

Assessment of College Core Outcomes 2012

Career Guidance SAC

The College Core Outcomes assessed in CG courses this year included professional competence and cultural awareness. Both direct and indirect assessment methods were used.

This report addresses the design and results of two different assessments: direct assessment of professional competence and indirect assessment of cultural awareness. This is followed by suggestions for improvement for both instruction and assessment.

Assessment of Professional Competence

Direct Assessment

Students who take CG111A (Study Skills for College Learning) & CG100A (College Survival & Success) focus on presentation skills, gaining knowledge, gathering information and disseminating what was learned in a professionally competent manner.

The CG100A & 111A curriculum includes research assignments that require students to gather information about a topic of their choice relating to study skills, resources within the college or themselves. Students are also required to create presentations, accurately communicating the research information to their peers. This information must then be analyzed and synthesized in order to draw conclusions and make informed presentations. The presentations while varying from course to course all require demonstration of professional competence through an analysis and interpretation of evidence, and clear communication explaining their research.

The SAC developed a rubric that was used to assess the presentations (see appendix). The rubric included three separate components of gaining knowledge, use of technology, and use of creativity. The SAC felt that these characteristics best fit both the college core outcome of professional competence and CG curriculum outcomes.

A team of three CG SAC members evaluated three student video presentations as a group during one work session. The rubric was normed by having all three scorers use the rubric to review presentations until they arrived at consensus regarding scoring. This process helped ensure that all presentations would be reliably assessed. Two of the three reviewers then used the normed rubric to assess 111 student presentations across three campuses (Sylvania, Rock Creek, and Cascade), seven classes, and five different instructors. The sample size of 111 represented 18% of all on-campus (excluding distance learning) students attending Winter and Spring 2012 CG100A and CG111A courses. Students enrolled in distance learning sections were excluded from this assessment because presentations are not compatible with the on-line environment.

Findings:

Professional Competence

Disaggregated Data analysis of 111 respondents:

Levels of Professional Competence achieved:

Accomplished	Competent	Developing
41.4%	41%	17%

Aggregated Data analysis of 111 respondents:

Respondents rated as Competent (includes both Accomplished & Competent):

% of Sample	Professional Competence Category
46%	Gaining Knowledge and Explaining it to Others
55%	Use of Technology
46%	Use of Creativity

A competent score in the “gaining knowledge and explaining it to others” category is defined as “(the student) conveys mastery of knowledge of the topic using relevant terms, concepts and facts. Information is well organized, easy to follow, accurate and clear.”

A competent score in the “use of technology” category is defined as “(the student) applies appropriate technologies to analyze, solve, and present solutions to problems.”

A competent score in the “use of creativity” category is defined as “(students’) presentation of concepts and skills demonstrated creatively at a level of mastery.”

The SAC defined students who rated as either competent or accomplished as meeting the college core outcome of professional competence which totaled 91 student presentations or 82.4% of the total population.

Indirect Assessment

The indirect method used was a self-assessment that assessed cultural awareness outcomes from CG100A (College Survival and Success), CG191 (Exploring Identity and Diversity), and CG146 (Values Clarification).

Indirect Assessment: Miville-Guzman Universality-Diversity Scale – Short Form (M-GUDS-S)

Cultural awareness has been assessed using the Miville-Guzman Universality-Diversity Scale-Short Form, (M-GUDS-S). This assessment was originally intended by the SAC as a pre/post indirect assessment. The assessment assesses three primary subscales, Diversity of Contact, Relativistic Appreciation, and Comfort with Differences. This assessment has been assessed for reliability with a coefficient alpha=.93 and a test-retest reliability of .94 (Miville, et. al. 1994). Because of the test/retest reliability of .94 it was decided to exclude post-test data. Our assessments had an N=129 participants who were taking CG 100A, CG191 and CG146.

The M-GUDS-S is a 15 question survey using a 6-point Likert scale (see Appendix) which asks students to rank where they fall on the scale based on the description of each statement.

Students responded to the survey during the first and the ninth week of the term. The Likert scale ranged from 1, indicating strong disagreement to 6, indicating a strong agreement with the statement. Our sample size was 129, which represented 21% of all on-campus (excluding distance learning) students attending Winter and Spring term 2012 CG100A, CG 191, CG 146 students. Students enrolled in distance learning sections were excluded from this assessment due to the limitations of technology regarding distribution and collection of the assessment. We also excluded post-test data due to the test/retest reliability.

Of the 15 questions in the survey, five questions related to each of the following categories: “Diversity of Contact”, “Relativistic Appreciation”, and “Comfort with Differences”. Scoring consisted of each of the five questions in the categories and were summed for a subscale total. Subscale three, “Comfort with Differences”, was a reverse score subset.

