

Program Assessment Report

Program: General Education
Year: 20/21
Division: General Education
Contact: Maureen Donegan

Delta College



Actions Taken in Response to Last Year's Report

CW - The standard was increased from 70% scoring at a 2 or 3 to 80% scoring at a 2 or 3.

RQ - 80% of students scoring at a level 2 or 3.

Rationale for Current Assessments

Assessment 1 of 2

Goal / Project

Reason Quantitatively - Use quantitative information or analyze data within context to arrive at meaningful results

Outcome(s)

Reason Quantitatively

Standard / Objective

80% of students scoring at a level 2 or 3.

Method of assessment

Course Embedded Project(s)

Comment/Details about the method of assessment

GECAC identified 921 students with more than 45 credits hours in 26 different disciplines which had marked an M for Reason Quantitatively. Instructors submitted 714 scores for student work using the GECAC rubric. This was a 78% rate of return. 60 students had dropped the course before the assessment was conducted. Therefore, 654 students remained in the large sample for data analysis. The instructor scores for the 654 students are as follows: Level 0 No Evidence – 73 (11.2%), Level 1 – 61 (9.3%), Level 2 – 146 (22.3%), Level 3 – 374 (57.2%). Therefore, 20.5% were scored at the 0 and 1 levels, while 79.5% were scored at the 2 and 3 levels.

Courses Affected

Courses with an M for Reason Quantitatively

Time Frame

Winter 2021

Submitted By

Eric Wiesenauer

Result

Result

(1) Results did not meet expectation/standard

Data Collection (general or specific stats regarding results)

144 random samples of student work were requested for the resource group to verify assessment methods. 92 were submitted, and 83 were scored by the resource group and GECAC. The resource group scores were very comparable to the instructor scores for the 83 samples of student work. 90% of students scored at a 2 or 3 by their instructors and 94% scored at a 2 or 3 when evaluated for the resource group.

What We Learned (areas for improvements, strengths, etc.)

In the large sample the percent of scores at the 2 and 3 levels just missed the target of 80%, with 79.5% of the students scoring at a 2 or 3 according to their instructor. This is a slight decrease from the percentage of students in the large sample (minus dropped students) scoring a 2 or 3 by their instructor in 2018 (80.1% vs. 79.5%). The rate of return also decreased slightly from 83% in 2018 to 78% in 2021. However, this is still a satisfactory rate of return. The faculty that participated in this assessment are from 26 different disciplines. The top three disciplines are mathematics, lifelong wellness, and chemistry. Assignments from these disciplines and others will be shared with faculty as examples of appropriate assessment tools. The resource group found 9 assignments that did not appear to not fit the conditions of a valid assessment tool for quantitative reasoning. The resource group said they were not able to score these assignments because there were issues with the rubric, no answers were provided, or the assignment submitted was a clinical evaluation which did not allow for independent evaluation. Clarification about what is an appropriate assessment tool is need and language has been added to the letter to faculty stating that clinical evaluations are not acceptable for assessment of general education outcomes.

Use of Data to Improve Student Success

107 faculty said they will continue to monitor student performance on the Reason Quantitatively outcome. 20 faculty said they are changing a class assignment or activity, 8 are updating course content, and 6 are adjusting a grading rubric. An additional 3 faculty said they are making a change in the materials they provide students as a result of this assessment project.

The assessment office is following up with disciplines that had a low rate of return to see if they need help selecting an assignment for assessment or if they need to make changes to the Gen Ed outcome audit. The Reason Quantitatively Resource Group offered a workshop on aligning assignments with assessment during the Fall 2021 Learning Days and is willing to offer another workshop during other events as well. Individual mentoring sessions and/or conversations with specific disciplines was recommended as ways to improve student learning.

<p>Institutional Student Learning Outcome</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Knowledge and Skills <input type="checkbox"/> Think Critically <input type="checkbox"/> Communicate Effectively <input type="checkbox"/> Act Responsibly 	<p>Action plan items of what is planned based on the data and results</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Change assignments/activities <input checked="" type="checkbox"/> Change materials provided <input checked="" type="checkbox"/> Adjust grading rubric <input type="checkbox"/> Continue to Monitor <input checked="" type="checkbox"/> Update course content <input type="checkbox"/> Update course outcomes <input type="checkbox"/> Update prior courses <input type="checkbox"/> Other
---	--

Assessment 2 of 2

Goal / Project

Demonstrate an understanding of wellness principles to promote physical and personal health. Wellness: An acti

Outcome(s)

Cultivate Wellness

Standard / Objective

80% of students will score at a 2 or 3 according to the following rubric:

Level 0: No evidence

Level 1: Emerging

Level 2: Developing

Level 3: Mastery

Method of assessment

Course Embedded Project(s)

Comment/Details about the method of assessment

396 students who had more than 45 credits were identified in courses across the college with an M for Cultivate Wellness. Faculty were asked to score how well those students met the wellness outcome using the standard rubric. Data was provided by 6 different disciplines across the college, Lifelong Wellness (LW, LWA, and LWT courses), Biology, Physical therapist assistant, Dental assisting, Psychology, Respiratory therapy.

