews by using theoretical frameworks that are based on cultural, historical, political, economic, religious, or other perspectives.</p> <p>The student shows no insights into how other worldviews compare and contrast with his or her own worldview.</p>	<p>The student demonstrates a partially developed understanding of how to analyze different worldviews by using theoretical frameworks that are based on cultural, historical, political, economic, religious, or other perspectives.</p> <p>The student shows some insights into how other worldviews compare and contrast with his or her own worldview.</p>	<p>The student demonstrates a fully developed understanding of how to analyze different worldviews by using theoretical frameworks that are based on cultural, historical, political, economic, religious, or other perspectives.</p> <p>The student shows skill and significant insights into how other worldviews compare and contrast with his or her own worldview.</p>
Skills <i>Empathy</i>	<p>The student views the experiences of others only through his or her own cultural world view.</p>	<p>The student demonstrates knowledge of basic components of other cultural perspectives, with responses predicated on his or her own cultural world view.</p>	<p>The student interprets intercultural experience from the perspectives of both his or her own and other's worldviews, with appropriate indications of possible areas of adaptation or synthesis.</p>
Skills <i>Application</i>	<p>The student makes no application of course materials to daily life.</p>	<p>The student makes some application of course materials to daily life, but lacks specific examples and details.</p>	<p>The student makes good application of course materials to daily life, using specific examples and details.</p>

Assessment of General Education Goal 8.1
 Results of the rating of artifacts from December 2009
 Josh Welker
 Institutional Researcher
 February 8, 2010

General Education Goal 8: Demonstrate an awareness of humanities and fine arts.
 Learning Outcome 8.1: Demonstrate an awareness of the humanities.

Six teams of two faculty readers scored the artifacts based on four categories: cultural self-awareness, knowledge of cultural worldview, empathy, and application. The readers scored each category on a scale from 1-3 (developing, acceptable, and excellent, respectively). There were a total of 99 artifacts scored. However, only 98 artifacts are included in the analysis due to an inconsistency with an artifact.

The overall results of the artifacts are shown below in Table 1. The average ratings for all categories but *Application* are above the *Acceptable* range. The *Application* category is only slightly under this rating. The artifacts reflect that students scored highest in the *Cultural Self-Awareness* category with a mean of 2.38.

Table 1
 n=98

	Cultural self-awareness	Knowledge of cultural worldview	Empathy	Application
1	7%	15%	20%	25%
2	48%	50%	49%	54%
3	45%	35%	31%	21%
Mean	2.38	2.19	2.21	1.97

A measure of inter-rater reliability was computed in Table 2. This measure shows the percentage that each reader and his/her partner scored artifacts the same (Agree), one point apart (Differ by 1), and two points apart (Differ by 2). The results for this assessment show more variability than normal in the faculty team members' ratings.

Table 2
 N=98

	Cultural self-awareness	Knowledge of cultural worldview	Empathy	Application
Agree	51%	54%	63%	44%
Differ by 1	46%	45%	33%	50%
Differ by 2	3%	1%	4%	6%

The 99 artifacts that were scored came from three different course delivery methods: degree track, online, and structured. An analysis was conducted to determine if the ratings were different depending on the delivery method. No difference were found between the three groups.

Evaluation of Assessment Process

Assessment for General Education Outcome # 1.1

December 15, 2009

Reponses to the following questions:

1. In what ways the rubric hard to use?
 - a. It did not match the assignment prompts enough, so I was constantly referring back to it. There was not enough distribution between categories.
 - b. Not a definitive difference between categories; too similar, hard to score.
 - c. The rubric wasn't difficult itself. The assignment was more vague and too broad for a short paper. That was difficult.
 - d. Subjectivity-always challenging.
 - e. More subjective
 - f. the specifications could have been more carefully distinguished (mutually exclusive).
 - g. Wasn't at all.
 - h. Uncertain about the goals until we practiced using it.
 - i. Somewhat ambiguous, too detailed.
 - j. Difficulty comprehending "theoretical frameworks" used for analysis.

2. In what ways was the rubric easy to use?
 - a. The numbering and categories were fairly simple.
 - b. Followed the Learning Outcome 8.1.
 - c. Very specific.
 - d. Straight forward.
 - e. Clearly described each section.
 - f. Seemed clear.
 - g. Well worded [3-good better than 3-excellent. Categories were distinct.
 - h. Explanations of good, satisfactory, and unsatisfactory were very precise.
 - i. 3 categories & color coded (highlighted).
 - j. Readable.
 - k. Had few rating levels and adequate no. of components.

3. How can we improve the rubric so that it would be more effective in assessing this General Education Goal?
 - a. More specific objectives.
 - b. The assignment was more problematic than the rubric.
 - c. Be more specific in the assignments.
 - d. I think the rubric was fine.

- e. Good questions!
 - f. I don't think there is any way to make it clearer.
 - g. Use of more specific terms.
 - h. Add words like overview, general, specific.
 - i. I believe it was very good this time.
 - j. Bulleted items.
 - k. Fewer subcategories.
 - l. Combine the two "knowledge" components into one.
4. What factor(s) about the artifacts made them difficult to assess?
- a. The prompt was too broad, so most students gave general answers. It was hard to assess if any real learning took place. Documentation was missing in most cases.
 - b. Assignment could have pertained more in-depth analysis – some appeared to have been plagiarized.
 - c. Some did not seem to have the same assignment.
 - d. The vague and broad assignment in 900 words made assessment difficult. Poor grammar and lack of standardized expectations also contributed to difficulty working with artifacts.
 - e. Knowledge needed for the topic.
 - f. My personal knowledge on the subject.
 - g. Mechanics, factual errors.
 - h. Some were different assignments.
 - i. Sometimes students were not defining what they were doing well.
 - j. Covered a wide range of material-I may not be familiar with since I don't teach it.
 - k. Issue is controversial, difficult & often unbiased comments.
 - l. Controversial topic; difficult to keep objective when you have knowledge of different religions.
5. What factor(s) about the artifacts made them easy to assess?
- a. Most were double-spaced and used conventional paragraphing..
 - b. Short length.
 - c. They were mostly short & to the point.
 - d. They weren't written by hand.
 - e. Consistent assignment.
 - f. Having a review session before the time.
 - g. Order of criteria easy to follow.
 - h. Getting directly to the points.
 - i. Typewritten.
 - j. Easy to read & brief.
 - k. Easy to read and short.

6. How can we improve the process for assessment that we have used today?
- a. The team did a great job of providing resources and training. The scoring sheets, sample essays, discussion and reference sheets were all helpful. Reading and consulting with a partner also helped the process. Thanks too for providing food and drink! All essays should have identifying material whited out. Ours had some instructors identified.
 - b. Make the assignment more in tune with material covered in class-some students were expressing opinions covered in the media, not academic sources (didn't seem like a research paper. More like something you could quickly jot down- requiring sources would help.
 - c. Seems ok to me.
 - d. It works well.
 - e. I can think of nothing new @ this time, thanks!
 - f. Research allowed or not.
 - g. I thought it was quite good with the explanations at the beginning of the assessment practice.
 - h. I think it works well.
 - i. As above, make the categories simpler.
 - j. Good use of examples. Must stress the level of students and to strive to keep evaluators ratings objective. Should stress that evaluations be based on how well student responded to assignment and not student's notion of what religion is or expect them to be experts in world religions.

Comments:

1. The process highlighted several problems that this assessment should address:
 - 1) The learning outcome is too broad. What is meant by "an awareness of the humanities"?
 - 2) Writing tended to be vague and superficial. An assignment could be designed to ask students to reflect on one aspect o a religion studied and to examine what one doctrine or practice means in practical terms as people live it. Or it could simply be a response journal, not as a research essay.
 - 3) As is, this assignment was not rigorous enough for a research essay. Essays needed to be documented properly and run through a plagiarism check. It is not enough to put a citation at the end of a paragraph and add a works cited entry. For the college this raises some dilemmas. Perhaps a college wide standard is needed. Certainly students in a 200 level course ought to be expected to write a research essay. But, all essays should be run through a plagiarism check, such as turnitin.com. It is also unfair to require students to pass a standard in ENG 102 and not have to do the same when writing in other areas of the college.

4) As the writing center becomes available, instructors should require a meeting with the writing center to read and evaluate a first draft of a research essay.

5) This assessment also emphasizes the importance of having students write across the curriculum. In many essays, the lack of critical thinking skills and development of ideas shows a weakness in student writing that should be a concern. I commend the Humanities instructors for assigning a research essay.

2. Learning outcome 8.1 was too vague and general to determine exactly what the student learned during the semester. A basic knowledge of the fundamentals of essay writing should be consistent across disciplines. Instructors need to take advantage of writing specialists on campus. Work cite page should be a mandatory part of every term paper.

3. These papers were a bit easier to assess as the guidelines were relatively clear. I would like to see more specific assignments. Some students didn't seem to understand them.

4. The online papers seemed to be an entirely different assignment from the structured classes.

5. Thanks guys!

6. Excellent training David!

7. The papers we assessed were very interesting assignments.

General Education Assessment – 2010

May, 2010:

On May 18 of 2010, faculty gathered to pilot the rubric for General Education Goal 4 – Critical Thinking and General Education Goal 7 – Facilitating and Adapting to Change, using classroom artifacts. The specific learning outcomes were GEG 4.1 – The Student will be able to make rational decisions and solve problems and GEG 7.1 - The student will be able to explain the importance of adapting to change.

Each team of two was responsible for scoring the assigned classroom artifacts. Using a rubric created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

History Problem Based Learning Grading Rubric

	1 UNSATISFACTORY		2 SATISFACTORY		3 GOOD	
Historical Significance of the topic	No apparent discussion	Barely discussed leading to failure to answer question	Mediocre information which may or may not answer question	Adequate information which may lead to answering the question	Good information organized well that could lead to answering the question	All the necessary information clearly organized for easy use in answering the question
Organization: How is the solution to the problem organized	No apparent organization	Poorly organized appears to have been thrown together at the last minute	Mediocre organization, although may have major problems	Organized in an adequate manner, although the logic may be less evident	Good organization, logically put together	Completely clear, logically leading to the solution
Research: The amount of research that is used in solving the problem	No apparent research	Poor research, leading to a poor solution not based on research	Mediocre research which may or may not lead to an adequate solution	Adequate research which may or may not lead to an adequate solution	Good research, leading to successful solution	Contains all the information needed for solving the problem
Structure: How thorough and well organized is the solution	No transitions and incoherent paragraphs	Simplistic and vague summations and digressions from one topic to another	Weak or underdeveloped paragraphs not connected to each other	Clear transitions; coherent, connected ideas in unified paragraphs	Appropriate transitions; coherent organization	Paper moves easily from one point to the next with clear, smooth and fully developed paragraphs
Significance of the topic to society then and now	No apparent discussion	Barely discussed leading to failure to answer question	Discussion which may or may not answer question	Adequate discussion which is somewhat convincing	Good discussion which convinces that the solution is appropriate	Completely convincing discussion

JOHN WOOD COMMUNITY COLLEGE GENERAL EDUCATION ASSESSMENT

Learning Outcome 7.1: Explain the importance of facilitating and adapting to change.

Rubric designed by:

OBJECTIVES	1 UNSATISFACTORY	2 SATISFACTORY	3 SUPERB
<p>Understanding the necessity, and acceptance of change in regards to technology, industry, business, the work place, school, socially and in other aspects pertinent to society and culture in general.</p>	<p>The student fails to perceive the importance and implications of change on society. The student has not been able to make a connection between how a change to society causes it to function differently either positively or negatively.</p> <p>The assignment has major mechanical difficulties, fails to integrate quotations and sources correctly, stylistic problems, including problematic word choices, awkward syntax errors; spelling and punctuation errors throughout.</p>	<p>The student shows a good understanding of the ideas regarding change found in the texts, lectures, notes, etc., as demonstrated by the ability to provide a clear specific thesis which develops a main idea and covers major points presented in the course.</p> <p>The essay is organized appropriately using textual evidence and supporting details which conveys the student's grasp of the reason for accepting change and innovation in life and society.</p>	<p>The student exceeds the course's expectation of understanding the dynamic impact and influence which occurs when a fundamental and substantial change happens in society.</p> <p>The student demonstrates this superior analysis by offering an interpretation of the assignment which is original, often insightful going beyond ideas and concepts discussed in lectures and the class.</p>
<p>How to implement and manage change as it effects society. Be able to offer positive outcomes resulting from change which benefits society as a whole and still maintain individual rights and liberties.</p>	<p>The assignment did not make a connection between a change which occurs in society and the trends which result from said change.</p> <p>The assignment gave only a shallow analysis of how to put new practices in action. The ideas presented are unsupported.</p> <p>The essay did not give any concrete examples of why adjustments may have to be implemented in the family, work place or in the local community in general.</p> <p>The essay only partially develops ideas and generalizations, presents weak and undeveloped paragraphs and arrangements with several unclear or awkward sentences and imprecise use of words.</p>	<p>The student is able to identify trends caused by change. The student should be able to show why a change may become popular or unpopular and offer suggestions as to implementing positive change in how people live their lives</p> <p>The student should be able to define several central terms using sentences effectively; choosing words aptly and observes the conventions of written English in the essay.</p> <p>The essay should only have one or two minor grammatical errors.</p>	<p>The student offers in the thesis cogent analysis of the ideas and methods involved in developing a beneficial change in people's lives.</p> <p>The student is able to use persuasive arguments to support a thesis which contains conceptual ideas and causal connections between those ideas as it involves change.</p> <p>The essay uses sophisticated sentences with only minor mistakes and mechanical and technical errors.</p>

Assessment of General Education Goal 4.1
 Results of the rating of artifacts from May 2010
 Josh Welker
 Institutional Researcher
 June 6, 2010

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

Assessment of General Education Goal 7.1
 Results of the rating of artifacts from May 2010
 Josh Welker
 Institutional Researcher
 June 6, 2010

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.

Evaluation of Assessment Process Critical Thinking – Verbal Logic

Assessment for General Education Outcome # 4.1.

Date of Assessment 5/18/10

1. In what ways was the rubric hard to use?
 - There needed to be an item for thesis and development, that is how I read historical significance. Add an item for documentation. Items for organization and structure were hard to distinguish. I suggest showing 1-6, because we found it hard to distinguish a lower & upper number.
 - Require a simple thesis statement. Rubric didn't match the assignment very well. Definitions of Organization & Structure too similar. #1/#2/#3 → too broad; there are really six categories. Also, score for grammar, mechanics, etc.
 - Sometimes it was difficult to know 2 from 3: clear transitions vs. appropriate.
 - Two categories.
 - It wasn't hard to use; it was very helpful.
 - Didn't describe the expectations adequately-additional info. was necessary for scoring. For example, it never refers specifically to the requirement that the 1st 2 sections be written from the standpoint of the time & in 1st person.
 - Some of the paper's comments and opinions may have been stated awkwardly but had a good point. Grammar does affect ease of reading.
 - Different sections of the paper (artifact) corresponded to select parts of rubric.

2. In what ways was the rubric easy to use?
 - I liked the sequences from low to high. Descriptions helped.
 - Requirements graphed clearly.
 - Very clear.
 - More detailed. Include general grammar punct.
 - It briefly explained what was "unsatisfactory; satisfactory", and "good".
 - Well laid out.
 - I think the rubric allowed for flexibility in grading by giving a range in the areas identified.
 - Flexible-provided concrete examples.

3. How can we improve the rubric so that it would be more effective in assessing this General Education Goal?
 - Fit the assignment goals more closely to the rubric, then include mechanics.
 - Design rubric to fit assignment.
 - I think it is very good as is.

- Maybe the problem is not rubric but students' understanding of assignment.
 - It may have specified the three parts each paper should have discussed- imperialism, isolation, and "police world".
 - Be certain that it states the expectations clearly.
 - Include grammar and reference list.
 - Grammar, references need to be addressed.
4. What factor(s) about the artifact made them difficult to assess?
- They were not uniform. I would make a requirement for certain length, font type, (one and size and documentation. Do not accept unless basic criteria are met. Also, give a choice of 1 out of 3 topics to develop.
 - Assignment too complex for a short paper. Each of the three areas could lead to a doctoral dissertation. Be much more specific in assignment.
 - It seemed as though many students did not understand the assignment.
 - Just hard to determine the significance.
 - It appeared that the students didn't understand the assignment (individual papers, use of 1st person).
 - It would have been better for the students to write the paper entirely as a group. Maybe putting stronger students with weaker students.
 - The "3" sections of the paper.
5. What factor(s) about the artifacts made them easy to assess?
- Most were well written in essay form.
 - Clearly spelled out; good discussion ahead of time.
 - Duplicates.
 - "Research" not listed well in most papers. That made them easy to believe a low value.
 - The sections were generally well defined.
 - They all seemed to be mostly 1's and 2's.
 - They were obviously 'poor' & easy to access!
6. How can we improve the process for assessment that we have used today?
- Improve the rubric.
 - Use a different assignment and rubric which are designed to work together.
 - It went well.
 - Each read own discipline-then they were better assess content-(and assignment).
 - Perhaps there should also be a score done on grammar and punctuation on writing.
 - Check through the artifacts to be certain each is different! Better & earlier communication w/faculty.
 - Looking over artifacts for duplicates.
 - Eliminate the confusion of having duplicate papers.

