

General Education Assessment: Professional Readiness Results 2021

What do we mean by Professional Readiness?

Virginia Western describes Professional Readiness as the ability to work well with others and display situationally and culturally appropriate demeanor and behavior.

A student that demonstrates professional readiness will exhibit the following characteristics:

- strong management skills
- consistent attendance
- strong interpersonal skills
- positive workplace demeanor

How do we assess Professional Readiness?

We will assess students' Professional Readiness abilities through evaluation of selected classwork. Rubrics were finalized in Spring 2021, and the collection process for student artifacts will begin in Fall 2021. The assessment rubric is included at the end of this document.

What were our results?

Results will be evaluated in 2021-22.

Have results changed since the last time this outcome was assessed?

Professional Readiness will first be evaluated under the new rubric in 2021/2022.

What changes are we making to improve student learning for Professional Readiness?

The need for changes will be evaluated after results are assessed in 2021/2022.

Professional Readiness Rubric				
Criteria	Assessment Levels			
	Excellent-4	Good-3	Acceptable-2	Needs Improvement-1
Attendance	Notifies instructor prior to absence with a valid excuse or after absence due to extraordinary circumstances. Misses no more than 5% of class meetings	Rarely misses class; notifies instructor prior to absences with a valid reason or after absence due to extraordinary circumstances. Misses no more than 10% of class meetings	Occasionally does not attend class regularly. Does not notify instructor of all absences or provides unacceptable reasons for absence. Misses more than 10% of class time.	Does not attend class on any regular basis. Does not communicate with instructor.
Time Management	Rarely late for class; no late work; demonstrates self-responsibility; comes to class prepared and always maximizes class time	Is more than 5 minutes late for class and/or submits work late less than 10% of the time; regularly comes to class prepared and maximizes class times	Is more than 5 minutes late for class and/or submits work late more than 10% of the time; Frequently does not come to class prepared; poor use of class time.	Is regularly late for class and rarely submits work. Is not prepared for class and does not utilize class time.
Work Place Demeanor	Always demonstrates positive attitude self-control, good personal presentation and traits of life-long learning including inquisition and curiosity; follows rules of the class.	Generally positive; embraces life-long learning; demonstrates appropriate personal presentation; typically follows rules of the class.	Generally, resists new ideas and skills; may use language that degrades or puts down classmates; demonstrates poor personal presentation; does not follow rules of the class.	Rejects new ideas and skills; uses derogatory language; shows indifference towards personal presentation; challenges rules of the class.
Communication Skills	Consistently uses clear, organized, concise language; integrates appropriate language learned in course; effectively exchanges ideas and information; uses Creator language instead of Victim language; fully understands the importance of tone in both written and oral communication	Generally, uses clear/organized language for exchanging ideas and information; consistent use of Creator language; partially understands the importance of tone in both written and oral communication	Poor demonstration of communication and listening skills; limited use of appropriate language learned in the course; primarily uses victim language; does not understand the importance of tone in both written and oral communication	No indication of communication and listening skills; consistently uses inappropriate language and/or victim language; does not understand the importance of tone in both written and oral communication
Quality of Work	Consistently gives best effort and provides high quality work. Work indicates planning and effort and always follows instructions.	Generally, gives best effort; Consistently completes quality work that follows instructions.	Demonstrates minimal effort and limited planning; Work is sometimes incomplete or does not follow instructions.	Does not demonstrate any effort or planning. Work is regularly incomplete or does not follow instructions
Participation/ Teamwork	Self-confident, but not arrogant; accepts responsibility for personal choices and the effects on the group; is well-respected by classmates; actively participates in group activities	Generally, accepts responsibility for own choices and participates in group activities; demonstrates strong, interdependent relationships with other students; generally well-respected by classmates.	Rarely accepts responsibility for own choices or makes poor choices when working with others; has difficulty effectively communicating or working with classmates; rarely participates in group activities.	Does not accept responsibility for own choices and regularly makes poor choices when working with others. Refuses to participate in group activities

Adapted from: Alabama Community College System, Department of Postsecondary Education

Instructor Notes:

Include a comment under communication about students understanding the importance of tone in both written and oral communication; importance if listening in the communication process, etc.

