

Mott Community College

2004 General Education Assessment

Comment Report

General Education Type: MES

Course # 124 Course Comment:

Artifact # Score Artifact Comments

- | | | |
|------|---|---|
| 0903 | 2 | Focused mainly on the "Big Man" verses the entire culture. |
| | 2 | The assignment is very limited in scope, thus making outcome #4 the only possible goal. |

Course # 133 Course Comment:

Artifact # Score Artifact Comments

- | | | |
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| 0949 | 3 | Great comment to capture their knowledge. |
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Course # 134 Course Comment:

Artifact # Score Artifact Comments

- | | | |
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| 0958 | 0 | This assignment was weak in terms of looking at specific cultural/ethnic distinctions. We need to do more than write of a loose fitting dress and head wear. |
| 0959 | 0 | A look at "prejudice" in a movie doesn't constitute a college-level examination of cultural ethnic differences. |
| | 0 | According to the assignment it is difficult to tell if this student sample was not one of the other assignments listed else where on the sheet. |
| 0960 | 0 | You really need to ask students to delve into specific cultural differences beyond the most obvious reactions of racism. |
| | 0 | Although there seems to be comparison here, it is not comparison of cultures or showing students perspectives, etc. in outcomes. |
| 0961 | 0 | Interesting reaction to the movie. Little about culture here. Is "Big Mamma" a cultural marker?" |
| | 0 | Perhaps if the assignment was to compare the culture of the movie / book characters with another culture, it could meet the outcomes. |
| 0962 | 0 | Is this an aspect of African American Culture to help w/kids when unemployed? Is adultery specific to a culture? Again, popular movies might not be the best way to examine cultural difference in a sophisticated way. |
| | 0 | Continued: If students did analysis or research on family unity w/in a culture, it would help to show it as a trait. |
| | 0 | I am not able to connect the traits or behaviors to a particular culture, rather than individual behaviors. |
| 0964 | 0 | There are "Big Mamas" in lots of cultures. Discussing matriarchy in certain cultures would make this better cultural response. |
| | 0 | A comparison of cultures does not occur. The traditions mentioned could be from many other cultures. |
| 0965 | 1 | Again, I think a personal response to a movie sets one up for a "pop-culture" analysis that is superficial, stereotypical. |
| 0966 | 0 | Is the need for the man to feel "control" a legacy of slavery, where African American men were made to feel impotent? Inject some scholarship to make this about culture rather than just a movie. |
| | 0 | In asking to read and review a file or movie, students do not necessarily establish traits or characteristics with a culture. |
| 0967 | 1 | Comparisons were done, perhaps further info can be gathered to support the choices attributed to a culture. |
| | 1 | Do African Americans study less than white students? Without some scholarship it's hard to separate stereotypes from valid cultural distinctions. |

Course # 135 Course Comment:

Artifact # Score Artifact Comments

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| 0968 | 3 | Although the paper did not meet the assignment, it did meet one of the evaluation criteria. |
| 0971 | 1 | Paper discusses the historical aspects and contributions in limited way. |
| 0973 | 3 | Did this student write this? No site reference given. |

Course # 137 Course Comment:

Artifact # Score Artifact Comments

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|------|---|---|
| 0999 | 1 | Since religion is the backbone of a culture, an awareness of religion is a perspective, but very limited. |
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General Education Type: SAC

Course # 139 Course Comment:

Artifact # Score Artifact Comments

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| 1062 | 4 | Rapid speech. |
| 1067 | 4 | Stood out of camera only partially visible. |
| 1068 | 3.5 | Lots of Ums. Check camera position. |

Course # 142		
<i>Course Comment:</i>		
<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
0932	4	Very soft voice.
0935	3.5	Lot of "ums"
0936	3	Used the phrase "'N Stuff, N Stuff and Um Um"

Course # 147		
<i>Course Comment:</i>		
<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
1025	3	Used the word "um" a lot.
1028	3.5	Used phrase "You know what I'm saying," too much. Very distracting.

Course # 149		
<i>Course Comment:</i>		
<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
1039	2.75	Non-speaking partner coughing and scratching was quite distracting. Presentation seemed to be little more than made up information.
1043	3.25	Very reliant on notes. Presentation seemed little more than reading copied notes, though vocal variety was good.
1045	3	Quiet voice.
1048	2.75	Very reliant on notes. Much of presentation seemed little more than reading copied material.