Comments:

-I suggest having the supporting material and discussions of what the assignment tried to achieve. I liked what the assignment tried to do. Perhaps requiring a visit to the Writing Center would improve outcome. This would help with documentation skills.

-I thought the ideas of the assignment were good, but they are too full of possibilities for most junior college students.

-Very good day! Tea was great!

-Students were not all clear on assignment. Group work?? Not sure w/out more detail distinction.

-This was quite interesting.

-This is a great assignment; all it needs is a little more refining & defining of expectations.

-May it would have helped the students understand to give an example of a paper on some related topic with three divisions.

-Provide an artifact without 3 individual sections.

Evaluation of Assessment Process Adapting to Change

Assessment for General Education Outcome # 7.1.

Date of Assessment 5/18/10

1. In what ways was the rubric hard to use?
 - It did not discuss personal change.
 - It is subjective-what constitutes major mechanical difficulties relative to mechanical difficulties assessing impact on society? So many focuses on personal change.
 - There were many items to consider for each-but in the end-you could narrow it down.
 - The descriptors were long and wordy.
 - Could be more concise..
 - Very lengthy and detailed. Somewhat abstract in description of key points to consider for assessment.
 - Too wordy-too many concepts.

2. In what ways was the rubric easy to use?
 - It provided detailed criteria
 - Clear distinction made between superb & satisfactory.
 - Two categories-sufficient # of choices.
 - There were only 2 components.
 - Two components, three levels.
 - Only two components to concentration for assessment.
 - Only 2 objectives.

3. How can we improve the rubric so that it would be more effective in assessing this General Education Goal?
 - Include criteria for evaluating papers discussing personal change.
 - Include personal changes and society changes.
 - Shorten the description to bullets.
 - Consolidate wording.
 - Not sure.
 - Boil them down-pinpointing.

4. What factor(s) about the artifact made them difficult to assess?
 - The rubric provided guidelines bout society, but not that much about personal change.
 - Many artifacts were about personal change & rubric dealt with society changes.
 - Again-focus on change in general (personal) or on society specifically.

- Grammar/spelling on a few.
- They could cover so many aspects of change.
- Consolidate wording.
- Determining if their examples were “concrete” enough to assess fairly.
- Many were poorly constructed-lacked continuity.

5. What factor(s) about the artifacts made them easy to assess?

- See #4 above.
- Length.
- The prompts made all papers similar.
- Uniformity (from) guide sheet about-hint sheet helped.
- Once you have a feel for the outcomes, the scoring became easier.

6. How can we improve the process for assessment that we have used today?

- Unknown.
- Don't know.
- Continue to “fine-tune” the rubric.
- Overall-great job.
- Not sure if it can be improved.

Comments:

-Although I understand the reason why we assessed in the afternoon-I would have preferred the morning.

-I enjoyed scoring these papers. The training was very good. Assessment of Gen Ed has gotten much smoother over time.

General Education Assessment – 2010

December, 2010:

On December 14, 2010, faculty gathered to assess General Education Goal 1 – Awareness of Human Values and Diverse Cultures and General Education Goal 4 – Critical Thinking, using classroom artifacts. The specific learning outcomes were GEG 1.1 - The student will be able to describe attributes of a culture different from one's own and GEG 4.1 – The student will be able to make rational decisions and solve problems.

Each team of two was responsible for scoring the assigned classroom artifacts. Using a rubric created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

JOHN WOOD COMMUNITY COLLEGE GENERAL EDUCATION ASSESSMENT

Learning Outcome 1.1: Describe attributes of a culture different from one's own.

Rubric designed by:

	0 UNACCEPTABLE	1 ACCEPTABLE	2 EXEMPLARY
<u>Identification of values and diverse (other cultures)</u>	No or incomplete identification of the values of another culture, or worldviews present in other cultures than the student's own. No (0) examples of specific values, or practices that come from them, are given	Some identification of values, or worldviews present in other cultures than the student's own, with 1–3 examples of specific values or practices that come from them.	Clear and identification of values, or worldviews present in other cultures than the student's own, with more than 3 examples of specific values or practices that come from them.
Describe values and diverse (other) cultures (details).	No details are given regarding values, or worldviews present in other cultures than the student's own (0 practices/values). There may be obvious errors of fact.	Some details are given regarding values, or worldviews present in other cultures than the student's own (1-4 practices/values). There may be some obvious errors of fact.	Clear, accurate and more extensive detailed indication of values, or worldviews present in other cultures than the student's own are given (5 or more practices/values). There are no obvious errors of fact

Values: Descriptions of the moral/ethical beliefs of an individual or culture. These moral/ethical judgments come from religion (one's "ultimate concern," whether theist or non-theist). Ethics is the systematization and application of one's values.

Culture: The collective, or group, which holds a common set of values, and puts them into practice.

JOHN WOOD COMMUNITY COLLEGE
Critical Thinking Assessment, Fall 2010

Learning Outcome 4.1: The student will be able to make rational decisions and solve problems.

Assignment Question	Criteria	1 (Poor)	2 (Acceptable)	3 (Excellent)
1. Based on the information provided, what do you think is the (one) most valid reason to legalize marijuana? Explain, support and defend your answer.	Choose a position; explain, support and defend position	States a position, but does not explain or defend position; supports simplistic position with only opinion or erroneous facts.	States a position; demonstrates acceptable skill in analysis and evaluation.	States a position; position is explained, supported and defended by excellent analysis that is sound, valid, logical, accurate, clear and organized.
2. Based on the information provided, what do you think is the (one) most valid reason for marijuana to remain illegal? Explain, support and defend your answer.	Choose a position; explain, support and defend position	States a position, but does not explain or defend position; supports simplistic position with only opinion or erroneous facts.	States a position; demonstrates acceptable skill in analysis and evaluation.	States a position; position is explained, supported and defended by excellent analysis that is sound, valid, logical, accurate, clear and organized.
3. Identify, explain, and illustrate at least two possible unexpected and unforeseen consequences of legalizing marijuana. Provide examples of the possible effects of those unexpected consequences.	Identify other implications	Did not identify, explain or illustrate unexpected consequences, or examples.	Consequences demonstrate acceptable thoughtfulness and acceptable analysis; reflection of consequences.	Consequences based on excellent reasoning that is sound, valid, logical, accurate, clear and organized.
4. Using critical thinking, based on your analysis from questions one and two, and prior knowledge, do you think marijuana should be legalized? Explain, support and defend your answer.	Identify conclusion	States a position, but does not explain or defend position; supports simplistic position with only opinion or erroneous facts.	States a position; demonstrates acceptable skill in analysis and evaluation.	States a position; position is explained, supported and defended by excellent analysis that is sound, valid, logical, accurate, clear and organized.

Assessment of General Education Goal 1.1
 Results of the rating of artifacts from December 2010
 Josh Welker, Director of Institutional Effectiveness
 February 8, 2011

General Education Goal 1: Demonstrate an awareness of human values and diverse cultures.
 Outcome 1: Students will be able to describe attributes of a culture different from one's own.

A total of 173 artifacts were collected from PHL 201 courses. Of the total artifacts collected, 168 artifacts were scored on the December Assessment Day, and 119 of these had attached demographic sheets.

The artifacts were scored by 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: *Identification of values & diverse cultures* and *Describe values & diverse cultures*. Each component was given a score of a zero (unacceptable), one (acceptable), or two (exemplary).

The table below (Table 1) displays the scores of the artifacts – the percentage represents the percentage of artifacts that received that score. The mean score for Component 1 was just above the 'Acceptable' rating at 1.15, and the mean score for Component 2 was just below the 'Acceptable' rating at 0.95.

The inter-rater reliability was measured by comparing the individual ratings each team member gave to the same artifact. The inter-rater reliability for both components should be considered satisfactory with Component 1 having 77% agreement and Component 2 having 71% agreement. This indicates that the rubric and/or the training of the faculty readers were sufficient and the artifact ratings are reliable.

Table 1: Artifact Scores

	<i>Identification of values & diverse cultures</i>	<i>Describe values & diverse cultures</i>
0 (Unacceptable)	22%	28%
1 (Acceptable)	41%	49%
2 (Exemplary)	38%	23%
Mean	1.15	0.95

Table 2: Inter-rater Reliability

	<i>Identification of values & diverse cultures</i>	<i>Describe values & diverse cultures</i>
Agree	77%	71%
Differ by 1	21%	28%
Differ by 2	1%	1%

The demographic sheets show that of the 168 artifacts, 87 were collected from structured classes, 2 from dual enrollment, 1 from the OLC, 29 from online, and 49 did not specify. The demographic sheets also show that 83% of the students were 24 years of age or younger, and 18% were older than 24; 47% were female, and 53% were male; 52% of students had earned less than 30 credit hours, and 48% had earned 30 or more credit hours; and 16% of students had transferred from another institution as compared to 85% that had not.

An analysis was done to examine scoring differences among the different categories of the variables listed in Table 3 (statistically significant differences are noted). The results show that students who were older than 24 scored higher on both components. The analysis also show that students who transferred to JWCC from another institution scored lower on Component 1. There were no significant differences in the artifact scores among any of the remaining variables.

Table 3: Demographics

Variable	Category	Percent	n	C1 Mean	C2 Mean
Age	24 and Younger	83%	99	1.25*	0.97*
	Older than 24	18%	21	1.48*	1.33*
Gender	Female	47%	55	1.31	1.11
	Male	53%	62	1.27	0.97
Delivery Mode	Structured	73%	87	1.31	0.99
	Other	27%	32	1.28	1.19
Earned Hours	Less than 30	52%	62	1.29	0.94
	30 or more	48%	58	1.29	1.14
Transfer Student	Yes	16%	18	0.89*	0.94
	No	85%	98	1.38*	1.06

*p < .05

Assessment of General Education Goal 4.1
 Results of the rating of artifacts from December 2010
 Josh Welker, Director of Institutional Effectiveness
 February 8, 2011

General Education Goal 4: Use critical thinking.

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

A total of 369 artifacts were collected from SOC 101 and PSY 101 courses. Of the total artifacts collected, 231 artifacts were scored on the December Assessment Day, and 206 of these had attached demographic sheets.

The artifacts were scored by 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 four different components: *Valid reasons to legalize marijuana*, *Valid reasons for it to remain illegal*, *Consequences of legalizing marijuana*, and *Should marijuana be legalized*. Each component was given a score of one (poor), two (acceptable), or three (excellent).

The table below (Table 1) displays the scores of the artifacts – the percentage represents the percentage of artifacts that received that score. The scores for all components were just below the ‘Acceptable’ rating. The ‘Consequences of legalizing marijuana’ component had the high mean score of 1.98 and the ‘Should marijuana be legalized’ component received the lowest rating of 1.85.

The inter-rater reliability was measured by comparing the individual ratings each team member gave to the same artifact. The inter-rater reliability for all components was considerably low, ranging from 50% agreement in Component 3, to 57% agreement in Component 1. This indicates that the rubric and/or the training of the faculty readers need improvement, and the artifact ratings may not be reliable.

Table 1: Artifact Scores

	<i>Valid reasons to legalize marijuana</i>	<i>Valid reasons for it to remain illegal</i>	<i>Consequences of legalizing marijuana</i>	<i>Should marijuana be legalized</i>
1 (Poor)	28%	32%	29%	31%
2 (Acceptable)	49%	46%	43%	53%
3 (Excellent)	23%	23%	27%	16%
Mean	1.96	1.91	1.98	1.85

Table 2: Inter-rater Reliability

	<i>Valid reasons to legalize marijuana</i>	<i>Valid reasons for it to remain illegal</i>	<i>Consequences of legalizing marijuana</i>	<i>Should marijuana be legalized</i>
Agree	57%	54%	50%	55%
Differ by 1	40%	42%	46%	42%
Differ by 2	3%	4%	5%	3%

Of the 231 artifacts, 181 were collected from structured classes, 9 from dual enrollment, 9 from the OLC, and 32 from online. The demographic sheets also show that 80% of the students were 24 years of age or younger, and 20% were older than 24; 63% were female, and 37% were male; 82% of students had earned less than 30 credit hours, and 18% had earned 30 or more credit hours; and 8% of students had transferred from another institution as compared to 92% that had not.

An analysis was done to examine scoring differences among the different categories of the variables listed in Table 3 (significant differences are noted). The results show that students who were older than 24 scored higher on Component 4. There were no significant differences in the artifact scores among any of the remaining variables.

Table 3: Demographics

Variable	Category	Percent	n	C1 Mean	C2 Mean	C3 Mean	C4 Mean
Age	24 and Younger	80%	165	1.93	1.88	1.94	1.82*
	Older than 24	20%	41	2.12	2.02	2.15	2.07*
Gender	Female	63%	130	2.02	1.93	2.02	1.92
	Male	37%	75	1.87	1.87	1.89	1.80
Delivery Mode	Structured	78%	181	1.94	1.90	1.94	1.84
	Other	22%	50	2.00	1.98	2.12	1.88
Earned Hours	Less than 30	82%	169	1.96	1.90	1.98	1.86
	30 or more	18%	36	1.97	1.94	1.97	1.94
Transfer Student	Yes	8%	16	2.13	2.25	1.88	2.00
	No	92%	184	1.96	1.88	1.98	1.86

*p < .05

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Language, Literature and Humanities
 Degree: AA, AS, AFA, AGA, AAS
 Link to JWCC Mission Statement:

Date: 3/12/12
 Person Completing Form: Patrick Fodor,
 David Palmer

Goal and/or Intended Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p>General Education Goal #1: Demonstrate an awareness of human values and diverse cultures.</p> <p>Learning Outcome 1.1: The student will be able to describe attributes of a culture different from one's own.</p>	<p>During the Fall, 2010 semester, student assignments were collected from all PHL 201 courses, in two delivery methods: structured (classroom) and online.</p> <p>The student assignments were assessed using a rubric containing two components:</p> <ul style="list-style-type: none"> • Identification of values and diverse (other) cultures • Describe values and diverse (other) cultures (details) 	<p>A total of 173 student assignments were scored.</p> <p>The mean for component 1 was just above acceptable at 1.15.</p> <p>The mean for component 2 was just below acceptable at 0.95.</p> <p>The inter-rater reliability was acceptable with component 1 having 77% agreement and component 2 having 71% agreement.</p>	<p>Discussion of including the rubric with the initial assignment at the beginning of the semester, so that students can use the rubric (know what is expected of them). This was subject of intense discussion in SCAA. Results were the decision to always include the rubrics at the outset, and also to create a rubrics subcommittee to devise general standard rubrics for each GEG and include them with the syllabi that claim that GEG as a matter of course. See section 6.2 in the minutes of 12/10/10; 6.2 for 02/11/11; 7.2 for 03/18/11; and 7.1 in the minutes for 09/09/11.</p>

Evaluation of Assessment Process

Assessment for General Education Goal # 1.1

December 15, 2010

Reponses to the following questions:

1. In what ways was the rubric hard to use?

-It was sometimes difficult to discern between details that were just identified & details that were described to any extent.

-Wasn't

-Hard to use for various assignments: church services vs research papers.

-Very good rubric.

-It seemed that there were several different topics which we had to compare the rubric.

-I thought it contained enough specific examples that it was easy to use.

2. In what ways was the rubric easy to use?

-It was easy to identify which artifacts were unacceptable. The rubric was easier to use because there were only 3 possible scores, instead of a range (0-10, for example).

-Detailed, quantified

-Use of number of examples aided scoring.

-Clear definitions & instructions. Very well done.

-Well defined.

3. How can we improve the rubric so that it would be more effective in assessing this General Education Goal?

-Just be sure assignments fit it. Rubric works well.

-I like the rhetoric. Perhaps the assignment selection needs to be examined.

4. What factor(s) about the artifacts made them difficult to assess?

-When a student described similar cultures.

-Differences in assignment criteria, depth-requirements not consistent for rating. Many had no citations-required or not? (plagiarism concern)

-The artifacts on church service didn't show how the service differed from the regular service student attends.

-Recognize "obvious" factual errors.

-Different assignments . . . made it harder for us to evaluate.

-Artifacts weren't all addressing same type of top (some were personal visits to churches, some were about contrast of 2 religions, some were about religious peoples &

some were about different topics in religion like salvation)

-Poor grammar, mechanics)-assignments seemed to vary between instructors.

