

Are PAC Students developing effective teamwork skills?



Learning Outcome

Palo Alto College students consider different points of view and work effectively with others to support a shared purpose or goal.

Rubric Criteria

The student makes a **quality contribution** to the team activity.

The student treats fellow team members courteously with **respect**.

The student models **personal attributes** that contribute to teamwork.

450

students met the assessment criteria

352

sample size

182

submitted responses

Survey Responses Submitted

70%

Complete Response

20%

Only Self-Evaluation

10%

Only Peer-Evaluation

*A complete response means that we received a self evaluation and at least 1 peer evaluation



Target

70%

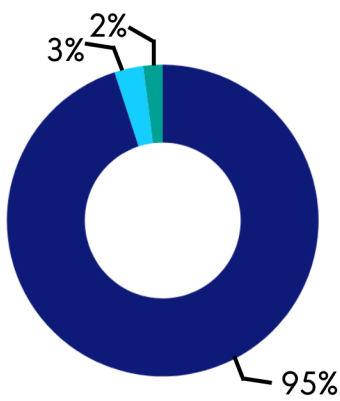
of student work meets standard in each criteria

Teamwork assessment at PAC is unique in that faculty **do not** assess student work samples. Students submit self and peer evaluations using the Teamwork ILO rubric to guide their ratings.

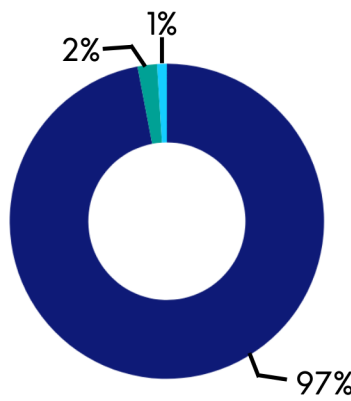
Student work met target in all rubric criteria.

RESULTS

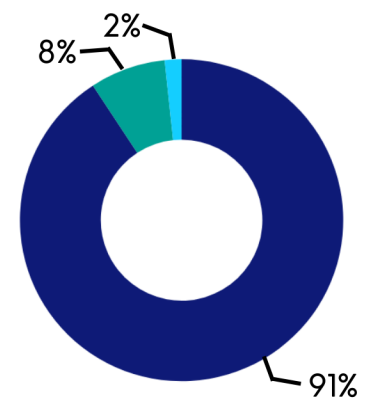
Quality Contribution



Respect



Personal Attributes



Met Standard

Middling

Did Not Meet

What do the results mean?

Met Standard

In the self and peer evaluations, the student's teamwork skills were rated Highly or Mostly Competent.

Middling

In the self and peer evaluations, the student's teamwork skills were rated Met Standard by some and Did Not Meet by others.

Did Not Meet

In the self and peer evaluations, the student's teamwork skills were rated Needs Improvement or Not Competent.



Increase in Detailed Student Responses

"Some days were hard for me to meet due to my work schedule but I did make sure I met with at least someone if not everyone to see what happened when I couldn't make a meeting with everyone."

"I messaged about making a group meeting and was ignored for days...I think that shows lack of respect as a team member to not respond to the only form of communication."

"From [my teammate's] outline, I was able to learn a few things like what words I can use instead of using the same ones I had always used."

Points to Ponder

- Does the performance target need adjustment?
- Is the performance level language in the rubric clear enough to distinguish the different levels from each other?
- How can we guide students to work effectively in teams?

Questions?

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