Courses Affected

Courses with an M for Cultivate Wellness

Time Frame

Fall 2020

Submitted By

Carla Murphy

Result

Result

(3) Results exceeded expectation/standard

Data Collection (general or specific stats regarding results)

Scores for 362 out of 396 students were submitted which is a 91% rate of return from instructors. 24 out of the 362 students had dropped the course before the assessment was conducted so the large sample was reduced to 338 students for data analysis.

The instructor scores for the large sample are as follows:

Level 0 – No Evidence: 24 (7.1%), Level 1 Emerging: 18 (5.3%), Level 2 Developing: 68 (20.1%), Level 3 Mastery: 228 (67.5%).

87.5% of the students scored at a 2 or 3 according to their instructor which exceeds the target of 80%.

In addition, 142 students were randomly selected for the faculty to provide a copy of the students' original work in which the wellness outcome was assessed. 107 assignments were received by the Assessment Office and evaluated for a second time by the resource group and GECAC members.

What We Learned (areas for improvements, strengths, etc.)

Delta College students close to graduation are showing that they have met the Cultivate Wellness General Education outcome.

Of the 107 assignments submitted to the Assessment Office, 17 of them were unable to be assessed by the resource group (1 was unable to be viewed, 2 were certification tests, and 14 were clinical evaluations), which brought the total number of assignments that both the instructors and resource group members could both score independently to 90. Of those 90 assignments, instructors scored 96.67% at a 2 or 3. The resource group scored 98.88% at a 2 or 3. There was a high level of reliability between the instructor and resource group scores.

Qualitative Comments from the instructors were all over "from student did a great job" to "student was lacking". The Resource group comments highlighted excellent assignments. Might be good to ask more specifically "If you did not give a '3,' explain." in order to get more specific feedback. And, to ask this same question specifically to the resource group scoring the assignments.

When comparing the data from 2020 the data from 2017 we see that the sample size increased from 263 to 396 students. The number of assignment submitted increased from 67 to 107. The rate of return increased significantly from 52% to 91%. However, the percentage of students scoring a 2 or 3 by their instructor decreased slightly from 89% to 87.5%.

Delta College students close to graduation are showing that they have met the Cultivate Wellness General Education outcome.

Of the 107 assignments submitted to the Assessment Office, 17 of them were unable to be assessed by the

resource group (1 was unable to be viewed, 2 were certification tests, and 14 were clinical evaluations), which brought the total number of assignments that both the instructors and resource group members could both score independently to 90. Of those 90 assignments, instructors scored 96.67% at a 2 or 3. The resource group scored 98.88% at a 2 or 3. There was a high level of reliability between the instructor and resource group scores.

Qualitative Comments from the instructors were all over “from student did a great job” to “student was lacking”. The Resource group comments highlighted excellent assignments. Might be good to ask more specifically “If you did not give a ‘3,’ explain.” in order to get more specific feedback. And, to ask this same question specifically to the resource group scoring the assignments.

When comparing the data from 2020 the data from 2017 we see that the sample size increased from 263 to 396 students. The number of assignment submitted increased from 67 to 107. The rate of return increased significantly from 52% to 91%. However, the percentage of students scoring a 2 or 3 by their instructor decreased slightly from 89% to 87.5%.

Use of Data to Improve Student Success

Sharing this data across the college.

Sharing excellent examples of assignments used in assessing the wellness outcome.

Discussions within GECAC about proficiency versus mastery.

Sharing with more disciplines how to incorporate the wellness outcome into their courses (for example: sociology, English, art).

Discussion with disciplines using clinical performance evaluations and certification exams

•While these may allow the faculty to assess the wellness outcome, because the original work cannot be viewed by the resource group, it could not be assessed by the resource group.

•Reviewing if there was another assignment that could be used in the future for this assessment.

39 faculty said they will continue to monitor, 2 faculty said they changed a class assignment or activity, 2 faculty said they will update course content and 1 faculty said they changed materials provided.

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results	
<input type="checkbox"/> Apply Knowledge and Skills	<input checked="" type="checkbox"/> Change assignments/activities	<input checked="" type="checkbox"/> Update course content
<input type="checkbox"/> Think Critically	<input checked="" type="checkbox"/> Change materials provided	<input type="checkbox"/> Update course outcomes
<input type="checkbox"/> Communicate Effectively	<input type="checkbox"/> Adjust grading rubric	<input type="checkbox"/> Update prior courses
<input checked="" type="checkbox"/> Act Responsibly	<input type="checkbox"/> Continue to Monitor	<input type="checkbox"/> Other

Comments and Action Plan

Discipline/Program Comments

Advisory Board Comments

Assessment Committee Comments

CW - GECAC is pleased to see a large increase in the sample size and rate of return. This indicates greater participation from faculty across the college in the general education assessment.

RQ: Good to read that 37 faculty are changing materials/activities in their classes based on this assessment! Glad to read that there was a high rate of return even though many classes were still online

Curriculum Council Comments

Action Plan

CW - 1. Instructors are invited to submit their assignments to the resource group for review and feedback on how to better meet the outcome criteria.

CW - 2. Cultivate Wellness assignment examples have been posted on the GECAC portal site for the faculty to

view.

Actions Taken in Response to Older Reports