Course # 152		
<i>Course Comment:</i>		
<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
1050	2	Presentation appeared to be simple reading of material.
1055	2	Baseball cap hid eyes and most of face when speaker read from notes. Much of presentation was simply reading of copied material.
1058	2.25	Spoke in bursts - spurts of words that ended with questioning tone: hard to listen to.
1059	2.25	Very reliant on notes and tended to read. Much of presentation seemed little more than reading copied material.

Course # 185		
<i>Course Comment:</i>		
<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
1171	1	Impossible to see speaker's face - baseball cap and low lighting.
1174	2.5	Could not see eyes because of ballcap.

Course # 186		
<i>Course Comment:</i>		
<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
1161	2.75	Relied on notes too much.

General Education Type: SMC

Course # 153		
<i>Course Comment:</i>		
<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
0687	4	Could be written more measurably, very small sample.
0688	3	Weak methodology, very little analysis, limited data collected and no chart/graphs.
0689	2	Poorly written and defined. No methodology, no real data, conclusions have no basis.
0690	5	Wrong graph used.
0691	5	Data should be analyzed by percentage for comparison purposes.
0692	2	Observations were done, but not defined with no quantitative data collected.
0693	1	No study was conducted, hypothesis and conclusion based on literature.
0694	1	Poorly written hypothesis, data should be analyzed by percentage for comparison purposes.
0695	2	No literature review. Avoid use of "prove" in hypothesis and conclusion. The survey questions did not address or answer hypothesis.
0696	4	Data was not analyzed to test hypothesis.

Course # 155		
<i>Course Comment:</i>		
<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
0698	3.5	Too many hypotheses.
0699	3	Hypothesis - stated "asked 25 people" conclusion - stated "25 people who were step children".
0700	5	Used the phrase "I believe that distance will only strengthen the relationship."
0701	1	Not a complete artifact.
0703	3	Questions did not test hypothesis and inaccurate analysis.

Course # 156 **Course Comment:** **This class in general has poorly written hypotheses - need to state expected findings not state "I want to find out the relationship between two variables." State what relationship you expect to find.**

<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
0707	3	Survey not always the best way to answer question, this paper lack a solid hypothesis.
0709	2	No hypothesis.
0710	4	Poorly written hypothesis.
0711	2	Hypothesis was not tested as written and poorly analyzed data.
0712	4	This paper had broad conclusions and causation vs. correlation.
0713	2	No hypothesis.
0715	4	It would be better for students to include the raw data so we could better evaluate their analysis.
	4	Frequently, the correlation studies are not stating what the correlation will be pos or neg in their hypothesis. In most cases you could infer it based on the discussion, but it should be made clear in the hypothesis.
0716	3	Would help to have survey questions and raw data to evaluate SMC better.
	3	Students need to understand correlation vs. cause.

Course # 157 **Course Comment:**

<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
0818	4.5	This paper didn't draw a conclusion using it's hypothesis.
0819	4	Although this is written up SMC it seems the whole study doesn't fit the intent of SMC, almost like testing $1 + 1 = 2$.
0884	4	This study is reporting existing data it is not following the scientific method.
0885	3	This paper didn't actually test the hypothesis -student wrote "Women are more likely...." though it did not test men.

Course # 159 **Course Comment:**

<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
0867	2	Data needs to be measurable and quantitative. Needs graphs and charts as part of research.
0868	3	Hypothesis was too broad with questions written in a non-quantifiably form.
0870	5	This was an experiment but was labeled a survey. Well done but poorly labeled. Terms not understood (ie.. Independent vs. dependent variable.
0872	2.5	Data not quantifiable.
0873	3	Data not consistent with conclusion.
0875	2.5	No quantitative data collected. Methodology was an experiment.

Course # 160 **Course Comment:**

<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
0889	3	Sample size too small.
0893	1	This is a report not a study.

Course # 161 **Course Comment:**

<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
0849	2	Observation did not include operational definitions.
0852	4	Can't say whether hypothesis is true because didn't figure means.
0853	4	Looks like student plagiarized (used British spelling of some words).
0854	3	No data to test hypothesis.
0855	4	Data analysis did not clearly test hypothesis.