5. What factor(s) about the artifacts made them easy to assess?

-The research papers seemed to fit the criteria of the rubric.

-The well-done rubric.

-Compare & contrast works best with rubric.

-The ones from Dr. Eckardt were easier to read. More thought seemed to be present.

6. How can we improve the process for assessment that we have used today?

-Different instructors provided different guidelines for the assignment—for example-Dr. Eckhardt asked for citations/documentation and also had a grade assigned on the essay.

Those papers obviously had a higher value on the assessment.

Comments:

-Great lunch and snacks—Thanks!!

-I learned a lot of interesting material about various religions.

-Patrick did a terrifically good job of training. The written material provided was very clear-he's a great teacher.

Evaluation of Assessment Process

Assessment for General Education Goal # 4.1.

Date of Assessment 12/14/10 Purple Sheets

1. In what ways was the rubric hard to use?
 - Subjective
 - Having the arguments provided for the students make it difficult sometimes to determine what thoughts were the students' own.
 - Needs additional numbers; more integerier.
 - Sometimes students just used the instructor's ideas.
 - Determining "acceptable skill in analysis & evaluation" was too subjective.
 - It was difficult to distinguish a 2 ranking. "demonstrates . . . Evaluation was too vague. We tried to discern based on supportive evidence & use of causal analysis, but students skills were poor in these areas.
 - Not knowing how much students were expected to go beyond what was given to them on the handout.
 - It was pretty easy, very well explained.

2. In what ways was the rubric easy to use?
 - Some knowledge and practice
 - Very specific; clearly laid out.
 - Explanations were good.
 - Interesting points some students came up with.
 - Assignment questions were clearly delineated.
 - It included the assignment question & criteria.
 - It was well organized. The four questions helped w/understanding purpose.
 - It was pretty easy, very well explained.

3. How can we improve the rubric so that it would be more effective in assessing this General Education Goal?
 - List the number of items needed in ea category
 - Give specific number of arguments for each rating???
 - Not give the students the printout; go over it in class and then let them write their own.
 - More details.
 - Need to better define "acceptable skill in analysis & evaluation".
 - Include a zero for artifacts that do not address the prompt directly.

-N/A

4. What factor(s) about the artifact made them difficult to assess?
 - Some redundancy could not help but compare
 - Which points are students' opinions & which are actual facts?
 - Poor writing.
 - Not being able to use "0" or two numbers.
 - Artifacts should have thrown around false statements and statistics. By making them document their references, they would be forced to use more reliable facts.
 - They were vague and when dates were used to support a claim, a citation was usually not used, so the "borrowed material" was suspect.
 - Making distinctions between the writing style, (phrasing etc) and the idea.
 - So many and some repeats. Sometimes hard to keep my personal opinions out of it.

5. What factor(s) about the artifacts made them easy to assess?
 - Brief and numbering
 - Numbering of items to be rated (1-14)
 - Short – 1-2 pages mostly.
 - Just three main points.
 - The four assignment questions were separated into different paragraphs although a requirement that all students number each question would help.
 - The numbering helped me follow the prompt.
 - They were easier when numbered.
 - They were short & pretty easy to read.

6. How can we improve the process for assessment that we have used today?
 - Maybe have more evaluators so it does not go as long. I was getting tired @ the end.
 - Have it done within the department providing the artifact – or at least having them here to give input.
 - More time and more groups.
 - Okay as it was.
 - More specific scoring criteria on the rubric. Require students to use credible sources (instruction will be needed for this) and to properly cite & document their sources.
 - I'd suggest setting up the assignment differently. Use a more traditional argumentative outline. For instance, students should provide a "common ground" of background info, then present a position based on one main reason to support legalization or not, use

evidence from the articles provided to support claims, and cite that evidence using APA documentation style. Then, address opposing views and rebut them, again supporting all claims with evidence and documentation. Finally summarize. The references page should be required. This way, all parts of the argument would be present in a logical way that links each part of the assignment. Evidence should be part of the rubric. Without it, students will not be held accountable for their conclusions. Also, since they had several days to work on this, they should be required length.
-I think a few less artifacts or 2 different subjects would keep it from being tedious.

Comments:

-A good day!

General Education Assessment – 2011

In the Fall of 2010, the SCAA, with the support of the faculty and administration, decided to add standardized testing to the assessment process. It was decided to use the Collegiate Assessment of Academic Performance (CAAP) test.

Spring, 2011:

During the Spring 2011 semester, faculty piloted the rubric for General Education Goal 3 – Skills and Behaviors to promote the achievement of personal and group goals in the workplace and society. This assessment took place in the classroom. The specific learning outcome was GEG 3.1 – The Student will be able to work in groups effectively.

Using a rubric created by JWCC Faculty, each instructor observed and scored students working in groups in the classroom.

May, 2011:

Due to the CAAP testing and the in-class group assessment, no additional assessment was performed.

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.

Assessment of General Education Goal 3.1
 Results of the Spring 2011 Assessment
 Josh Welker, Director of Institutional Effectiveness
 May 12, 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 79 students from BIO 101 courses were evaluated on GEG 3.1 with all students completing demographic sheets for the spring 2011 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: *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 very high. Very few students were scored as *Developing* and all means were above the *Acceptable* rating. The *Attendance/Punctuality* component had the highest mean score of 2.62 and the *Cooperation/Communication* component received the lowest rating of 2.30.

Table 1: Student Scores

	<i>Attendance/ Punctuality</i>	<i>Participation</i>	<i>Cooperation/ Communication</i>	<i>Respect</i>
1 (Developing)	4%	9%	8%	0%
2 (Acceptable)	30%	47%	54%	51%
3 (Exemplary)	66%	44%	38%	49%
Mean	2.62	2.35	2.30	2.49

Because this assessment did not involve multiple faculty readers, there is no reliability measurement associated with the assessment.

An analysis was done to examine scoring differences among the different categories of the variables collected from the demographic sheet (see Table 2 below). The following results represent the statistically significant findings. First year JWCC students scored higher on the *Attendance/Punctuality* component than students in their second or more year. Students who were older than 24 (non-traditional students) scored higher on the *Participation* and *Cooperation/Communication* components than those who were 24 or younger (traditional students).

Table 2: Demographics

Variable	Category	Valid Percent	n	C1 Mean	C2 Mean	C3 Mean	C4 Mean
Year at JWCC	1 st year	66%	52	2.71*	2.38	2.23	2.48
	2 nd or more year	30%	24	2.42*	2.25	2.42	2.50
FT/PT Status	Part-time	29%	23	2.70	2.52	2.52	2.52
	Full-time	71%	56	2.59	2.29	2.21	2.48
Traditional/ Non-traditional	Traditional	76%	60	2.57	2.25*	2.22*	2.43
	Non-traditional	24%	19	2.79	2.68*	2.58*	2.68
Gender	Female	66%	52	2.63	2.35	2.25	2.50
	Male	34%	27	2.59	2.37	2.41	2.48
Employment	Don't work	23%	18	2.67	2.44	2.17	2.50
	Part-time	20%	16	2.44	2.13	2.44	2.50
	More than PT	57%	45	2.67	2.40	2.31	2.49
Class Status	Freshman	76%	60	2.58	2.35	2.28	2.52
	Sophomore +	22%	17	2.76	2.35	2.35	2.35
Transfer Student	Yes	14%	11	2.55	2.45	2.45	2.45
	No	86%	66	2.67	2.36	2.30	2.48

*p < .05

John Wood Community College
 Assessment of Student Learning
Assessment Implementation Form

Department: Natural Science
 Degree: AA, AS, AFA, AGA, AAS
 Link to JWCC Mission Statement:

Date:
 Person Completing Form: Paula Edgar,
 Sharon DeWitt

Goal and/or Intended Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p>General Education Goal #3: Demonstrate interpersonal skills and behaviors to promote the achievement of personal and group goals in the workplace and society.</p> <p>Learning Outcome 3.1: The student will be able to work in groups effectively.</p>	<p>During the Spring, 2011 semester, students in BIO 101 were observed by their instructors while working in groups in the classroom.</p> <p>The students were assessed using a rubric containing four components:</p> <ul style="list-style-type: none"> • Attendance and punctuality • Participation and Contribution • Cooperation and Communication • Respect 	<p>A total of 79 students were observed.</p> <p>The means for all four components were high, ranging from 2.30 to 2.62.</p>	<p>Suggested changes:</p> <ul style="list-style-type: none"> • Have students do self-evaluation and peer evaluation of group work • Increase participation in group work by rotating responsibilities for group leadership – often one student dominates and directs group while other members coast • Stricter attendance policy • More emphasis on participating in group work (ie –points) • Continued development of communication skills in group work

Assessment of General Education Goal 4.1
 Results of March 2011 CAAP test
 Josh Welker, Director of Institutional Effectiveness
 April 18, 2011

General Education Goal 4: Use critical thinking.

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

The critical thinking section of the Collegiate Assessment of Academic Proficiency (CAAP) was used to supplement the current assessment plan for General Education Goal 4 for the first time this spring. A total of 89 graduating sophomores participated in the assessment, which was held on Tuesday, March 22nd.

As part of the test, students were asked to self-report their effort. The responses indicated that about 66% tried their best, and 29% gave moderate effort. Only one student indicated that little effort was given, and three did not respond to the question.

Effort	Number	Percent
Tried My Best	59	66%
Gave Moderate Effort	26	29%
Gave Little Effort	1	1%
Gave No Effort	0	0%
No response	3	3%

The scores for the CAAP test ranged from 50 to 72 with a mean score of 62.2. Nationally, the mean for all graduating sophomores for two-year institutions was 60.7. The difference between the two means was statistically significant – the mean score for our students was higher than the national mean. There were 58 (66%) students who scored in the top 50th-percentile nationally and only 31 (35%) who scored in the bottom 50th-percentile. There were also twelve students who scored in the top 90th-percentile nationally and only five students who scored in the bottom 10th-percentile.

	N	Mean	Std. Dev.
JWCC Students	89	62.2	4.9
National	26,264	60.7	5.4

Along with student scores, some demographic and educational factors were also collected with the assessment. These variables included gender, ethnicity, full-time or part-time status, and whether or not a student transferred to JWCC from another school. An analysis was conducted to examine differences in scores based on these variables. There were no significant differences found. However, the analysis was somewhat limited due to the sample size.

Evaluation of Assessment Process

Assessment for General Education Goal # 3.1 - Spring 2011

Responses to the following questions:

1. In what ways was the rubric hard to use?

I didn't find it hard to use, but it is pretty subjective, using words like rarely, occasionally, which is wide open for interpretation.

2. In what ways was the rubric easy to use?

Being wide open, I had free reign to assign my own numeric system for rarely, occasionally, etc.

3. How can we improve the rubric so that it would be more effective in assessing this General Education Goal?

Perhaps have students self evaluate or have group members evaluate each other as they would know more about who does what within the group.

4. What factor(s) about the assessment made it difficult to complete?

Hard to eliminate my personal bias because I may be looking at lab contribution based upon lecture class performance. Some students may be more hands on and perform better in lab than my experiences with them in lecture. Does this make sense?

5. What factor(s) about the assessment made it easy to complete?

It is short and quick to work through.

6. How can we improve the process for assessment that we have used today?

Doing an assessment early in the semester, before midterm, and then a follow up at the end of the term to see if they made progress during the course of the semester.

Comments:

Evaluation of Assessment Process

Assessment for General Education Goal # 3.1 - Spring 2011

Responses to the following questions:

1. In what ways was the rubric hard to use?

Attendance and punctuality: I have no way to monitor if group members are informed in advance of an absent team member. Unsure if this is really applicable.

2. In what ways was the rubric easy to use?

It is in general vague and open to interpretation. That is both good and bad!

3. How can we improve the rubric so that it would be more effective in assessing this General Education Goal?

Have the students evaluate one another in the group.

For lab sessions perhaps include a section regarding clean up activities in the group.

“Requests for assistance from teacher” as a rubric item (example: how much does the group work to figure things out before calling for the teacher’s help)

4. What factor(s) about the assessment made it difficult to complete?

Time crunch... Receiving it earlier would be helpful ☺

Everything about this assessment was up to the select faculty to do....there was no “end of the term reading of artifacts”/ pay!

Each student had to be written up individually and assessed.

5. What factor(s) about the assessment made it easy to complete?

We could choose a lab that best fit the assessment rubric. But toward the end of the term this was a challenge for me. I had other things I was also involved in doing!

6. How can we improve the process for assessment that we have used today?

Could perhaps do 2 assessments within the term and compare them with each other. Would need to do at the start and toward the middle of the semester.

Comments: Perhaps send the evaluation sheet with the assessment activity in the future. It is a bit of a delay for me to recall the actual process and provide feedback! I know we are all busy!!!

General Education Assessment – 2011

Fall, 2011:

During the Fall 2011 semester, faculty assessed General Education Goal 3 – Skills and Behaviors to promote the achievement of personal and group goals in the workplace and society. This assessment took place in the classroom. The specific learning outcome was GEG 3.1 – The Student will be able to work in groups effectively.

Using a rubric created by JWCC Faculty, each instructor observed and scored students working in groups in the classroom.

December, 2011:

On December 13, 2011, faculty gathered to assess General Education Goal 5 – Communicate effectively utilizing verbal, nonverbal, listening, and written skills, using classroom artifacts. The specific learning outcome was GEG 5.2 - The student will be able to deliver an oral presentation.

Each team of two was responsible for scoring the assigned classroom artifacts. Using a rubric created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) view and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

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 and Marty Otto; revised by Rubrics Subcommittee

	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 / Contribution:	Seldom says or does anything during sessions and has done little or no outside work to prepare for current session. Makes no positive contribution.	Usually enters discussions, suggests actions and shows evidence of some preparation for current session. Makes some positive contributions.	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.

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.

Rubric Design by: English Department, Rubrics Subcommittee

	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 to the group. Difficult to hear. Uses poor grammar. Uses visual aids ineffectively or not at all.	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 instances of poor grammar. Uses visual aids, but not always effectively.	Looks confident. Establishes eye contact with everyone during the presentation. Speaks loudly with enthusiasm. Good overall use of proper grammar. Uses visual aids effectively.

Revised 11/11/11

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

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
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Language, Literature and Humanities
 Degree: AA, AS, AFA, AGA, AAS
 Link to JWCC Mission Statement:

Date: 8/10/2012
 Person Completing Form:
 Department Chair/Assistant Professor Vlahakis

Goal and/or Intended Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p>General Education Goal #5: Communicate effectively using verbal, nonverbal, listening and written skills.</p> <p>Learning Outcome 5.2: The student will be able to deliver an oral presentation.</p>	<p>194 artifacts (speeches) from students taking the CMN 101 course in the Fall 2011 semester were assessed. Delivery methods were on-campus structured and off-campus dual credit.</p> <p>The speeches were recorded as the students delivered the oral presentations during class. The speeches were assessed by teams of two faculty members. Each faculty member scored the speech independently and then a consensus score was determined. The artifacts were scored on three components using the GEG 5.2 rubric: Content, Organization, and Delivery.</p>	<p>The mean scores for the three components were: Content – 1.93 Organization – 2.13 Delivery – 1.95</p> <p>Dual credit students scored much lower than the mean in the Content component (1.38), but scored well in the other two components (2.03 and 2.10).</p> <p>The inter-rater reliability was very good for this assessment with team members agreeing on the score between 70% and 75% of the time.</p>	<p>CMN 101 instructors met to discuss action plans. It was decided that instructors would conduct a department-wide assessment of one major speech on a bi-annual basis.</p> <p>The department has adopted a common textbook with web site and e-Companion course management site to ensure standardization of CMN 101, which will be taught across all delivery systems.</p> <p>Personnel changes have been made to ensure quality, credentialed faculty are teaching courses.</p> <p>There is a system in place to evaluate faculty, and classroom observations are being conducted each semester in a systematic way.</p>

Evaluation of Assessment Process

Critical Thinking – Verbal Logic

Assessment for General Education Outcome # 5.2.

Date of Assessment 12/13/11

1. In what ways was the rubric hard to use?

-It should have distinguished between speeches where on audio visual was required and those where it wasn't

-There seemed to be some difficulty with applying the rubric to different instructors.

-Delivery concerns. Visual Aids weren't required by all instructors-this comment needs removed! How does one determine if eye contact was with "some people" or "everyone" since we can't see the audience?)

-Sometimes hard to decide between 1 & 2 for contact – based solely on sources – knowing they did research.

-The audio visual aid component needs to be consistent or it does not belong on the rubric.

-Somewhat limited what could be considered. The audio visual weren't consistently expected, so it was difficult to know how much to consider.

-Clearer distinction between poor and good.

-Poor/good/excellent—confusing because I have higher expectations for what's considered an "excellent" speaker.

-The only thing that made it difficult to use was that there were so many aspects of the various components. Not all aspects were required by all instructors.

