

<b>Name of Program: General Education Goal: Social Skills</b>	<b>Academic Year: 2005/2006</b> <b>Last Revised: May, 2006</b>
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<b>Competencies/ Student Learning Objectives</b>	<b>Measures Methodology</b>	<b>Expected Results / Standards</b>	<b>Actual Results</b>	<b>Analysis</b>	<b>Action / Recommendation</b>
1. Demonstrate interactive behaviors.	1. Instructors will be asked to volunteer their classes. From those classes, with representation from across campus to the extent possible, 10 randomly selected classes will be assigned group work on interactive behaviors. Instructors will identify students who have completed 45+ credit hours and group those students together. On the day of the group work, at least two evaluators will observe the interactive behavior. Evaluators will rate students independently using a 5-point rubric as they collaborate to plan and complete a group project.	1. All students will score a 3 or higher.	The scores ranged from 1- 5.  The following percent of AAS students scored three or above in the following areas: Collaboration 90.35% Contribution 93.42% Completion 90.79%  The following percent of AA/AS students scored three or above in the following areas: Collaboration 89.29% Contribution 94.64% Completion 92.29%  See Appendix D	Only 10.71 percent of the AA/AS students scored below three for collaboration. This was the lowest percentage of all students assessed for collaboration, contribution, and completion.	At the next scheduled assessment day the Social Skills committee recommends that the interactive behavior exercise be used to evaluate students. Evaluating students at a scheduled assessment day will allow more students from different majors to be evaluated and which will allow more diversity among students.  Since over 80% of all the students assessed scored above three continue with the current mode of instruction.
2. Demonstrate knowledge of individual, national, and international diversity.	2. Instructors will volunteer their classes. From the volunteered classes, with representation from across campus to the extent possible, 10 randomly selected classes will write on an assigned scenario. Students will be allotted ten minutes to write a response. Evaluators will use a 5 point rubric to independently score the written responses of students who have completed 45+ credits to determine their knowledge, willingness, and preparedness for interacting with diverse populations.	2. All students will score 3 or higher.	The scores ranged from 1-5.  84.24% of the AAS students scored 3 or higher  89.0% of the AA/AS students scored 3 or higher  100% of the and students scored three or higher  See Appendix E	Only 15.76 percent of the AAS students scored below three for the statement for individual, national, and international diversity. This was the lowest percentage of all students assessed for individual, national, and international diversity.	At the next scheduled assessment day the Social Skills committee recommends that the individual, national, and international diversity statement be used to evaluate students. This will allow more students from different majors to be evaluated and which will allow more diversity among students.  Since over 80% of all the students assessed scored above three continue with the current mode of instruction.
2. Demonstrate knowledge of individual, national, and international diversity.	150 students having 45 credits or more will respond to social skills questions during the	3. All students will score 3 or higher.	The scores ranged from 1 to 5. The only question that did not have 80 % of the students	25% of the AAS students would either consider the offer but not feel prepared to work	The Social Skills team recommends that on the next scheduled assessment day

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	administration of the other CAAP exams given on March 29, 2006. These questions will be developed by the Social Skills Team and added to the exam according to protocol with the assistance of the NECC institutional research office		<p>answering above a 3 on a 5 point scale was the following question: <i>If all aspects of my life would allow me to accept a job offer that required me to interact with many diverse individuals and groups within the United States and around the world, I would:</i></p> <p>25% of the AAS students would either consider the offer but not feel prepared to work with diverse people groups or would decline the offer. 19% of the AA/AS students responded the same. <i>See appendix G.</i></p>	with diverse people groups or would decline the offer. Nineteen percent of the AA/AS students responded the same. Many of these students that indicated reluctance may not have a choice of working with diverse populations and they indicated they do not feel prepared to work with diverse populations. This is a concern as they indicated they are interacting with diverse populations on the other questions that were assessed.	that the four questions are placed again on the assessment instrument to determine if changes need to be implemented in the curriculum at Northeast Community College. Continue with the current mode of instruction.
<p>1. Demonstrate interactive behaviors.</p> <p>2. Demonstrate knowledge of individual, national, and international diversity.</p>	<b>Indirect Measure a-d:</b> Graduating student survey	Students will rate the instruction and the skill level they have achieved at NECC as 3 or above.	<p>Question 12. <i>The instruction I received at Northeast Community College has helped me to work and interact effectively with people of other cultures.</i> 2005 – 3.91 2006 – 3.98 (95% indicated three or above)</p> <p>Question 13. <i>The instruction I received at NECC has helped me to increase my understanding of other cultures.</i> 2005 – 3.69 2006 – 3.87 (91.8% indicated three or above)</p> <p>The IR department examined the comparison of ability and the impact of attending NECC for the next two questions.</p> <p>Question 22. <i>Interact and work as a team member on group projects.</i></p> <p>Over 93% of the students indicated that the college helped with their teamwork</p>	<p>Less than 10% of the students indicated concerns at a level of one or two. The significant difference was also very reliable.</p> <p>In discussing the results with the NECC Department of Institutional Research (IR) the Social Skills team believes the results to be reliable for the four questions.</p>	The Social Skills team recommends that the current questions be placed again on the next graduation survey and that the current mode of instruction continue.

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			<p>skills at a scale of 3 or above and that the significant difference was at the .001 level meaning that only one chance in a thousand that these results occurred by chance.</p> <p>Question 23. <i>Work and interact with people who are different than me.</i></p> <p>Over 97% of the students indicated that the college helped with their ability to interact with people who are different than themselves at a scale of 3 or above and that the significant difference was at the .001 level meaning that only one chance in a thousand that these results occurred by chance.</p>		
<p>1. Demonstrate interactive behaviors.</p> <p>2. Demonstrate knowledge of individual, national, and international diversity.</p>	<p><b>Indirect Measure</b> NECC Employer satisfaction Survey -- ratings of the following items:</p> <p>A. acceptance of diverse population</p> <p>B. Interpersonal Skills</p> <p>C. Teamwork (contributes to group process)</p>	<p>Employers will rate past students' skills as good or excellent using the following scale:</p> <p>Excellent ---4 Good -----3 Fair -----2 Poor -----1 Not applicable --- not used to calculate percentages</p>	<p>128 employers responded to the survey, but not necessarily to every item on the survey. The responses for each item described in column two were as follows:</p> <p>A. Excellent -- 44 Good ----- 56 Fair ----- 8 Poor ----- 2 NA ----- 8 91%= 3 or above</p> <p>B. Excellent -- 50 Good ----- 48 Fair ----- 11 Poor ----- 7 NA ----- 0 84%= 3 or above</p> <p>C. Excellent -- 62 Good ----- 49 Fair ----- 9 Poor ----- 3 NA ----- 0 90% = 3 or above</p>	<p>Overall, the survey results showed NECC graduates as having good or excellent skills. The number of ratings in the <i>poor to fair</i> categories is not high enough to signal a major change in instruction. It is interesting to note that having <i>fair to poor</i> responses correspond with the findings in the direct measurement strategies as areas where improvements can be made.</p>	<p>Results from this survey will be used as baseline data for future measurements.</p>