Here are the average scores for each question from the total population of respondents:

<i>Diversity of Contact</i>	
Question #	Pre
1	4.40
4	3.76
7	3.65
10	4.86
13	3.75
<i>Relativistic Appreciation</i>	
Question #	Pre
2	4.72
5	4.63
8	4.12
11	4.91
14	4.62
<i>Comfort with Differences</i>	
Question #	Pre
3	5.23
6	5.10
9	5.16
12	4.30
15	5.32

Of the total respondents, the average total M-GUDS-S score was 68.15 out of a possible score of 90, which is 76% of the maximum score.

Subscales	Average Score	Percent of Maximum Score
Diversity of Contact	20.32	68%
Relativistic Appreciation	22.87	76%
Comfort with Differences	25	83%

Findings:

In order to understand our assessment results it is important to first take a look at the student population that takes CG courses. CG111 and CG191 students have either taken Writing and Reading 90, or have tested into Writing 115. This means that many students are just learning their basic reading and writing skills and are beginning to practice these skills in their academic coursework. The CG100A and CG146 have no writing and reading prerequisite requirements, and are taken by students with a range of reading and writing skills. This can impact the results of the assessments due to a number of factors such as ability to read, comprehend, and understand vocabulary.

Professional Competence

Within the three domains of professional competence, “use of technology” showed the highest rate of competency. 55% of students scored either accomplished or competent in their use of technology. The results indicate that over half of the students assessed in CG100A and 111A classes utilized technology appropriately to communicate their research or other information. Technology used by students included Power Point presentations, interactive web links, word processing software, and general computer knowledge. Lower scores may be due to varying assignment requirements between instructors such as not requiring the use of technology for the presentations.

“Gaining knowledge and explaining it to others” and “use of creativity” both showed a competency rate of 46%.

“Gaining knowledge and explaining it to others” is defined as “using basic terms, concepts, and facts to gain additional knowledge as a learner and explaining concepts and skills to others”. A consideration when interpreting the data is that students in CG100A and 111A may not have spoken in front of others in a college classroom, which may have influenced their comfort with presenting information. In addition, during the course of a term students form a group with whom they feel comfortable discussing information and the presence of unfamiliar assessors during presentations may have influenced the quality of presentations. Suggestions for improvements in professional competence will be addressed at the end of the report.

Given that these courses either have no or below college level pre-requisites the results for both “gaining knowledge and explaining it to others” and “use of creativity” are positive. Results indicate students are developing and gaining skills toward becoming competent. These skills will help students in future course work.

Cultural Awareness

It is important to note that each campus has different demographics, which could have influenced the results of the cultural awareness data.

Within cultural awareness, there are three subscales: “Diversity of Contact”, “Relativistic Appreciation”, and “Comfort with Differences”. Because of the test-retest reliability, the post-test scores were excluded. Initially, the intention was to use the assessment as a tool to measure change. However, the assessment is not intended to measure change, but to provide a snapshot of the level of cultural awareness.

The first subscale, “Diversity of Contact”, was defined as the students’ interest in participating in diverse social and cultural activities. For “Diversity of Contact”, the average scores were 20.13 (out of 30) which is 68% of the maximum score.

As for the second subscale, “Relativistic Appreciation”, was defined as the extent to which students value the impact of diversity on self-understanding and personal growth. For “Relativistic Appreciation”, the average scores were 22.87 (out of 30) which is 76% of the maximum score.

For the last domain, “Comfort with Differences”, was defined as the students’ degree of comfort with diverse individuals. The average score for “Comfort with Differences”, was 25 (out of 30) which is 83% of the maximum score.

Out of the three subscales, “Diversity of Contact” showed the lowest scores, indicating that student interest in participating in diverse social and cultural activities was low. This may be due to the nature of the community college student who often has multiple commitments, commutes to school, and may have little time to engage in on-campus activities.

The highest scores were found for the subscale of “Comfort with Differences,” indicating students are somewhat comfortable with people outside of their own race. This could be due to PCC being a diverse, multi-campus environment where students have the opportunity to interact and engage with students that are different than themselves.

Suggested changes for curriculum and instruction

Professional Competence

- Make standardized assignment instructions available to instructors in order to obtain more reliable data.
- Encourage use of technology (use of computer, incorporating visuals, website navigation etc.) within oral presentations.
- Incorporate curriculum regarding professional behavior.
- Require students to include research within presentation assignments.

Cultural Awareness

- Utilizing M-GUDS-S data, determine areas for improvement and incorporate curriculum to address areas with low scores.
- Develop and incorporate curriculum focused on cultural awareness as it relates to college success.
- Encourage integration of students into campus groups outside of class as part of course requirements or as extra credit opportunities.

Suggested changes for assessment procedures

Professional Competence

- Revise rubric used to assess professional competence. Create more distinct categories to assess. Make more concrete operational definitions of creativity & use of technology.
- Separate group and individual presentations when choosing participating assessment respondents.
- Consider utilizing video cameras to record student presentations. This might decrease the impact of having an unfamiliar assessor who may change the nature of the presentations. Video tapes could also be used to train multiple assessors.

Cultural Awareness

- Track campus and course specific data in order to create a cultural awareness map for individual courses and campuses.