-Good rubric

-Definitions of terms in the rubric are needed at the bottom. E.g., "organized, ideas logically" means that there is a lead-in and clear thesis' (proposition) in the intro., clear explanations of supporting reasons, interaction with counter arguments, & summary w/thesis.

-After reading rubric, some factors were not in use for all speeches.

-Some needed to have visuals & citations, & others did not. This made it difficult.

-See other side- Rubric hard to use because (1) there were elements of each component that should be separate; (2) there were "missing" elements.

-Not difficult

-Thought it was excellent!

-Need to spell out structure for organization (i.e. opening, body/arguments, conclusion, etc).

Define "transitions" more clearly to achieve more consistency across evaluators.

-Organization item needed more detail about the organization/structure students were expected to use-the criteria listed were a bit vague.

2. In what ways was the rubric easy to use?
 - it illustrated what was expected in each area.
 - It was easy to identify where students were on the scale if all points were identified.
 - Provided easy to follow descriptions/criteria
 - Clearly defined objectives for each.
 - Specific attributes of each component are helpful.
 - Relatively clear
 - Good for global evaluation by non expert; i.e., could rate speaker as audience member rather than as instructor.
 - Only assessing 3 criteria w/good explanations.
 - Easy to follow generally.
 - Everything was well laid out.
 - Fewer things to assess, good explanation.
 - Listed goals clearly
 - Easy to understand. (“Transitions” might need a definition for non English-dept faculty)
 - Straight forward, reduced number of categories.
 - Clear
 - Content & delivery sections were easy to use.
 - Generally a good use of examples for each category-I liked only having 3 categories-but if I were using this for a grade it would feel too simple a course.

3. How can we improve the rubric so that it would be more effective in assessing this General Education Goal?
 - Sec #1
 - It would be helpful to have a meeting with all faculty to prior to the beginning of the semester to organize guidelines and important points.
 - Provide an outline of “parts of a speech” for those of us lacking this knowledge.
 - I think it worked really well.
 - Is the rubric specifically written for persuasive speeches. If so, shouldn’t all of the speeches be persuasive.
 - Consider the goal of the speech-if the speeches aren’t persuasive, then they have failed.
 - The mix of criteria in poor and good made it difficult to assign a 1 (poor) score.
 - Maybe change poor/good/excellent to poor/average/meets expectations.
 - Be certain that the rubric fits the composite assignment.
 - The language of “good” and “excellent” was problematic. I would have preferred: poor, average, meets expectations.
 - Define identification of citation of sources.
 - Decide whether visual aids will be required for all sections of the classes, or clarify the material under “delivery” & the score of 1 for non-use of visual aid materials.
 - Make sure they are uniform for all persuasive speeches.

-make sure all speeches work with rubric.

-See my suggestions-other side—

Suggestions:

(1) Citation of sources should be a separate component. Some speeches had excellent content but no citation because the topic might not lend itself to ‘scholarly research.’ Example: a student persuading her class mates to see a certain movie, what citation could be used??

(2) Visual aids should be a separate component. The English department faculty are ok with some requiring visual aids and some not. Don’t include “visual aids” in the Delivery component.

(3) For the Content component to be Excellent, add to the rubric: “strong opening, memorable closing”.

-Good as is.

-Add in V. aid if used

-See #1 answer above-begins with Need to spell out structure

-More details in organization-what makes a speech a well organized speech? What was expected of the students? Did they need to have an outline.

4. What factor(s) about the artifact made them difficult to assess?

-When a rater is not in the discipline, it is difficult to know what the teacher expected in terms of the criteria for the assignment.

-There seemed to be differences between classes on what was expected.

-The various instructors had different requirements for the speech. Some required visual aids, some powerpts, so there’s some difficulty w/answering these components.

-Material on screen.

-Sound, visual aids were not optimum.

-Some sound issues.

-Sometimes visuals difficult to see (room too bright). MT’s students had a different format.

Most of his students did not seem to be making a persuasive speech; even though they were supposed to be making a product pitch??

-Couldn’t see the slides well when there’s a powerpoint.

-Different instructors had different requirements.

-Couldn’t see the slides because of lighting.

-None

-I didn’t really find it difficult. Some were about products which was more challenging.

-Some artifacts were regarding products which made it more difficult to assess.

-Quality of sound recording, esp. – also could not see students’ visual aids on many.

-Sounds in the back ground were disturbing. Sound quality in several was poor

-Volume, color

-Differences in the assignments across instructors. Business/product speeches were difficult to assess as persuasive speeches because many lacked credible sources and also sounded informational.

-Not having all the students do the same assignment-product pitching are not the same as the other persuasive speeches. Also it was clear high school students did not have the research/content portion stressed as much as having a good outline. Also, not all the students required visual aids-and if they were required, the video should have shown men since they were sometimes a vital part of the speech.

5. What factor(s) about the artifacts made them easy to assess?

-The speeches were able to be viewed! This was an improvement over the past when we read an outline and PPoint handout.

-Uncertain.

-Nice to watch speeches opposed to reading artifacts.

-This was easy to assess

-Great system

-Nifty system of playing videos.

-Speeches were of, reasonable length. Is there a dress code? Only three of the students seemed appropriately dressed.

-Easy to assess body language & oral content.

-It became obvious fairly soon in the speech what each rating would be. Good inter-rater reliability.

-Easy to access body language and content

-Clearly defined.

-I liked watching the speeches, they were informative and easy to digest & evaluate.

-Not difficult to evaluate when followed the rubric.

-When the quality of the sound was good, it made the process much easier.

-Everything worked!

-The short length of the speeches kept most of the students focused on their on topics. Only a few really wandered and were harder to follow.

-Easier to watch and review a speech on video than read a written report.

6. How can we improve the process for assessment that we have used today?

-Show an example of an excellent speech.

-Improved communication between faculty members in regard to what is expected.

-Provide an example of an “excellent: speech (all the way thru Rubric’s categories) (content/organiz/delivery). We’re going to “tweak” Rubric a bit perhaps??

-I think the training went well. Probably the easiest/smoothest assessment I have been a part of @ JWCC.

-Show students examples of excellent, poor speeches

-More detailed rubric perhaps separate out more.

-I thought it was well organized and the rubric was easy to follow. You might want to add an additional page outlining things to look for in a persuasive speech. This will help evaluate content & organization.

-I'm not sure how to make the powerpoints easier to see...other than that, no comments for improvement.

-This was one of the easiest & most interesting assessments we've done. See #4. It appears Ray Heilman's classes were not using the same criteria as the JWCC instructors. The speeches lacked sources, and a persuasive argument.

-See the comments about the rubric.

-Have the same guidelines across the board for the speeches.

-Process, esp. training is a good idea and well done.

-This assessment session used a simpler method of evaluation.

-Worked well w/technology! No glitches-yes!

-Tweak the rubric slightly as suggested above. Have even more consistency in the assignment across instructors to enable more objectivity on the part of the evaluators.

-More examples of good speeches vs. bad speeches-maybe a checklist to check off why a lower score was given.

Comments:

Thanks for all the work you did to facilitate the process.

Thanks for the opportunity!

Are students requested (required) to introduce themselves at start of their speech?? Use of U-Tube clips in speeches – is there a time limit on length of clip used? FYI – I feel the and?Ray H. students didn't do the source citations in speeches. I did like the fact his students identified themselves at the start of speech.

-Overall, this was well organized and clear.

-It always comes to the same thing – the students who put in the time because they value what they will get out of the project will produce the quality assignment.

-They were heavy on pathos & opinion, but lacked concrete evidence.

-Good session

-Thank you to the tech people!

-Overall, these assignments demonstrated that most students are truly improving their presentation skills from what they are learning in class. Compliments to the speech instructors.

-I feel like I learned a lot about how to evaluate speeches in my own classes-what features I should be stressing to the students.

General Education Assessment – 2012

Spring, 2012:

For the second year, CAAP Testing was administered to graduating sophomores in the Spring semester. The test was given on Tuesday, March 22, 2012.

May, 2012:

On May 15, 2012, faculty gathered to assess General Education Goal 2 – Explain economics and politics from local, national and world perspectives. Classroom artifacts were used for the assessment. The specific learning outcome was GEG 2.1 - The student will be able to explain the function of an economic system.

Each team of two was responsible for scoring the assigned classroom artifacts. Using a rubric created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

JOHN WOOD COMMUNITY COLLEGE GENERAL EDUCATION ASSESSMENT

Learning Outcome 2.1: The student will be able to describe the major sectors and components of an economic system. The student will also be able to define and describe Monetary and Fiscal policy.

Rubric Design by: JWCC Business Department

MONITARY POLICY	1 POOR	2 GOOD	3 EXCELLENT
Definition	Incorrect definition.	Some attempt to correctly define Monetary Policy	Correctly defines Monetary Policy.
Group responsible	Fails to identify, or incorrectly identifies the group responsible for administering Monetary Policy.	Some attempt to identify the group responsible for administering Monetary Policy.	Correctly identifies the group responsible for administering Monetary Policy.
Influence on economic system	No description of influence on the economic system.	Some attempt to describe the influence on the economic system.	Correctly describes the influence on the economic system.
Tools of Monetary Policy	Fails to describe tools of Monetary Policy.	Some attempt to describe tools of Monetary Policy, with errors or omissions.	Identifies and accurately describes tools of Monetary Policy.

Supplemental information provided to scorers during training:

Define Monetary Policy – Two definitions are acceptable. They are:

- I. Government policy on money and credit.
- II. The mechanism through which the Federal Reserve System/ government attempts to manage the economy.

Discuss who sets Monetary Policy.

Monetary Policy is set by the Board of Governors of the Federal Reserve System.

Explain how Monetary Policy Impacts our economy.

Monetary Policy impacts our economy by promoting economic growth with stable prices.

Another acceptable term for economic growth is “greater output.”

Another acceptable term for stable prices is “low, steady rate of inflation.”

Name the Tools of Monetary Policy.

1. Reserve Requirement
2. Discount Rate
3. Open Market Operations

Explain how each tool is used to lower the money supply.

To lower the money supply, the Fed would:

1. increase the reserve requirement
2. increase the discount rate
3. sell bonds

Assessment of General Education Goal 2.1
 Results of the Spring 2012 Assessment
 Josh Welker, Director of Institutional Effectiveness
 May 17, 2012

General Education Goal 2: Explain economics and politics from local, national and world perspectives.
 Outcome 1: Student will be able to explain the function of an economic system.

A total of 87 student artifacts were collected from ECO 101 courses for GEG 2.1 assessment. There were also 73 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 four components: *Definition, Group Responsible, Influence on Economic System, and Tools of Monetary Policy.*

This assessment also included a large portion of artifacts from online courses. These online courses included a large number of Moberly Area Community College (MACC) students, which in the future will be filtered out. However, for this assessment the MACC students were included in the results below.

The table below (Table 1) displays the student scores– the percentage represents the percentage of students that received that score. The mean scores for the *Definition, Group Responsible, and Tools of Monetary Policy* components were fairly high and were above the *Good* rating – more students had a score of *Excellent* than *Poor*. However, the *Influence on Economic System* component had a mean score of 1.97 which is slightly low – more students had a score of *Poor* than *Excellent*. Also, the distributions indicate that a large percentage of students in each component had artifacts that were rated as *Poor*.

Table 1: Student Scores

	<i>Definition</i>	<i>Group Responsible</i>	<i>Influence on Economic System</i>	<i>Tools of Monetary Policy</i>
1 (Poor)	25%	23%	30%	20%
2 (Good)	37%	43%	44%	41%
3 (Excellent)	38%	35%	26%	39%
Mean	2.13	2.11	1.97	2.20

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 *Influence on Economic System* component had the lowest rate of agreement between readers at 58% followed by the *Definition* component at 64%. These compare a little low to other assessments and might indicate some improvement to the rubric or training may be needed. The *Group Responsible* and *Tools of Monetary Policy* had agreement rates of 74% and 72%, respectively. These both compare favorably to similar assessments.

Table 2: Inter-Rater Reliability, n=194

	<i>Definition</i>	<i>Group Responsible</i>	<i>Influence on Economic System</i>	<i>Tools of Monetary Policy</i>
Agree	64%	74%	58%	72%
Differ by 1	31%	23%	37%	28%
Differ by 2	5%	2%	5%	0%

An analysis was done to examine scoring differences among the different categories of the variables collected from the demographic sheet (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. Males tended to score higher on the *Group Responsible* component than did females. Of most importance though is the fact that the artifacts from online courses had higher scores in the *Definition*, *Group Responsible*, and *Tools of Monetary Policy* components than those from the structured classes.

Table 3: Demographics

Variable	Category	n	Definition Mean	Group Responsible Mean	Influence on Economic System Mean	Tools of Monetary Policy Mean
Semester at JWCC	1 st	15	2.40	2.13	2.00	2.47
	2 nd	33	2.15	2.09	2.09	2.12
	3 rd	7	1.71	2.14	1.86	2.14
	4 th	7	1.71	2.14	1.86	2.00
	5 th or more	11	2.00	1.91	1.82	2.18
Program Type	AA	20	2.25	2.20	2.00	2.15
	AS	20	1.90	2.05	1.75	2.25
	AGS	1	3.00	2.00	3.00	2.00
	AAS	9	1.67	2.33	2.13	1.89
	Don't Know/Other	23	2.26	1.91	1.99	2.30
FT/PT Status	Part-time	32	2.16	2.16	2.00	2.25
	Full-time	55	2.11	2.09	1.95	2.16
Age	17 to 20	37	2.14	2.14	2.00	2.11
	21 to 24	12	2.19	1.92	1.83	2.17
	25 to 29	7	2.29	2.29	1.86	2.29
	30 or older	17	2.00	2.12	2.06	2.18
Gender	Female	44	2.09	1.95*	1.91	2.14
	Male	33	2.13	2.30*	2.07	2.27
Delivery Method	Structured	32	1.91*	1.84*	1.91	1.84*
	Online	55	2.25*	2.27*	2.00	2.40*
Total Earned Hours	None (0)	3	2.67	1.67	2.67	2.33
	1 to 14.5	15	1.93	2.07	2.00	2.33
	15 to 29.5	20	2.05	2.25	1.90	2.10
	30 to 44.5	11	1.87	1.73	1.73	1.64
	45 to 59.5	15	2.27	2.07	2.20	2.33
	60 or more	10	2.40	2.40	1.80	2.50
Transfer Student	Yes	18	2.28	2.22	2.00	2.33
	No	54	2.02	2.04	1.98	2.15

*p < .05

John Wood Community College
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Business
 Degree: AA, AS, AFA, AGA, AAS, Certificate
 Link to JWCC Mission Statement:

Date: 9/26/12
 Person Completing Form: Greg Lee

Goal and/or Intended Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p>Program Goal #2:</p> <p>Explain economics and politics from local, national and world perspectives.</p> <p>Learning Outcome 2.1: The student will be able to explain the function of an economic system.</p>	<p>A total of 87 student artifacts were collected from ECO 101 courses for the Learning Outcome 2.1 assessment. The assessment focused on monetary policy.</p> <p>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 using a rubric on four components: <i>Definition, Group Responsible, Influence on Economic System, and Tools of Monetary Policy.</i></p>	<p>The mean scores for the four components were: Definition: 2.12 Group Responsible: 2.11 Influence: 1.97 Tools: 2.20</p> <p>The mean scores for the <i>Definition, Group Responsible, and Tools of Monetary Policy</i> components were fairly high and were above the <i>Good</i> rating – more students had a score of <i>Excellent</i> than <i>Poor</i>.</p> <p>The <i>Influence on Economic System</i> component had a mean score of 1.97 which is slightly low – more students had a score of <i>Poor</i> than <i>Excellent</i>.</p> <p>The distributions indicate that a large percentage of students in each component had artifacts that were rated as <i>Poor</i>.</p>	<p>Although all scores are acceptable, the 1.97 score for “Influence on Economic System” needed further analysis.</p> <p>The inter-rater reliability for the “Influence” component was very low. It was determined that perhaps this contributed to the low scores for the “Influence” component. Additional training for this component may be necessary in future assessments.</p> <p>Feedback from the participants doing the scoring indicated that having the students do separate answers for each component may be more effective than combining answers into one essay.</p>

Evaluation of Assessment Process

Assessment for General Education Goal # 2.1

Date of Assessment 5/15/2012

1. In what ways was the rubric hard to use?

- “Some attempt” is not specific enough
- Did not present difficulties
- Goes rubric
- Very clear wording, but students use other language. Not sure if ok.
- Have been combined components could
- No “partial” credit → must use integers → can’t give 1.5 or 2.5 as a score.
- I don’t like the grading scale, because I believe the jump from one, two, & three is to drastic. I think we need to use averages. Ex. (2.5)
- No, very well detailed
- It was well explained and easy to use. Really did not think it was hard.