Professional Readiness Rubric: Supplemental Information for Instructors

Criteria	Assessment Levels
<p align="center">Accountability (Attendance and Time Management)</p>	<ul style="list-style-type: none"> • Attends class as per instructor’s syllabus policies • Consistently meets deadlines on time • Produces assignments within time constraints • Notifies instructor regarding missed class as per syllabus policies • Does not miss scheduled appointments without notifying faculty or staff • Takes charge of his/her learning and helps to create a positive learning environment for classmates • Is accountable for previously learned course material • Download attendance from Navigate/Zoom with a copy of attendance policy from syllabus. Sampling of 3-5 assignments across the semester. Documentation from clinicals or labs. Email or phone call documentation. Paper. Coursework. Discussion(s). Group work. Tests-comprehensive final exam. Conference. Assignment that integrates previously learned materials. Instructor description: prepared for class, takes part in discussions, groups, etc.
<p align="center">Commitment to Learning (Participation/Teamwork and Quality of Work)</p>	<ul style="list-style-type: none"> • Remains active and engaged in the learning process • Schedules meetings with faculty for questions, follow-up, or discussion of class material • Remains focused on task at hand in a lab or classroom settings • Identifies strengths and limitations in knowledge, skills, and behaviors through self-assessment and reflection • Participates in classroom activities. Participation-based assignment. Asks questions if material is unclear. Prepares for lecture and lab before arriving to class. Pre-laboratory assignment. Schedules advising/office hours in Navigate. Completes task in time allotted. Reflection assignment in discussions, groups, or papers. Assignment where students consider their role in the learning process.
<p align="center">Communication (Work Place Demeanor, Communication Skills and Participation/Teamwork)</p>	<ul style="list-style-type: none"> • Speaks in a calm and professional tone with faculty and classmates • Displays non-verbal communication appropriate for the environment (ex: maintaining eye contact when speaking with classmates or faculty, maintaining composure even when frustrated) • Demonstrates the ability to communicate and interact with all classmates and faculty while remaining sensitive to race, color, ethnicity, religion, gender, gender identity, gender expression, sexual orientation, age, disability, national origin, or other non-merit factors • Provides helpful and professional feedback to classmates while practicing skills • Listens actively and attentively (maintains eye contact, uses reflective statements, when responding to peers acknowledges other person’s comments) • Consistently uses clear, organized, concise language; integrates appropriate language learned in course; effectively exchanges ideas and information • Studies and practices tone in both written and oral communication • Uses instructor titles as specified (ex: Dr., Ms., Professor) and/or writes emails with professional format • Email assignment. Hand in feedback for credit. Observation. Assignment: scenario, role-play, write about it, deconstruct a scenario.
<p align="center">Use of Constructive Feedback (Work Place Demeanor, Communication Skills, Quality of Work, and Participation/Teamwork)</p>	<ul style="list-style-type: none"> • Integrates feedback to improve skills, behaviors, or knowledge • Acknowledges both positive and constructive feedback • Independently seeks feedback from peers and/or faculty • Reflective assignment. Student shows connections; survey or self-review that indicates changes made based on review of feedback; comparison of rough draft with final draft and changes highlighted. Student outlines improvements to future assignment. Reflection assignment that includes improvement statement. Required element for paper/project; checklist to count student attendance at Writing Center or office hours or other method to seek feedback.

Integrity & Responsibility (Time Management, Work Place Demeanor, and Participation/Teamwork)	<ul style="list-style-type: none"> • Abides by academic honesty and conduct policies • Follows through on commitments, completes projects and assignments without prompting • Identifies, acknowledges, and accepts responsibility for own actions • Demonstrates the ability and willingness to meet standards for the course • Course-appropriate use of technology • No documented academic honesty infringements. Checklist. Student rubric; group project – assign each student in group a subtopic related to theme discussed for the day and students research topic and return to class or post on Discussion Board to teach peers what they learned. Reflection assignment. Self-evaluation. Course credential exam could be measured as pass/fail. Respondus lockdown browser report.
Respect (Work Place Demeanor, Communication Skills, and Participation/Teamwork)	<ul style="list-style-type: none"> • Acknowledges and shows consideration towards the ideas, experiences, and backgrounds of others. • Acknowledges the feedback or questions of others. • Understands the college and program stance on non-discrimination. • Reflection assignment. Self-report; Canvas Discussion Board; self-reflection essay on diversity – what does this mean to student – why is it important – what can be done to foster a positive environment on campus. Checklist.

Instructor Notes:

The instructor selects a minimum of one bulleted assessment level from one criteria to submit to the Institutional Effectiveness office. Whatever is chosen by the instructor, name it explicitly in the syllabus and in class. For example, if listening actively is an expressed criterion, reveal it, talk about it, set up a measure that students can put in place or a rubric can be formed individually or as a group. Active listening could be a paper, observations, readings, experiments, etc. that they do as an assignment and submit. Also makes good discussion.

[The last bullet point of each criteria written in blue are examples of possible assignments, etc. that can be submitted as artifacts to assist faculty with how the professionalism rubric can be applied to the course. The instructor is not limited to use the examples provided. Feel free to use other types of assignments not listed applicable to the course and professionalism rubric.](#)