- Creating or locating assessments that can be used for pre/post cultural awareness data collection (research within and outside PCC community for a more applicable assessment tool).
- Track individual student demographic data (gender, age, ethnicity, race, etc.) to further understand implications and impact of overall data.

The suggested changes for assessment and curriculum were written by the sub-committee that compiled this report. These suggestions must be brought forward to the larger CG SAC.

Appendix

Miville-Guzman Universality-Diversity Scale – Short Form (MGUDS-S)

The following items are made up of statements using several terms which are defined below for you. Please refer to them throughout the rest of the questionnaire.

Culture refers to the beliefs, values, traditions, ways of behaving, language of any social group. A social group may be racial, ethnic, religious, etc.

Race or racial background refers to a sub-group of people possessing common physical or genetic characteristics. Examples include White, Black, American Indian.

Ethnicity or ethnic group refers to specific social group sharing a unique cultural heritage (i.e., customs, beliefs, language, etc.). Two people can be of the same race (e.g., White), but be from different ethnic groups (e.g., Irish-American, Italian American).

Country refers to groups that have been politically defined; people from these groups belong to the same government (e.g., France, Ethiopia, United States). People of different races (White, Black, Asian) or ethnicities (Italian, Japanese) can be from the same country (United States).

Instructions: Please indicate how descriptive each statement is of you by filling in the number corresponding to your response. This is not a test, so there are no right or wrong, good or bad answers. All responses are anonymous and confidential.

1	2	3	4	5	6
Strongly	Disagree	Disagree	Agree a	Agree	Strongly
Disagree		a little bit	Little bit		Agree
1. _____	I would like to join an organization that emphasizes getting to know people from different countries.				
2. _____	Persons with disabilities can teach me things I could not learn elsewhere.				
3. _____	Getting to know someone of another race is generally an uncomfortable experience for me.				
4. _____	I would like to go to dances that feature music from other countries.				
5. _____	I can best understand someone after I get to know how he/she is both similar and different from me.				
6. _____	I am only at ease with people of my race.				

	1	2	3	4	5	6
	Strongly	Disagree	Disagree	Agree a	Agree	Strongly
	Disagree		a little bit	Little bit		Agree
7._____	I often listen to music of other cultures.					
8._____	Knowing how a person differs from me greatly enhances our friendship.					
9._____	It's really hard for me to feel close to a person from another race.					
10._____	I am interested in learning about the many cultures that have existed in this world.					
11._____	In getting to know someone, I like knowing both how he/she differs from me and is similar to me.					
12._____	It is very important that a friend agrees with me on most issues.					
13._____	I attend events where I might get to know people from different racial backgrounds.					
14._____	Knowing about the different experiences of other people helps me understand my own problems better.					
15._____	I often feel irritated by persons of a different race.					

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MGUDS-Short Form Scoring Key

Please write the Likert responses for each of the following items. Find the sum of the responses to determine the subscale and total scale scores.

Subscale 1: Diversity of Contact

<u>Item</u>	<u>Likert Score</u>
1)	_____
4)	_____
7)	_____
10)	_____
13)	_____
Subtotal	_____

Subscale 2: Relativistic Appreciation

<u>Item</u>	<u>Likert Score</u>
2.	_____
5)	_____
8)	_____
11)	_____
14)	_____
Subtotal	_____

Subscale 3: Comfort with Differences

<u>Item</u>	<u>Likert Score</u>
3)	_____
6)	_____
9)	_____
12)	_____
15)	_____
Subtotal	_____

Items may or may not be reversed scored on Subscale 3. If you want to use total MGUDS-S scale score (see below), then reverse score these items for scoring consistency.

TOTAL MGUDS-S SCORE –Sum Subscales 1, 2, and 3 subtotals

Subscale 1_____

Subscale 2_____ +

Subscale 3_____ +

TOTAL = _____

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Rubric Used for Professional Competence:

Aspects of Professional competence From college definition of professional competence	accomplished	competent	developing
GAIN KNOWLEDGE and EXPLAINS IT TO OTHERS Use basic terms, concepts, and facts to gain additional knowledge as a learner. Explain concepts and skills to others.	Conveys mastery of knowledge of the topic using relevant terms, concepts and facts. Information is well organized, easy to follow, accurate and clear.	Clearly conveys basic knowledge of the topic using relevant terms, concepts and facts. Information is adequately organized with explanations of concepts and/or skills.	Fails to demonstrate knowledge of the topic. Reads presentation. Difficult to follow organization of information. Explanations of concepts and/or skills are unclear.
USE TECHNOLOGY Apply appropriate technologies to analyze, solve, and present solutions to problems.	Apply appropriate technologies to analyze, solve, and present solutions to problems.	Used technology appropriately in presentation.	Did not use technology in presentation.
USE OF CREATIVITY Apply concepts and skills to situations creatively	Presentation of concepts and skills demonstrated creatively at a level of mastery.	Presentation of concepts and skills demonstrated adequately.	Presentation was limited in its scope and imagination.