2. In what ways was the rubric easy to use?

- The “poor” and “excellent” categories are well defined
- Fairly clear requirements
- Clear def.
- Very clear questions & looking for appropriate answers.
- Only a 3 pt scoring system....
- Very clear directions ... Greg Lee & Mr. ? did a great job!
- The rubric matches the assignment very clearly.
- It was spelled out and the definition sheet helped !
- See above (last sentence on #1)

3. How can we improve the rubric so that it would be more effective in assessing this General Education Goal?
 - There needs to be 4 categories; three isn't enough.
 - No improvements required
 - None
 - Rubric ok
 - Allow "partial" scores such as 1.5 & 2.5
 - I believe changing the grading scale will give the student more credit for their efforts
 - It was fine.
 - Make them all like this one.
 - Require students to answer each section of the rubric, specifically.

4. What factor(s) about the artifact made them difficult to assess?
 - Sometimes it seemed that 2 answers were mixed together.
 - Nothing
 - Students combining answers to a different questions rather than answering each question distinctly/separately
 - Force student to answer in distinct (ie A, B, C) segments, rather than an essay type paragraph. This would match up better w/the rubric & be easier to judge their answer of a specific portion of the total question posed to them.
 - None
 - Generally not clear/direct answers to questions, as a lot of students tried to answer more than one question with one statement.
 - Somewhat difficult to find information because students comments weren't always organized.
 - Students can give wrong answers, but use the wording we are looking for. I score it ok, when the answer was completely wrong.
 - Can be subjective
 - Handwriting, incomplete sentences grammar
 - The students appear not to be very literate. Super disappointing!

5. What factor(s) about the artifacts made them easy to assess?
- Having a partner
 - Typing
 - One question
 - Answering specific questions makes the artifacts more reliable
 - We were looking for key words or statements; thus, if they lacked something it was easy to tell & score accordingly.
 - Solid outline!
 - Their brevity.
 - They were short & had expectations clearly put forward.
 - The length. They were easier to read because of the brevity.
6. How can we improve the process for assessment that we have used today?
- More caffeine, please.
 - Works well as it is.
 - None, good process
 - Process is ok.
 - I believe this was a very positive experience.
 - It was nice they were short. The explanations helped in the process, too.
 - I really can't think of anything else.

Comments:

- Good job!
- I think the assessment is designed very well.
- Thanks!

Assessment of General Education Goal 5.1
 Results of March 2012 CAAP test
 Josh Welker, Director of Institutional Effectiveness
 May 1, 2012

General Education Goal 5: Communicate effectively using verbal, nonverbal, listening and written skills.
 Outcome 1: Students will be able to write clearly.

The Writing Skills section of the Collegiate Assessment of Academic Proficiency (CAAP) was used to supplement the current assessment plan for General Education Goal 5. A total of 50 graduating sophomores participated in the assessment. The test was given at two separate times on Tuesday, March 20th.

The target population for the assessment was graduating sophomores of degree programs. Due to the small sample size, the associated margin of error is estimated at 12.5%. When looking at the demographics of the sample, they are fairly representative of the target population. The table below shows a summary of the demographic information.

Demographic	JWCC Sample	Target Population	Mean Score
Female	59%	55%	63.1
Male	41%	45%	63.3
White/Caucasian	88%	93%	62.8
Other/No response	12%	7%	NA
25 and younger	78%	70%	NA
26 and older	22%	30%	NA

As part of the test, students were asked to self-report their effort. The responses indicated that about 84% tried their best, and 14% gave moderate effort. Only one student indicated that little effort was given.

Effort	Number	Percent	Mean Score
Tried My Best	41	84%	63.2
Gave Moderate Effort	7	14%	61.1
Gave Little Effort	1	2%	NA
Gave No Effort	0	0%	NA
No response	0	0%	NA

The scaled scores for the CAAP test ranged from 52 to 73 with a mean score of 63.1. Nationally, the mean for all graduating sophomores for two-year institutions was 61.6. The difference between the two means was statistically significant – the mean score for our students was higher than the national mean. There were 32 (65%) students who scored in the top 50th-percentile nationally and only 17 (35%) who scored in the bottom 50th-percentile. There were also nine students who scored in the top 90th-percentile nationally and only three students who scored in the bottom 10th-percentile.

	N	Mean	Std. Dev.
JWCC Students	49	63.1	5.0
National	26,248	61.6	4.8

The Writing Skills test is divided into two parts: usage/mechanics and rhetorical skills. The mean scores for the usage/mechanics and rhetorical skills parts were 16.6 and 16.5, respectively. Both of these means were above the national averages of 15.9 for usage/mechanics and 15.9 for rhetorical skills.

Along with student scores, some demographic and educational factors were also collected with the assessment. These variables included gender, ethnicity, full-time or part-time status, and whether or not a student transferred to JWCC from another school. An analysis was conducted to examine differences in scores based on these variables. There were no significant differences found. However, the analysis was somewhat limited due to the sample size.

COMPASS AND CAAP WRITING SKILLS^{1,2}

COMPASS and CAAP Writing Skills tests measure students' understanding of the conventions of standard written English in punctuation, grammar, sentence structure, strategy, organization, and style.

EXECUTIVE SUMMARY

- ▶ 41% of students from your institution were in the same quartile range on CAAP as they were on COMPASS
- ▶ 12% of students from your institution were in a lower quartile range on CAAP than they were on COMPASS
- ▶ 46% of students from your institution were in a higher quartile range on CAAP than they were on COMPASS

N = 41

¹ Throughout this section, %'s may not add up to 100% or to the sum of subgroup percents because of rounding.

² Due to small sample sizes, results for tests where N<25 should be interpreted with caution.

General Education Assessment – 2012

December, 2012:

On December 11, 2012, faculty gathered to assess General Education Goal 6 – Demonstrate the ability to evaluate and apply information technology. Classroom artifacts were used for the assessment. The specific learning outcome was GEG 6.1 - The student will be able to utilize current computer software.

Each team of two was responsible for scoring the assigned classroom artifacts which consisted of three student documents produced using software applications: Word, Excel and PowerPoint. Using rubrics created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

JOHN WOOD COMMUNITY COLLEGE
General Education Assessment

Learning Outcome 6.1: The student will be able to utilize current computer software – word processing software

	1 Developing	2 Acceptable	3 Excellent
Enter and edit text: spelling, grammar, punctuation, wordwrap	Enter text – wordwrap not used, more than one spelling, grammar or punctuation errors	Enter text – one or less spelling, grammar or punctuation error; wordwrap used	Enter text – no spelling, grammar or punctuation errors; wordwrap used correctly
Basic Formatting: fonts, margins, alignments	Incorrect use of alignment, margins, and fonts (margins too narrow or wide, fonts distract from message)	One of the following missing: change margins; text alignment; select appropriate font	Change margins; text alignment; select appropriate fonts
Advanced Formatting: bullets, apply styles	No bulleted or numbered list and no styles applied or incorrectly applied	One of the following missing: bulleted or numbered list; apply styles	Create bulleted or numbered list; apply styles consistently
Special Elements: table, visual elements (images, clip art, SmartArt) header and/or footer & citations	No table, visual elements, header and/or footer and citations or more than one incorrectly used	One of the following missing or one or less errors: Create table; visual element; header and/or footer; citations	Create table; insert visual elements, sized and positioned correctly; header and/or footer; citations

JOHN WOOD COMMUNITY COLLEGE
General Education Assessment

Learning Outcome 6.1: The student will be able to utilize current computer software – spreadsheet software

	1 Developing	2 Acceptable	3 Excellent
Enter, edit and format: values and labels; apply formatting (bold, italic, currency); change alignment	Enter data correctly; no attempt to apply formatting and change alignment or applied/changed incorrectly	Enter data correctly; one or less errors with the following: apply formatting, change alignment.	Enter data correctly; formatting applied correctly; alignment changed
Create simple formulas (containing only one mathematical operator)	No use of formulas	Create simple formula with correct calculation and mathematical operator but cell references missing	Create simple formula with correct calculation and mathematical operator and correct cell references
Use functions	No functions used or used incorrectly or range incorrect	Missing one of the following commonly used functions: SUM, AVG, MIN, MAX	Correct use of all of the following functions: SUM, AVG, MIN, MAX
Create chart and add elements (title, legend, data labels)	Incorrect range	Correct range; missing one of the following elements: chart title, legend, data labels)	Correct range and contains all of the following elements: chart title, legend, data labels

JOHN WOOD COMMUNITY COLLEGE
General Education Assessment

Learning Outcome 6.1: The student will be able to utilize current computer software – presentation graphics

	1 Developing	2 Acceptable	3 Excellent
Create basic presentation	Add slides, add text to slides; missing variety of slide layouts and theme	Add slides, add text to slides; missing one of the following: use variety of slide layouts; use appropriate theme	Add slides, add text to slides; use variety of slide layouts; apply appropriate theme
Add enhancements: visual elements (photographs, clip art, SmartArt, shapes), header and footer	One or no visual element used	More than one visual element used; minor errors with size and position;	Visual elements on multiple slides, correctly sized and positioned;
Apply transitions and/or animations	No transitions or animations	Multiple types of transitions and/or animations overused that distract from content comprehension	Use appropriate number and types of transitions and/or animations

Assessment of General Education Goal 6.1
 Results of the December 2012 Assessment
 Josh Welker, Director of Institutional Effectiveness
 February 6, 2013

General Education Goal 6: Demonstrate the ability to evaluate and apply information technology.
 Outcome 1: Student will be able to utilize current computer software.

A total of 131 student artifacts (a collection of three computer files) were collected and scored from CSC 106 courses for the GEG 6.1 assessment. There were also 127 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 rubrics on the following components: *Word Processing (WP): Enter/Edit, WP: Basic Formatting, WP: Advanced Functions, WP: Special Elements; Spreadsheets (SS): Enter/Edit/Format, SS: Create Simple Formulas, SS: Use Functions, SS: Create Chart and Elements; PowerPoint (PP): Create Presentation, PP: Add Enhancements, and PP: Apply Transitions/Animations.*

The tables below (Tables 1, 2, and 3) display 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 with more students scoring *Excellent* than *Developing*. The PowerPoint components of the artifacts had considerably higher scores than the word processing and spreadsheet components, and had very few artifacts with a *Developing* score.

Table 1: Word Processing (WP) Student Scores

	<i>Enter/Edit</i>	<i>Basic Formatting</i>	<i>Advanced Format</i>	<i>Special Elements</i>
1 (Developing)	30%	9%	7%	15%
2 (Acceptable)	40%	31%	21%	41%
3 (Excellent)	31%	60%	73%	44%
Mean	2.01	2.50	2.66	2.30

Table 2: Spreadsheets (SS) Student Scores

	<i>Enter/Edit/Format</i>	<i>Create Simple Formula</i>	<i>Use Functions</i>	<i>Create Charts and Elements</i>
1 (Developing)	22%	12%	25%	25%
2 (Acceptable)	35%	20%	26%	9%
3 (Excellent)	43%	68%	49%	66%
Mean	2.21	2.55	2.23	2.42

Table 3: PowerPoint (PP) Student Scores

	<i>Create Presentation</i>	<i>Add Enhancements</i>	<i>Apply Transitions /Animations</i>
1 (Developing)	2%	2%	12%
2 (Acceptable)	16%	31%	38%
3 (Excellent)	82%	66%	50%
Mean	2.81	2.64	2.39

As a way to measure the reliability of the assessment, inter-rater reliability data was measured and is displayed in Tables 4, 5, and 6 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). All components had reliability ratings that should be considered acceptable with the exception of the *WP: Enter/Edit* component (65% agreement). This may indicate that the rubric and/or the training need to be improved.

Table 4: Inter-Rater Reliability, Word Processing, n=131

	<i>Enter/Edit</i>	<i>Basic Formatting</i>	<i>Advanced Format</i>	<i>Special Elements</i>
Agree	65%	79%	86%	76%
Differ by 1	31%	17%	14%	24%
Differ by 2	4%	5%	1%	1%

Table 5: Inter-Rater Reliability, Spreadsheets, n=131

	<i>Enter/Edit/Format</i>	<i>Create Simple Formula</i>	<i>Use Functions</i>	<i>Create Charts and Elements</i>
Agree	79%	82%	83%	89%
Differ by 1	21%	18%	15%	9%
Differ by 2	1%	1%	2%	2%

Table 6: Inter-Rater Reliability, PowerPoint, n=131

	<i>Create Presentation</i>	<i>Add Enhancements</i>	<i>Apply Transitions /Animations</i>
Agree	83%	78%	76%
Differ by 1	15%	22%	21%
Differ by 2	2%	0%	2%

An analysis was done to examine scoring differences among the different categories of the variables collected from the demographic sheet (see Tables 7, 8, and 9 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.

Table 7: Demographics (Word Processing)

Variable	Category	n	Enter/ Edit Mean	Basic Formatting Mean	Advanced Format Mean	Special Elements Mean
Semester at JWCC	1 st	63	1.98	2.44*	2.67	2.24
	2 nd	13	2.08	2.54*	2.69	2.46
	3 rd	39	2.05	2.69*	2.77	2.38
	4 th	5	2.00	1.80*	2.00	2.20
	5 th or more	7	2.00	2.71*	2.86	2.57
Program Type	AA	22	2.32	2.73	2.86	2.36
	AS	28	2.18	2.54	2.57	2.39
	AFA	0	NA	NA	NA	NA
	AGS	0	NA	NA	NA	NA
	AAS	13	1.77	2.54	2.77	2.31
	Certificate	3	1.67	2.33	2.33	2.00
	Don't Know/Other	59	1.90	2.44	2.66	2.29
FT/PT Status	Part-time	24	2.05	2.56	2.65	2.31
	Full-time	103	1.88	2.33	2.83	2.38
Age	16 and under	0	NA	NA	NA	NA
	17 to 20	79	2.05	2.49	2.68	2.23
	21 to 24	16	1.94	2.50	2.56	2.44
	25 to 29	8	1.63	2.50	2.75	2.25
	30 or older	24	2.08	2.63	2.75	2.58
Gender	Female	65	2.12	2.62	2.75	2.45*
	Male	62	1.90	2.42	2.61	2.19*
Delivery Method	Structured	55	1.91	2.49	2.75	2.20
	OLC	25	2.28	2.68	2.72	2.56
	Online	28	1.96	2.57	2.57	2.29
	Other/Don't Know	19	2.05	2.31	2.63	2.42
Total Earned Hours	None (0)	35	1.89	2.43	2.60	2.26
	1 to 14.5	28	2.04	2.39	2.71	2.25
	15 to 29.5	30	2.13	2.70	2.80	2.33
	30 to 44.5	21	2.10	2.38	2.57	2.33
	45 to 59.5	8	2.00	2.88	2.75	2.63
	60 or more	5	1.80	2.80	2.80	2.60
Transfer Student	Yes	16	1.88	2.50	2.69	2.06
	No	109	2.04	2.52	2.69	2.38

*p < .05

Table 8: Demographics (Spreadsheets)

Variable	Category	n	Enter/Edit/ Format Mean	Create Simple Formula Mean	Use Functions Mean	Create Charts and Elements Mean
Semester at JWCC	1 st	63	2.33	2.63	2.33	2.46
	2 nd	13	1.92	2.54	2.38	2.08
	3 rd	39	2.00	2.46	2.08	2.51
	4 th	5	2.00	2.20	1.60	1.80
	5 th or more	7	2.71	2.86	2.29	2.71
Program Type	AA	22	1.86	2.55	2.23	2.32
	AS	28	2.21	2.50	2.18	2.54
	AFA	0	NA	NA	NA	NA
	AGS	0	NA	NA	NA	NA
	AAS	13	2.15	2.62	2.31	2.31
	Certificate	3	2.33	2.33	1.67	3.00
	Don't Know/Other	59	2.31	2.59	2.25	2.42
FT/PT Status	Part-time	24	2.20	2.59	2.24	2.41
	Full-time	103	2.17	2.46	2.17	2.50
Age	16 and under	0	NA	NA	NA	NA
	17 to 20	79	2.14	2.54	2.13	2.42
	21 to 24	16	2.00	2.56	2.25	2.50
	25 to 29	8	2.63	2.75	2.50	2.50
	30 or older	24	2.38	2.58	2.46	2.38
Gender	Female	65	2.22	2.65	2.32	2.62*
	Male	62	2.18	2.48	2.13	2.23*
Delivery Method	Structured	55	2.22	2.60	2.29	2.44
	OLC	25	2.12	2.72	2.56	2.12
	Online	28	2.21	2.46	1.96	2.46
	Other/Don't Know	19	2.21	2.42	2.00	2.73
Total Earned Hours	None (0)	35	2.06	2.49	2.17	2.46
	1 to 14.5	28	2.36	2.50	2.39	2.54
	15 to 29.5	30	2.20	2.73	2.13	2.37
	30 to 44.5	21	2.00	2.52	2.24	2.38
	45 to 59.5	8	2.50	2.38	2.16	2.38
	60 or more	5	2.60	3.00	2.40	2.20
Transfer Student	Yes	16	2.31	2.69	2.25	2.25
	No	109	2.17	2.54	2.24	2.44