Course # 162 **Course Comment:**

<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
0859	3	Did this student debrief these people?? This study is not ethical.
	3	Student assigned people to experimental group based on their reaction to how they thought they'd done, also not random sample.
0861	4	Hypothesis is not complete, should be "letters sent out to parents with an explanation/reason are returned more frequently than letters sent out without an explanation/reason.
0865	4	Equates not paying with being rude -- inaccurate basis.

Course # 164 **Course Comment:** **This class in general has 2 problem areas: small sample sizes of data and they don't average their data which makes for weaker conclusions.**

<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
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0876	5	Small sample size.
0877	4	Data not completely analyzed.
0879	4	Small sample size, hypothesis is known information, too simplistic.
0880	4	Inappropriate conclusion based on data.
0881	5	Small sample size and needs to find averages for data analysis.
0882	4	Inappropriate conclusion based on data.

General Education Type: WAC

Course # 154 *Course Comment:*

Artifact # Score Artifact Comments

0672	5	Review of literature - more research.
0673	2	All short sentences with lots of repetition. The overall paper was too basic. In some cases wording not always appropriate.
	2	Research Sources - give student some guidance on what constitutes a valid location to get information.
0674	2	Sentence clarity is weak and awkward syntax was used.
	2	Summary of research is sketchy - not clear how all 3 were used.
0675	1	Focus shifts from why people buy to how many people have sports cars.
	1	Used very casual language. Mechanical carelessness and lack of editing an issue.
0676	1	Focus shifts - hypothesis makes 2 different claims, one of which cannot be shown in this study.
	1	Data section is confusing, full of too much information without clear relevance.
0677	2	Hypothesis is limited, analysis has no depth. These do not follow the literature review discussion.
0678	4	Analysis and conclusion become a bit unclear due to large amounts of specific data. This obscures the essential results.
0680	2	Under "Review the literature" the assignment is not specific about citations and works cited, making it difficult to properly assess this item.

Course # 169 *Course Comment:* **Assignment seems to condone plagiarism because it specifies either in body or final attributions of sources, not both as is conventionally required in papers using source material.**

Artifact # Score Artifact Comments

0587	3	No citations - doesn't meet assignment requirements
	3	Assignment condones no use of citations within body of paper, so in the sense it condones plagiarism.
0588	2	Uses improper citation methods and sometimes no citations for possible paraphrased information.
	2	Assignment allows for no citations within body of paper, contrary to conventional documentation procedures.
0589	3	Sentence skills weak
	3	Assignment options not equal in difficulty but are equal credit wise.
	3	Lack of development
0590	3	Wording of assignment condones plagiarism.
	3	Lists sources, but doesn't not cite specific source material in the paper.
0591	4	No performance characteristics cited.
	4	Assignment allows or condones not putting citations in body of paper.
0592	5	Too much reliance on quoting directly.
0593	2	Content doesn't cover all information required by assignment, needs development of ideas
	2	Source material in body of paper is not attributed.
0594	2	No focus and too heavy reliance on source material.

Course # 171 *Course Comment:* **No assignment sheet provided by instructor. Instructor changed, and new instructor didn't have info.**

Artifact # Score Artifact Comments

0597	2	Simple, repetitious sentence structure.
0601	1	Plagiarism.

Course # 172 *Course Comment:*

Artifact # Score Artifact Comments

0605	4	Would like to see citation for source of material.
0606	1	No citation, meets only 2 of 4 objectives of assignment, awkward sentences, poor wording.

0608	3.5	Use of (there, they're, and their) and (then and than)
0610	3.5	The slashes that separated lyric lines were hard to separate.
0611	4	Great job but no conclusion, too many short paragraphs.
0612	3	Plural used incorrectly, use of their and there.
0614	3	No real conclusion.

Course # 173 *Course Comment:*

<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
0621	1	No commas after introductory phrases and improper use of capital letters.
0622	1	Too many run-on sentences with little connection to topic.
0623	2	Many redundant sentences.

Course # 175 *Course Comment:* **Instructor assignment needs to be edited for grammatical errors.**

<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
0625	5	Didn't deal with "design elements" could be clearer in assignment what is meant by this.
0626	2	Needs to work on sentence structure, organization and wording.
0629	2	Improper use of capitals.
0630	2	Commas not used after introductory phrase.

Course # 184 *Course Comment:*

<i>Artifact #</i>	<i>Score</i>	<i>Artifact Comments</i>
0665	4.5	Conclusion lacked depth / analysis - uses terms like "informational" loosely.
0671	1	We only have slides and not actual written sentences as required by assignment.