*p < .05

Table 9: Demographics (PowerPoint)

Variable	Category	n	Create Presentation	Add Enhancements	Apply Transitions /Animations
Semester at JWCC	1 st	63	2.76	2.63	2.49*
	2 nd	13	2.92	2.69	2.69*
	3 rd	39	2.85	2.62	2.26*
	4 th	5	2.60	2.80	1.80*
	5 th or more	7	2.86	2.71	2.00*
Program Type	AA	22	2.91	2.59	2.36
	AS	28	2.89	2.79	2.32
	AFA	0	NA	NA	NA
	AGS	0	NA	NA	NA
	AAS	13	2.85	2.69	2.62
	Certificate	3	2.67	2.67	3.00
	Don't Know/Other	59	2.73	2.59	2.36
FT/PT Status	Part-time	24	2.83	2.64	2.40
	Full-time	103	2.67	2.67	2.33
Age	16 and under	0	2.81	2.62	2.42
	17 to 20	79	2.81	2.81	2.31
	21 to 24	16	2.75	2.50	2.13
	25 to 29	8	2.79	2.67	2.42
	30 or older	24	2.80	2.65	2.39
Gender	Female	65	2.88	2.69	2.45
	Male	62	2.73	2.60	2.32
Delivery Method	Structured	55	2.75	2.58	2.45
	OLC	25	2.88	2.72	2.44
	Online	28	2.89	2.72	2.29
	Other/Don't Know	19	2.74	2.63	2.27
Total Earned Hours	None (0)	35	2.77	2.57	2.46
	1 to 14.5	28	2.75	2.61	2.43
	15 to 29.5	30	2.93	2.63	2.40
	30 to 44.5	21	2.71	2.81	2.29
	45 to 59.5	8	2.75	2.50	2.13
	60 or more	5	3.00	3.00	2.40
Transfer Student	Yes	16	2.81	2.81	2.44
	No	109	2.80	2.64	2.38

*p < .05

John Wood Community College
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Computer Science
 Degree: AA, AS, AFA, AGA, AAS
 Link to JWCC Mission Statement:

Date: 3/20/13
 Person Completing Form: Computer
 Science/Office Careers Department

Goal and/or Intended Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p>General Education Goal #6: Demonstrate the ability to evaluate and apply information technology.</p> <p>Learning Outcome 6.1: The student will be able to utilize current computer software.</p>	<p>131 student CSC 106 final projects were collected and assessed. Each final project included documents created using word processing, spreadsheet and presentation software programs (Word, Excel and PowerPoint).</p> <p>These assignments were gathered from three delivery methods: structured, online and Open Learning.</p> <p>Each file had its own rubric and components developed by the Computer Science/Office Careers faculty: (Word: Enter/Edit, Basic Formatting, Advanced Format, Special Elements; Excel: Enter/Edit/Format, Create Simple Formula, Use Functions, Create Charts and Elements; PowerPoint: Create Presentations, Add Enhancements, Apply Transitions/Animations).</p>	<p>Mean scores for all components were above the Acceptable rating (more students scored Excellent than Developing).</p> <p>PowerPoint artifacts had the highest ratings.</p> <p>The Word: Enter/Edit, Excel: Use Functions, and Excel: Create Charts and Elements had a high proportion of artifacts rated as Developing (although mean was above Acceptable).</p> <p>Inter-rater reliability was acceptable, but indicates that the Enter/Edit component of the Word file rubric could be improved (either more training or improved clarity in rubric)</p> <p>See GEG 6_1 Results for individual mean scores.</p>	<p>The Computer Science/Office Careers faculty met and determined that although the results were within acceptable range the following actions would be taken:</p> <ul style="list-style-type: none"> • Rubrics for word processing and spreadsheets will be revised to reduce ambiguity • Final project directions will be revised to strengthen the areas where students had trouble • CSC 106 instructors will reinforce the skills areas where students had trouble

Evaluation of Assessment Process

Critical Thinking – Verbal Logic

Assessment for General Education Outcome # 6.1.

Date of Assessment 12/11/12

1. In what ways was the rubric hard to use?
 - not grade but guide only
 - too much information to evaluate. Facilitators were very friendly and helpful.
 - too many categories on too many sheets.
 - multitiered aspect for several categories made it more difficult.
 - needed a “0” (zero) option for students who did not complete an important element in the assignment; i.e., not making the graph or leaving out a table.
 - I made lots of notes when trainer was going through rubrics and sample, so rubric was very easy to use when notes were there.
 - unfamiliar with math functions.
 - I had no real issues
 - Some technical elements
 - spreadsheets and jumping from one type of artifact to another.

2. In what ways was the rubric easy to use?
 - found on necessary elements only
 - put everything on one piece of paper
 - provided some ideas as to what needed to be evaluated
 - having examples to work through helps.
 - liked that number of errors for each section was indicated, as this made it easier.
 - otherwise, will set up.
 - it was very clear.
 - breakdown of components
 - rubric was specific

3. How can we improve the rubric so that it would be more effective in assessing this General Education Goal?
 - good question! It was a bit cumbersome in spots/I realize it was a challenge to design
 - “0” (zero) option.
 - it would have been helpful to have a “0” on the rubric because some students omitted elements within their work.
 - on spreadsheet-incorrect range should be a 2 (they can create a chart) on WP-no table knocks them down to 1 even though they have everything else.

Revised date: December 10, 2008

- maybe clearing the math functions.
- stick with one type of artifact

4. What factor(s) about the artifact made them difficult to assess?

- 3 diff sections for 3 diff goals
- some items were subjective (in p.p.)
- rubric was difficult to easily score against artifacts.
- some students want to be inventive and use different fonts, or formatting that was not allowed in the template.
- we seemed to be looking for a variety of elements within each section of each rubric and had to jump back and forth between pages to find it all. This was much easier, though, after doing several artifact assessments.
- none
- nothing
- different types and grading with other types of artifacts

5. What factor(s) about the artifacts made them easy to assess?

- separate items
- on computer easy to see.
- same assignments. All on computer.
- liked having it on thumbdrives on the computer so it was easier to pull up and discuss when there were differences.
- liked the easy access on computer
- they were relatively easy.
- all electronic

6. How can we improve the process for assessment that we have used today?

- more scorers when artifacts have multiple sections
- good training
- Instructions should be given slowly and more thoroughly. Give people a chance to catch up on their computer. Don't assume everyone understands the lingo.
- provide a copy of the actual assignment to show exactly what part student was to fill in
- need less artifacts to score "multi paged process"
- nothing
- it was ok.
- see # 3

Comments:

-Good job. Thanks for lunch!

-2 or 3 (spelling-grammar error—fix this. How is “style” defined-what constitutes this-narrowly defined, software specific. Reread each carefully.

-Thks!

-Thank you Barb, for good explanations and samples to go through as a group before assessing on our own!

-on PowerPoint: transitions & animations – rubric says “appropriate number: in training – she said on all slides. Since we are assessing technology-should we be evaluating spelling/gramma/punctuation?

-I enjoyed the computer functions.

-training was good and complete

Assessment of General Education Goal 6.2
Results of the Spring 2013 Assessment
Josh Welker, Director of Institutional Effectiveness
May 29, 2013

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>	

John Wood Community College
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Language, Literature and Humanities
 Degree: AA, AS, AFA, AGA, AAS, AES

Date: 3/20/14
 Person Completing Form: Department
 Chair/Assistant Professor Vlahakis

Link to JWCC Mission Statement:

Goal and/or Intended Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p>General Education Goal #6: Demonstrate the ability to evaluate and apply information technology.</p> <p>Learning Outcome 6.2: The student will be able to demonstrate information seeking skills.</p>	<p>136 artifacts from students taking the ENG 102 course in the Spring 2013 semester were assessed. Delivery methods were on-campus structured, OLC and dual credit.</p>	<p>Two components were assessed: currency of sources and authority of sources.</p> <p>The scores were good overall. Very few students scored in the “Poor” category and the mean scores were both high (especially for the Currency component).</p> <p>Mean scores: Currency: 2.49 Authority: 2.19</p>	<p>Department faculty will develop a pre- and post- exam for students to take each semester to evaluate their research skills and proficiency using MLA documentation. The exam could be modeled after the multiple-choice midterm exam and scored electronically.</p> <p>An assessment of one common ENG 102 assignment that evaluates specific research skills should be scheduled in the spring once every five years in a rotation with other department courses, such as ENG 101 and CMN 101.</p>

John Wood Community College
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Mathematics
 Degree: AA, AS, AFA, AGA, AAS, AES
 Link to JWCC Mission Statement:

Date: 2/27/14
 Person Completing Form: David Rigsbee,
 Mathematics Department

Goal and/or Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p>General Education Goal 4: Demonstrate Critical Thinking</p> <p>Learning Outcome 4.1: The student will be able to make rational decisions and solve problems.</p>	<p>ALEKS measures the group mastery of 81 statistics topics divided into sectors or slices.</p>	<p>The math department reviewed the results of five structured classes of statistics, and noticed that the performance for all classes in the sector on hypothesis testing and confidence intervals was low.</p> <p>The department members also reviewed success rates from math classes vs other disciplines.</p> <p>While we could change the content of the course to increase coverage of hypothesis testing and confidence intervals, it would result in a loss of coverage of basic algebra concepts, which are also important.</p>	<p>The department decided to improve the collection of data by including on-line and OLC data in the May 2014 assessment and revisit this topic at that time.</p>

Assessment of General Education Goal 8.2
Results of the May 2014 Assessment
Josh Welker, Director of Institutional Effectiveness
August 13, 2014

General Education Goal 8: Demonstrate an awareness of humanities and fine arts.
Outcome 2: Student will be able to demonstrate an awareness of the fine arts.

A total of 41 student artifacts were collected from MUS 102 courses for the GEG 8.2 assessment. There were also 34 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: *Musical Terminology (Terminology)* and *Understanding of Subject Matter (Understanding)*.

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 above the *Good* rating – more students scored *Excellent* than *Poor*. The mean score for the *Understanding* component was also relatively high compared to other assessments. Also, the distributions indicate that a relatively low percentage of students in both components had artifacts that were rated as *Poor*. Overall, the scores compared about the same to slightly better than other GEG assessments.

Table 1: Student Scores

	<i>Terminology</i>	<i>Understanding</i>
1 (Unsatisfactory)	17%	12%
2 (Satisfactory)	61%	42%
3 (Good)	22%	46%
Mean	2.05	2.34

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). Both components had inter-rater reliability that was lower than is generally considered acceptable. This generally indicates that the training and/or the rubric should be improved.

Table 2: Inter-Rater Reliability

	<i>Terminology</i>	<i>Understanding</i>
Agree	60%	65%
Differ by 1	40%	33%
Differ by 2	0%	3%

An analysis is also typically done to examine scoring differences among the different categories of the variables collected from the demographic sheets (see Table 3 below). However, due to the small sample size, no statistically significant comparisons can be made. The table below should serve to describe the demographics of the sample.

Table 3: Demographics

Variable	Category	n	Terminology Mean	Understanding Mean
Year at JWCC	1 st	23	2.17	2.57
	2 nd	5	2.00	2.00
	3 rd or more	1	2.00	3.00
Program Type	AA	6	1.67	1.83
	AS	6	2.33	2.50
	AAS	1	2.00	2.00
	Don't Know/Other	15	2.27	2.73
FT/PT Status	Part-time	1	2.00	2.00
	Full-time	40	2.05	2.35
Age	17 to 20	24	2.08	2.50
	21 to 24	1	2.00	3.00
	25 to 29	1	3.00	2.00
	30 or older	3	2.33	2.33
Gender	Female	11	2.18	2.28
	Male	18	2.11	2.82
Transfer Student	Yes	4	1.75	2.00
	No	23	2.17	2.57

**JOHN WOOD COMMUNITY COLLEGE
GENERAL EDUCATION ASSESSMENT**

Learning Outcome 8.2: Demonstrate an awareness of Fine Arts (Music)

Rubric designed by Gary DeClue

	1 UNSATISFACTORY	2 SATISFACTORY	3 GOOD
Uses musical terminology correctly.	Musical terminology is not used and/not correct.	Musical terms are defined, but should be written in the student's own words.	Musical terms are well defined, clearly understood, and used correctly.
Grasps and understands the subject matter being researched, including the identification of instruments, historical periods, and properties of the human voice.	Subject matter is taken from a variety of sources, but the student does not use his own words.	Subject matter is mostly correct, but some explanations are not quite clear.	Musical elements are described with absolute accuracy and the student understands the concepts of the elements of music.

John Wood Community College
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Fine Arts
 Degree: AA, AS, AFA, AGA, AAS, AES
 Link to JWCC Mission Statement:

Date: 9/25/14
 Person Completing Form: Gary DeClue,
 Fine Arts Department

Goal and/or Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p>General Education Goal 8: Demonstrate an awareness of humanities and fine arts</p> <p>Learning Outcome 8.2: The student will be able to demonstrate an awareness of the fine arts.</p>	<p>41 student artifacts were collected from MUS 102 courses.</p> <p>Artifacts were scored on two components: Terminology and Understanding.</p> <p>Artifacts were scored as Unsatisfactory (1), Satisfactory (2) or Good (3).</p>	<p>Mean scores: Terminology 2.05 Understanding 2.34</p> <p>Mean scores indicate that more students scored Good than Unsatisfactory.</p> <p>Inter-rater reliability was low and may indicate a problem with training and/or with the use of the rubric.</p>	<p>Student results are acceptable. No action is needed at this time.</p> <p>To improve inter-rater reliability, the rubric and training process will be reviewed.</p>

Assessment of General Education Goal 1.1
Results of the Fall 2014 Assessment
Josh Welker, Director of Institutional Effectiveness
January 14, 2015

General Education Goal 1: Demonstrate an awareness of human values and diverse cultures.
Outcome 1: Student will be able to describe attributes of a culture different from one's own.

A total of 36 student artifacts were collected and scored from HUM 200 courses for the GEG 1.1 assessment. There were also 31 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 three components: identification of values and diverse cultures (*Identify*), examples (*Examples*), and describe values and diverse cultures (*Describe*).

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 fairly high and were above the *Acceptable* rating – more students scored *Exemplary* than *Unacceptable*. Also, the distributions indicate that a relatively low percentage of students in all components had artifacts that were rated as *Unacceptable*. Overall, the scores were good compared to other GEG assessments.

Table 1: Student Scores

	<i>Identify</i>	<i>Examples</i>	<i>Describe</i>
0 (Unacceptable)	8%	6%	11%
1 (Acceptable)	50%	56%	50%
2 (Exemplary)	42%	39%	39%
Mean	1.33	1.33	1.28

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 *Identify* component had the highest level of inter-rater reliability with 60% agreement among the faculty readers. The *Examples* and *Describe* components had lower inter-rater reliability at 54% agreement and 51% agreement, respectively. All components had inter-rater reliability levels that were slightly lower than is typically considered acceptable. This indicates improvement is needed in the rubric and/or the training.

Table 2: Inter-Rater Reliability

	<i>Identify</i>	<i>Examples</i>	<i>Describe</i>
Agree	60%	54%	51%
Differ by 1	41%	43%	46%
Differ by 2	0%	3%	3%

An analysis is also typically done to examine scoring differences among the different categories of the variables collected from the demographic sheets (see Table 3 below). However, due to the small sample size, no statistically significant comparisons can be made. The table below should serve to describe the demographics of the sample.

Table 3: Demographics

Variable	Category	n	Identify Mean	Examples Mean	Describe Mean
Year at JWCC	1 st	8	1.13	1.00	1.13
	2 nd	19	1.21	1.26	1.16
	3 rd or more	4	1.50	1.75	1.50
Program Type	AA	9	1.22	1.44	1.33
	AS	13	1.39	1.46	1.31
	AAS	1	1.00	1.00	1.00
	Don't Know/Other	8	1.00	0.75	0.88
FT/PT Status	Part-time	8	0.88	1.00	0.88
	Full-time	23	1.35	1.35	1.30
Age	17 to 20	23	1.17	1.17	1.13
	21 to 24	3	1.33	1.33	1.33
	25 to 29	0	NA	NA	NA
	30 or older	5	1.40	1.60	1.40
Gender	Female	21	1.29	1.33	1.29
	Male	10	1.10	1.10	1.00
Transfer Student	Yes	8	1.00	0.88	0.75
	No	20	1.25	1.35	1.30

JOHN WOOD COMMUNITY COLLEGE GENERAL EDUCATION ASSESSMENT

Learning Outcome 1.1: Describe attributes of a culture different from one's own.

Rubric designed by:

	0 UNACCEPTABLE	1 ACCEPTABLE	2 EXEMPLARY
<u>Identification of values and diverse (other cultures)</u>	No or incomplete identification of the values of another culture, or worldviews present in other cultures than the student's own.	Some identification of values, or worldviews present in other cultures than the student's own.	Clear and identification of values, or worldviews present in other cultures than the student's own.
Examples	No (0) examples of specific values, or practices that come from them, are given	1 to 2 examples of specific values or practices that come from them, are given	3 or more examples of specific values or practices that come from them, are given
Describe values and diverse (other) cultures (details).	No details are given regarding values, or worldviews present in other cultures than the student's own (0 practices/values). There may be obvious errors of fact.	Some details are given regarding values, or worldviews present in other cultures than the student's own (1 to 2 practices/values). There may be some obvious errors of fact.	Clear, accurate and more extensive detailed indication of values, or worldviews present in other cultures than the student's own are given (3 or more practices/values). There are no obvious errors of fact

Values: Descriptions of the moral/ethical beliefs of an individual or culture. These moral/ethical judgments come from religion (one's "ultimate concern," whether theist or non-theist). Ethics is the systematization and application of one's values.

Culture: The collective, or group, which holds a common set of values, and puts them into practice.

John Wood Community College
Assessment of Student Learning

General Education Assessment Implementation Form

Department: Language, Literature and Humanities
Degree: AA, AS, AFA, AGA, AAS, AES
Link to JWCC Mission Statement:

Date: Fall, 2014
Person Completing Form: Christine Wiewel,
Language, Literature and Humanities

Goal and/or Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results						
<p>General Education Goal 1: Demonstrate an awareness of human values and diverse cultures.</p> <p>Learning Outcome 1.1: The student will be able to describe attributes of a culture different from one's own.</p>	<p>36 student artifacts were collected from HUM 200 courses.</p> <p>Artifacts were scored on three components:</p> <ul style="list-style-type: none"> • Identification of values and diverse cultures • Examples • Describe values and diverse (other) cultures (details) <p>Artifacts were scored as Unacceptable (0), Acceptable (1) or Exemplary (2).</p> <p>Artifacts were scored by a team of two scorers.</p>	<p>Mean scores:</p> <table style="margin-left: 20px;"> <tr> <td>Identify</td> <td>1.33</td> </tr> <tr> <td>Examples</td> <td>1.33</td> </tr> <tr> <td>Describe</td> <td>1.28</td> </tr> </table> <p>Mean scores were above the Acceptable rating and showed more students scored Exemplary than Unacceptable</p> <p>Inter-rater reliability levels were slightly lower than is typically considered acceptable.</p> <p>This may indicate a problem with training and/or use of the rubric.</p>	Identify	1.33	Examples	1.33	Describe	1.28	<p>The result that showed a problem with inter-rater reliability was due in part, perhaps, to the fact that students are not required to choose an intercultural topic for the research paper (the artifact that was assessed); therefore, many may have chosen artists or pieces of their own, American culture.</p> <p>HUM 200 continues to strive to introduce students to diverse cultures and thinking about the world beyond 21st century America. The course offers a chronological survey of broad ideas and cultures from prehistoric times to the postmodern world. While the emphasis is on Western culture and civilization and stays pretty close to the accepted canon of art pieces from all genres, the chapters from the text include non-western art which is covered as time allows and its exploration encouraged through extra credit opportunities and the research paper</p>
Identify	1.33								
Examples	1.33								
Describe	1.28								

			<p>as well.</p> <p>Though this particular gen ed goal has been replaced, it by no means has lost its importance in that course, especially as concerns the introduction of hot-button cultures such as Islam in a way that teaches students the rich history of Islamic contribution to the humanities. As a survey course that barely has time to cover the Western tradition, the goal in the course is to foster awareness in and curiosity for ALL artistic expression and to remind students of their shared humanity.</p> <p>The department does not identify any changes in approach to the course, and will continue with the mission of helping students examine the world and their own humanity through the eyes of artists/creators who have laid down a complex and diverse record for centuries.</p>
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Assessment of General Education Goal 4.1
Results of the Fall 2014 Assessment
Josh Welker, Director of Institutional Effectiveness
January 14, 2015

General Education Goal 4: Use critical thinking.

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

A total of 116 student artifacts were collected and scored from BIO 101 courses for the GEG 4.1 assessment. There were also 111 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 four components: demonstrates reasoning regarding question 1 (*Demonstrate 1*), demonstrates reasoning regarding question 2 (*Demonstrate 2*), demonstrates understanding of genetic terms (*Understand*), and solving and interpreting Punnett squares (*Solve*).

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 the *Solve* and *Demonstrate 2* components were very good (2.43 and 2.35, respectively). These scores compare favorably with other assessments. However, the mean scores for the *Demonstrate 1* and *Understand* components (1.78 and 1.83, respectively) were very low compared to other assessments with both scores falling below the *Acceptable* rating. Also, there were a higher percentage of artifacts that were scored *Unacceptable* than we usually see with other assessments.

Table 1: Student Scores

	<i>Demonstrate 1</i>	<i>Demonstrate 2</i>	<i>Understand</i>	<i>Solve</i>
1 (Unacceptable)	45%	33%	31%	22%
2 (Acceptable)	33%	0%	55%	12%
3 (Exemplary)	22%	67%	14%	66%
Mean	1.78	2.35	1.83	2.43

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). All components had very high inter-rater reliability ratings that are well in the acceptable range. The *Understand* component had the highest level of agreement at 100%, and the *Solve* component had the lowest level at 83%. There were very few artifacts that the readers had a difference of 2 in their ratings.

Table 2: Inter-Rater Reliability

	<i>Demonstrate 1</i>	<i>Demonstrate 2</i>	<i>Understand</i>	<i>Solve</i>
Agree	91%	97%	100%	83%
Differ by 1	8%	3%	0%	15%
Differ by 2	1%	0%	0%	3%

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. Part-time students tended to score higher on the *Understand* component than full-time students.

Table 3: Demographics

Variable	Category	n	Demonstrate-1 Mean	Demonstrate-2 Mean	Understand Mean	Solve Mean
Year at JWCC	1 st	67	1.82	2.49	1.76	2.40
	2 nd	30	1.90	2.13	1.90	2.43
	3 rd or more	14	1.43	2.14	2.14	2.64
Program Type	AA	20	1.90	2.40	1.75	2.20
	AS	29	1.83	2.59	1.97	2.72
	AAS	13	1.54	2.08	1.77	2.31
	Certificate	3	1.33	2.33	2.00	1.67
	Don't Know/Other	44	1.84	2.23	1.82	2.52
FT/PT Status	Part-time	31	1.65	2.16	2.19*	2.52
	Full-time	78	1.85	2.41	1.71*	2.42
Age	17 to 20	80	1.89	2.43	1.78	2.48
	21 to 24	12	1.42	2.17	1.75	2.08
	25 to 29	7	1.71	1.86	2.14	3.00
	30 or older	12	1.58	2.33	2.25	2.25
Gender	Female	66	1.80	2.42	1.77	2.39
	Male	45	1.78	2.24	1.96	2.51
Transfer Student	Yes	18	1.94	2.56	2.11	2.67
	No	90	1.77	2.29	1.79	2.38

Rubric: GEG 4: Critical Thinking – Science (Genetics/Punnett Squares)

Objective	Good (3)	Satisfactory (2)	Unsatisfactory (1)
Demonstrates reasoning			
Question – 1	Correctly identifies genotypes AA, AO, AB	Correctly identifies genotypes AA, AO	No genotypes or states phenotype “A” only.
Question – 9	Correct – Ww		Incorrect answer
Demonstrates understanding of genetic terms (Parts I and II)	Student demonstrates understanding of genetic terms, correctly uses 9-10.	Student demonstrates partial understanding of genetic terms, correctly uses 8-6.	Student understanding of genetic terms is not observed, less than 6 terms used correctly.
Solving and interpreting Punnett squares (Part 1)	Student correctly solves and interprets Punnett Square	Student correctly solves Punnett Square but fails to interpret square.	Student understanding of how to solve Punnett Square is not evident.

John Wood Community College
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Natural Sciences
 Degree: AA, AS, AFA, AGA, AAS, AES
 Link to JWCC Mission Statement:

Date: December 16, 2014
 Person Completing Form: Ivan Paul

Goal and/or Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results								
<p>General Education Goal 4: Use critical thinking</p> <p>Learning Outcome 1.1: The student will be able to make rational decisions and solve problems.</p>	<p>116 student artifacts were collected from BIO 101 courses.</p> <p>Artifacts were scored on four components: Demonstration 1, Demonstration 2, Understand, and solve.</p> <p>Artifacts were scored as Unacceptable (1), Acceptable (2) or Exemplary (3).</p>	<p>Mean scores:</p> <table style="margin-left: 20px;"> <tr><td>Demonstrate 1</td><td>1.78</td></tr> <tr><td>Demonstrate 2</td><td>2.35</td></tr> <tr><td>Understand</td><td>1.83</td></tr> <tr><td>Solve</td><td>2.43</td></tr> </table> <p>Mean scores for Demonstrate 1 and Understand were low compared to other assessments. Mean scores for Demonstrate 2 and Solve were very good.</p> <p>Inter-rater reliability ratings were all in the acceptable range.</p>	Demonstrate 1	1.78	Demonstrate 2	2.35	Understand	1.83	Solve	2.43	<p>Demonstrate 1 – focus more on the difference between phenotype and genotype in ABO blood groups.</p> <p>Understand Look at definitions provided to reduce confusion of those that are similar.</p>
Demonstrate 1	1.78										
Demonstrate 2	2.35										
Understand	1.83										
Solve	2.43										

General Education Assessment – 2013

April, 2013

On April 2, 2013, the reading section of the Collegiate Assessment of Academic Proficiency (CAAP) was used to supplement the College's current general education assessment plan. A total of 68 graduating sophomores participated in the assessment. Two of the 68 students completed the wrong section of the answer sheet, and these two students' scores were excluded from the results.

Student participation in the CAAP tests was optional. JWCC tried a number of incentives, such as raffles, extra credit, and a monetary award, but participation remained low. Because of this, it was decided to discontinue the use of this assessment instrument.

May, 2013:

On May 21, 2013, faculty gathered to assess General Education Goal 6 – Demonstrate the ability to evaluate and apply information technology. Classroom artifacts were used for the assessment. The specific learning outcome was GEG 6.2 - The student will be able to demonstrate information seeking skills.

Each team of two was responsible for scoring the assigned classroom artifacts which consisted of artifacts from ENG 102. Using rubrics created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

Results of April 2013 CAAP test

Josh Welker, Director of Institutional Effectiveness

May 2, 2013

The reading section of the Collegiate Assessment of Academic Proficiency (CAAP) was used to supplement the College's current general education assessment plan. A total of 68 graduating sophomores participated in the assessment. However, two students completed the wrong section of the answer sheet, and these students' scores have been excluded. The test was given on Tuesday, April 2nd.

The target population for the assessment was graduating sophomores of degree programs. Given the small sample size, the associated margin of error is estimated at 10%. A table comparing the demographics of the sample to that of the population is displayed below. The sample included higher proportions of females, younger students (25 and younger), and full-time students than that of the population.

Category	JWCC Sample	Target Population	Mean Score
Male	28 (41%)	47%	64
Female	40 (59%)	53%	61
25 and Younger	46 (68%)	72%	62
Older than 25	22 (32%)	28%	62
Full-time	59 (87%)	76%	62
Part-time	9 (13%)	24%	61
Enrolled as Freshman	55 (81%)	NA	61
Did Not Enroll as Freshman	13 (19%)	NA	64

As part of the test, students were asked to self-report their effort. The responses indicate that about 71% tried their best, and 28% gave moderate effort. Only one student indicated that little effort was given.

Effort	Number	Percent
Tried My Best	48	71%
Gave Moderate Effort	19	28%
Gave Little Effort	1	1%
Gave No Effort	0	0%
No response	0	0%

The scaled scores for the CAAP test ranged from 51 to 73 with a mean score of 62.0. Nationally, the mean for all graduating sophomores for two-year institutions was 60.1. There were 42 (64%) students who scored in the top 50th-percentile nationally and only 24 (36%) who scored in the bottom 50th-percentile. There were also 12 students who scored in the top 90th-percentile nationally and only three students who scored in the bottom 10th-percentile.

	N	Mean	Std. Dev.
JWCC Students	66	62.0	6.1
National	19,051	60.1	5.4

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>	

Assessment of General Education Goal 6.2
Results of the Spring 2013 Assessment
Josh Welker, Director of Institutional Effectiveness
May 29, 2013

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

John Wood Community College
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Language, Literature and Humanities
 Degree: AA, AS, AFA, AGA, AAS, AES

Date: 3/20/14
 Person Completing Form: Department
 Chair/Assistant Professor Vlahakis

Link to JWCC Mission Statement:

Goal and/or Intended Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p>General Education Goal #6: Demonstrate the ability to evaluate and apply information technology.</p> <p>Learning Outcome 6.2: The student will be able to demonstrate information seeking skills.</p>	<p>136 artifacts from students taking the ENG 102 course in the Spring 2013 semester were assessed. Delivery methods were on-campus structured, OLC and dual credit.</p>	<p>Two components were assessed: currency of sources and authority of sources.</p> <p>The scores were good overall. Very few students scored in the “Poor” category and the mean scores were both high (especially for the Currency component).</p> <p>Mean scores: Currency: 2.49 Authority: 2.19</p>	<p>Department faculty will develop a pre- and post- exam for students to take each semester to evaluate their research skills and proficiency using MLA documentation. The exam could be modeled after the multiple-choice midterm exam and scored electronically.</p> <p>An assessment of one common ENG 102 assignment that evaluates specific research skills should be scheduled in the spring once every five years in a rotation with other department courses, such as ENG 101 and CMN 101.</p>

General Education Assessment – 2013

December, 2013:

In December, 2013, faculty assessed General Education Goal 4 – Demonstrate critical thinking. The specific learning outcome was GEG 4.1 - The student will be able to make rational decisions and solve problems.

Data was assessed from the ALEKs program which measures the group mastery of 81 statistics topics divided into sectors or slices. The Mathematics Department faculty reviewed the results of five structured classes of statistics.

John Wood Community College
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Mathematics
 Degree: AA, AS, AFA, AGA, AAS, AES
 Link to JWCC Mission Statement:

Date: 2/27/14
 Person Completing Form: David Rigsbee,
 Mathematics Department

Goal and/or Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p>General Education Goal 4: Demonstrate Critical Thinking</p> <p>Learning Outcome 4.1: The student will be able to make rational decisions and solve problems.</p>	<p>ALEKS measures the group mastery of 81 statistics topics divided into sectors or slices.</p>	<p>The math department reviewed the results of five structured classes of statistics, and noticed that the performance for all classes in the sector on hypothesis testing and confidence intervals was low.</p> <p>The department members also reviewed success rates from math classes vs other disciplines.</p> <p>While we could change the content of the course to increase coverage of hypothesis testing and confidence intervals, it would result in a loss of coverage of basic algebra concepts, which are also important.</p>	<p>The department decided to improve the collection of data by including on-line and OLC data in the May 2014 assessment and revisit this topic at that time.</p>

General Education Assessment – 2014

May, 2014:

On May 20, 2014, faculty gathered to assess General Education Goal 8 – Demonstrate an awareness of humanities and fine arts. Classroom artifacts were used for the assessment. The specific learning outcome was GEG 8.2 - The student will be able to demonstrate an awareness of the fine arts.

Each team of two was responsible for scoring the assigned classroom artifacts which consisted of artifacts from MUS 102. Using rubrics created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

**JOHN WOOD COMMUNITY COLLEGE
GENERAL EDUCATION ASSESSMENT**

Learning Outcome 8.2: Demonstrate an awareness of Fine Arts (Music)

Rubric designed by Gary DeClue

	1 UNSATISFACTORY	2 SATISFACTORY	3 GOOD
Uses musical terminology correctly.	Musical terminology is not used and/not correct.	Musical terms are defined, but should be written in the student's own words.	Musical terms are well defined, clearly understood, and used correctly.
Grasps and understands the subject matter being researched, including the identification of instruments, historical periods, and properties of the human voice.	Subject matter is taken from a variety of sources, but the student does not use his own words.	Subject matter is mostly correct, but some explanations are not quite clear.	Musical elements are described with absolute accuracy and the student understands the concepts of the elements of music.

Assessment of General Education Goal 8.2
Results of the May 2014 Assessment
Josh Welker, Director of Institutional Effectiveness
August 13, 2014

General Education Goal 8: Demonstrate an awareness of humanities and fine arts.
Outcome 2: Student will be able to demonstrate an awareness of the fine arts.

A total of 41 student artifacts were collected from MUS 102 courses for the GEG 8.2 assessment. There were also 34 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: *Musical Terminology (Terminology)* and *Understanding of Subject Matter (Understanding)*.

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 above the *Good* rating – more students scored *Excellent* than *Poor*. The mean score for the *Understanding* component was also relatively high compared to other assessments. Also, the distributions indicate that a relatively low percentage of students in both components had artifacts that were rated as *Poor*. Overall, the scores compared about the same to slightly better than other GEG assessments.

Table 1: Student Scores

	<i>Terminology</i>	<i>Understanding</i>
1 (Unsatisfactory)	17%	12%
2 (Satisfactory)	61%	42%
3 (Good)	22%	46%
Mean	2.05	2.34

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). Both components had inter-rater reliability that was lower than is generally considered acceptable. This generally indicates that the training and/or the rubric should be improved.

Table 2: Inter-Rater Reliability

	<i>Terminology</i>	<i>Understanding</i>
Agree	60%	65%
Differ by 1	40%	33%
Differ by 2	0%	3%

An analysis is also typically done to examine scoring differences among the different categories of the variables collected from the demographic sheets (see Table 3 below). However, due to the small sample size, no statistically significant comparisons can be made. The table below should serve to describe the demographics of the sample.

Table 3: Demographics

Variable	Category	n	Terminology Mean	Understanding Mean
Year at JWCC	1 st	23	2.17	2.57
	2 nd	5	2.00	2.00
	3 rd or more	1	2.00	3.00
Program Type	AA	6	1.67	1.83
	AS	6	2.33	2.50
	AAS	1	2.00	2.00
	Don't Know/Other	15	2.27	2.73
FT/PT Status	Part-time	1	2.00	2.00
	Full-time	40	2.05	2.35
Age	17 to 20	24	2.08	2.50
	21 to 24	1	2.00	3.00
	25 to 29	1	3.00	2.00
	30 or older	3	2.33	2.33
Gender	Female	11	2.18	2.28
	Male	18	2.11	2.82
Transfer Student	Yes	4	1.75	2.00
	No	23	2.17	2.57

John Wood Community College
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Fine Arts
 Degree: AA, AS, AFA, AGA, AAS, AES
 Link to JWCC Mission Statement:

Date: 9/25/14
 Person Completing Form: Gary DeClue,
 Fine Arts Department

Goal and/or Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results
<p>General Education Goal 8: Demonstrate an awareness of humanities and fine arts</p> <p>Learning Outcome 8.2: The student will be able to demonstrate an awareness of the fine arts.</p>	<p>41 student artifacts were collected from MUS 102 courses.</p> <p>Artifacts were scored on two components: Terminology and Understanding.</p> <p>Artifacts were scored as Unsatisfactory (1), Satisfactory (2) or Good (3).</p>	<p>Mean scores: Terminology 2.05 Understanding 2.34</p> <p>Mean scores indicate that more students scored Good than Unsatisfactory.</p> <p>Inter-rater reliability was low and may indicate a problem with training and/or with the use of the rubric.</p>	<p>Student results are acceptable. No action is needed at this time.</p> <p>To improve inter-rater reliability, the rubric and training process will be reviewed.</p>

General Education Assessment – 2014

December, 2014:

On December 16, 2014, faculty gathered to assess General Education Goal 1 – Demonstrate an awareness of human values and diverse cultures. Classroom artifacts were used for the assessment. The specific learning outcome was GEG 1.1 - The student will be able to describe attributes of a culture different from one's own.

Each team of two was responsible for scoring the assigned classroom artifacts which consisted of artifacts from HUM 200. Using rubrics created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

On December 16, 2014, faculty also assessed General Education Goal 4 – Use critical thinking. Classroom artifacts were used for this assessment as well. The specific learning outcome was GEG 4.1 - The student will be able to make rational decisions and solve problems..

Each team of two was responsible for scoring the assigned classroom artifacts which consisted of artifacts from BIO 101. Using rubrics created by JWCC Faculty, each team member scored the artifacts in a two-step process, 1) read and score the artifact individually and record the score on the individual score sheet; 2) compare the scores of each team member and record a consensus score on the combined score sheet.

JOHN WOOD COMMUNITY COLLEGE GENERAL EDUCATION ASSESSMENT

Learning Outcome 1.1: Describe attributes of a culture different from one's own.

Rubric designed by:

	0 UNACCEPTABLE	1 ACCEPTABLE	2 EXEMPLARY
<u>Identification of values and diverse (other cultures)</u>	No or incomplete identification of the values of another culture, or worldviews present in other cultures than the student's own.	Some identification of values, or worldviews present in other cultures than the student's own.	Clear and identification of values, or worldviews present in other cultures than the student's own.
Examples	No (0) examples of specific values, or practices that come from them, are given	1 to 2 examples of specific values or practices that come from them, are given	3 or more examples of specific values or practices that come from them, are given
Describe values and diverse (other) cultures (details).	No details are given regarding values, or worldviews present in other cultures than the student's own (0 practices/values). There may be obvious errors of fact.	Some details are given regarding values, or worldviews present in other cultures than the student's own (1 to 2 practices/values). There may be some obvious errors of fact.	Clear, accurate and more extensive detailed indication of values, or worldviews present in other cultures than the student's own are given (3 or more practices/values). There are no obvious errors of fact

Values: Descriptions of the moral/ethical beliefs of an individual or culture. These moral/ethical judgments come from religion (one's "ultimate concern," whether theist or non-theist). Ethics is the systematization and application of one's values.

Culture: The collective, or group, which holds a common set of values, and puts them into practice.

Assessment of General Education Goal 1.1
 Results of the Fall 2014 Assessment
 Josh Welker, Director of Institutional Effectiveness
 January 14, 2015

General Education Goal 1: Demonstrate an awareness of human values and diverse cultures.
 Outcome 1: Student will be able to describe attributes of a culture different from one’s own.

A total of 36 student artifacts were collected and scored from HUM 200 courses for the GEG 1.1 assessment. There were also 31 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 three components: identification of values and diverse cultures (*Identify*), examples (*Examples*), and describe values and diverse cultures (*Describe*).

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 fairly high and were above the *Acceptable* rating – more students scored *Exemplary* than *Unacceptable*. Also, the distributions indicate that a relatively low percentage of students in all components had artifacts that were rated as *Unacceptable*. Overall, the scores were good compared to other GEG assessments.

Table 1: Student Scores

	<i>Identify</i>	<i>Examples</i>	<i>Describe</i>
0 (Unacceptable)	8%	6%	11%
1 (Acceptable)	50%	56%	50%
2 (Exemplary)	42%	39%	39%
Mean	1.33	1.33	1.28

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 *Identify* component had the highest level of inter-rater reliability with 60% agreement among the faculty readers. The *Examples* and *Describe* components had lower inter-rater reliability at 54% agreement and 51% agreement, respectively. All components had inter-rater reliability levels that were slightly lower than is typically considered acceptable. This indicates improvement is needed in the rubric and/or the training.

Table 2: Inter-Rater Reliability

	<i>Identify</i>	<i>Examples</i>	<i>Describe</i>
Agree	60%	54%	51%
Differ by 1	41%	43%	46%
Differ by 2	0%	3%	3%

An analysis is also typically done to examine scoring differences among the different categories of the variables collected from the demographic sheets (see Table 3 below). However, due to the small sample size, no statistically significant comparisons can be made. The table below should serve to describe the demographics of the sample.

Table 3: Demographics

Variable	Category	n	Identify Mean	Examples Mean	Describe Mean
Year at JWCC	1 st	8	1.13	1.00	1.13
	2 nd	19	1.21	1.26	1.16
	3 rd or more	4	1.50	1.75	1.50
Program Type	AA	9	1.22	1.44	1.33
	AS	13	1.39	1.46	1.31
	AAS	1	1.00	1.00	1.00
	Don't Know/Other	8	1.00	0.75	0.88
FT/PT Status	Part-time	8	0.88	1.00	0.88
	Full-time	23	1.35	1.35	1.30
Age	17 to 20	23	1.17	1.17	1.13
	21 to 24	3	1.33	1.33	1.33
	25 to 29	0	NA	NA	NA
	30 or older	5	1.40	1.60	1.40
Gender	Female	21	1.29	1.33	1.29
	Male	10	1.10	1.10	1.00
Transfer Student	Yes	8	1.00	0.88	0.75
	No	20	1.25	1.35	1.30

John Wood Community College
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Language, Literature and Humanities
 Degree: AA, AS, AFA, AGA, AAS, AES
 Link to JWCC Mission Statement:

Date: Fall, 2014
 Person Completing Form: Christine Wiewel,
 Language, Literature and Humanities

Goal and/or Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results						
<p>General Education Goal 1: Demonstrate an awareness of human values and diverse cultures.</p> <p>Learning Outcome 1.1: The student will be able to describe attributes of a culture different from one's own.</p>	<p>36 student artifacts were collected from HUM 200 courses.</p> <p>Artifacts were scored on three components:</p> <ul style="list-style-type: none"> • Identification of values and diverse cultures • Examples • Describe values and diverse (other) cultures (details) <p>Artifacts were scored as Unacceptable (0), Acceptable (1) or Exemplary (2).</p> <p>Artifacts were scored by a team of two scorers.</p>	<p>Mean scores:</p> <table style="margin-left: 20px;"> <tr> <td>Identify</td> <td>1.33</td> </tr> <tr> <td>Examples</td> <td>1.33</td> </tr> <tr> <td>Describe</td> <td>1.28</td> </tr> </table> <p>Mean scores were above the Acceptable rating and showed more students scored Exemplary than Unacceptable</p> <p>Inter-rater reliability levels were slightly lower than is typically considered acceptable.</p> <p>This may indicate a problem with training and/or use of the rubric.</p>	Identify	1.33	Examples	1.33	Describe	1.28	<p>The result that showed a problem with inter-rater reliability was due in part, perhaps, to the fact that students are not required to choose an intercultural topic for the research paper (the artifact that was assessed); therefore, many may have chosen artists or pieces of their own, American culture.</p> <p>HUM 200 continues to strive to introduce students to diverse cultures and thinking about the world beyond 21st century America. The course offers a chronological survey of broad ideas and cultures from prehistoric times to the postmodern world. While the emphasis is on Western culture and civilization and stays pretty close to the accepted canon of art pieces from all genres, the chapters from the text include non-western art which is covered as time allows and its exploration encouraged through extra credit opportunities and the research paper</p>
Identify	1.33								
Examples	1.33								
Describe	1.28								

			<p>as well.</p> <p>Though this particular gen ed goal has been replaced, it by no means has lost its importance in that course, especially as concerns the introduction of hot-button cultures such as Islam in a way that teaches students the rich history of Islamic contribution to the humanities. As a survey course that barely has time to cover the Western tradition, the goal in the course is to foster awareness in and curiosity for ALL artistic expression and to remind students of their shared humanity.</p> <p>The department does not identify any changes in approach to the course, and will continue with the mission of helping students examine the world and their own humanity through the eyes of artists/creators who have laid down a complex and diverse record for centuries.</p>
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Rubric: GEG 4: Critical Thinking – Science (Genetics/Punnett Squares)

Objective	Good (3)	Satisfactory (2)	Unsatisfactory (1)
Demonstrates reasoning			
Question – 1	Correctly identifies genotypes AA, AO, AB	Correctly identifies genotypes AA, AO	No genotypes or states phenotype “A” only.
Question – 9	Correct – Ww		Incorrect answer
Demonstrates understanding of genetic terms (Parts I and II)	Student demonstrates understanding of genetic terms, correctly uses 9-10.	Student demonstrates partial understanding of genetic terms, correctly uses 8-6.	Student understanding of genetic terms is not observed, less than 6 terms used correctly.
Solving and interpreting Punnett squares (Part 1)	Student correctly solves and interprets Punnett Square	Student correctly solves Punnett Square but fails to interpret square.	Student understanding of how to solve Punnett Square is not evident.

Assessment of General Education Goal 4.1
Results of the Fall 2014 Assessment
Josh Welker, Director of Institutional Effectiveness
January 14, 2015

General Education Goal 4: Use critical thinking.

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

A total of 116 student artifacts were collected and scored from BIO 101 courses for the GEG 4.1 assessment. There were also 111 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 four components: demonstrates reasoning regarding question 1 (*Demonstrate 1*), demonstrates reasoning regarding question 2 (*Demonstrate 2*), demonstrates understanding of genetic terms (*Understand*), and solving and interpreting Punnett squares (*Solve*).

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 the *Solve* and *Demonstrate 2* components were very good (2.43 and 2.35, respectively). These scores compare favorably with other assessments. However, the mean scores for the *Demonstrate 1* and *Understand* components (1.78 and 1.83, respectively) were very low compared to other assessments with both scores falling below the *Acceptable* rating. Also, there were a higher percentage of artifacts that were scored *Unacceptable* than we usually see with other assessments.

Table 1: Student Scores

	<i>Demonstrate 1</i>	<i>Demonstrate 2</i>	<i>Understand</i>	<i>Solve</i>
1 (Unacceptable)	45%	33%	31%	22%
2 (Acceptable)	33%	0%	55%	12%
3 (Exemplary)	22%	67%	14%	66%
Mean	1.78	2.35	1.83	2.43

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). All components had very high inter-rater reliability ratings that are well in the acceptable range. The *Understand* component had the highest level of agreement at 100%, and the *Solve* component had the lowest level at 83%. There were very few artifacts that the readers had a difference of 2 in their ratings.

Table 2: Inter-Rater Reliability

	<i>Demonstrate 1</i>	<i>Demonstrate 2</i>	<i>Understand</i>	<i>Solve</i>
Agree	91%	97%	100%	83%
Differ by 1	8%	3%	0%	15%
Differ by 2	1%	0%	0%	3%

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. Part-time students tended to score higher on the *Understand* component than full-time students.

Table 3: Demographics

Variable	Category	n	Demonstrate-1 Mean	Demonstrate-2 Mean	Understand Mean	Solve Mean
Year at JWCC	1 st	67	1.82	2.49	1.76	2.40
	2 nd	30	1.90	2.13	1.90	2.43
	3 rd or more	14	1.43	2.14	2.14	2.64
Program Type	AA	20	1.90	2.40	1.75	2.20
	AS	29	1.83	2.59	1.97	2.72
	AAS	13	1.54	2.08	1.77	2.31
	Certificate	3	1.33	2.33	2.00	1.67
	Don't Know/Other	44	1.84	2.23	1.82	2.52
FT/PT Status	Part-time	31	1.65	2.16	2.19*	2.52
	Full-time	78	1.85	2.41	1.71*	2.42
Age	17 to 20	80	1.89	2.43	1.78	2.48
	21 to 24	12	1.42	2.17	1.75	2.08
	25 to 29	7	1.71	1.86	2.14	3.00
	30 or older	12	1.58	2.33	2.25	2.25
Gender	Female	66	1.80	2.42	1.77	2.39
	Male	45	1.78	2.24	1.96	2.51
Transfer Student	Yes	18	1.94	2.56	2.11	2.67
	No	90	1.77	2.29	1.79	2.38

John Wood Community College
 Assessment of Student Learning
General Education Assessment Implementation Form

Department: Natural Sciences
 Degree: AA, AS, AFA, AGA, AAS, AES
 Link to JWCC Mission Statement:

Date: December 16, 2014
 Person Completing Form: Ivan Paul

Goal and/or Outcomes or Objectives	Assessment Activity	Assessment Results	Use of Results								
<p>General Education Goal 4: Use critical thinking</p> <p>Learning Outcome 4.1: The student will be able to make rational decisions and solve problems.</p>	<p>116 student artifacts were collected from BIO 101 courses.</p> <p>Artifacts were scored on four components: Demonstration 1, Demonstration 2, Understand, and solve.</p> <p>Artifacts were scored as Unacceptable (1), Acceptable (2) or Exemplary (3).</p>	<p>Mean scores:</p> <table style="margin-left: 20px;"> <tr><td>Demonstrate 1</td><td>1.78</td></tr> <tr><td>Demonstrate 2</td><td>2.35</td></tr> <tr><td>Understand</td><td>1.83</td></tr> <tr><td>Solve</td><td>2.43</td></tr> </table> <p>Mean scores for Demonstrate 1 and Understand were low compared to other assessments. Mean scores for Demonstrate 2 and Solve were very good.</p> <p>Inter-rater reliability ratings were all in the acceptable range.</p>	Demonstrate 1	1.78	Demonstrate 2	2.35	Understand	1.83	Solve	2.43	<p>Demonstrate 1 – focus more on the difference between phenotype and genotype in ABO blood groups.</p> <p>Understand Look at definitions provided to reduce confusion of those that are similar.</p>
Demonstrate 1	1.78										
Demonstrate 2	2.35										
Understand	1.83										
Solve	2.43										