

2019 – 20 Departmental Executive Summary

Department: ECTA	Date: 06/08/2020
Members involved with analysis of artifacts: T Beck, L Ashby, L ZumHofe	
See #1 Undergraduate Program Assessment Plan: Student Outcomes for: <i>a) Student Outcome; b) Background; c) Question(s); d) Methodology</i>	
Analysis of artifacts: 1). PERFORMANCE CRITERIA * - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> The average of each statement from the survey was compiled from the SurveyMonkey results. The overall average score on the survey was calculated. Strongly disagree is 1; disagree is 2; neutral is 3; agree is 4 and strongly agree is 5. The statements we will use are: 1.The class content (texts, discussions, projects) was challenging for me. 2.I learned something that is valuable to me. 3.I learned how to use writing strategies outside this class. 4.I was challenged in a way that helped me learn. 5.After taking this class, I have confidence in my academic writing for other college classes. 6.After taking this class, I have confidence in my ability to research at the college level. 7.Compared to my high school English classes, this college class had a higher level of difficulty. 8.This class helped me see connections to other classes.	
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> How challenging was the English 102 course for students? 2). <i>Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)</i> For question 1, the average score out of 5 was 3.25. For question 2, the average score out of 5 was 4.25. For question 3, the average score out of 5 was 4.31. For question 4, the average score out of 5 was 4.13. For question 5, the average score out of 5 was 4.00. For question 6, the average score out of 5 was 4.13. For question 7, there was a short answer response. For question 8, the average score out of 5 was 4.13, The average overall score for the survey equaled 4.02, surpassing our plan's goal of 3.5. 3). INTERPRETATION * - <i>Discuss how the results answer the assessment question(s).</i> According to the results of the survey, students did feel challenged by the Eng 102 course. The only question that had a lower score below our average desired goal was the first one, the class content was challenging to me. There isn't any indication why that question would have a lower response than the others. 4). <i>Observations made that were not directly related to the question(s).</i> Only 16 students were surveyed, which was one course and a few students from another course. A better response of students could have helped indicate a more holistic view of the department's 102 course.	
Sharing of Results: <i>When were results shared? Date:</i> 06/08/2020 <i>How were the results shared? (i.e. met as a department)</i> Emailed to department for discussion <i>Who were results shared with? (List names):</i> T Beck, L Ashby, G Haley, E Lamm, L ZumHofe B Moore, P Koprince	
Discussion of Results –Summarize your conclusions including: 1. ACTION *- <i>How will what the department learned from the assessment impact:</i> a. <i>Teaching:</i> As we move more content of our courses online, the department will continue to assess how students find general education courses challenging and rigorous. b. <i>Assignment/course:</i> Within the course itself, it will be helpful to continue discussions on rigor and likewise, analyze how this rigor is carried out across course delivery, dual credit, online and face to face. c. <i>Program:</i> As a department, we will continue discussions about what "challenging" looks like. We have discussed, for example, if students like a teacher and find him/her easygoing and approachable, how does that change the way they envision the work of the course? How is that assessable?	

d. *Assessment:* We will complete this assessment again next year, with a larger group of students, and add a question that helps indicate how students defined "challenging."

2. **IMPACT***- *What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?* The impact will be continued assessment on this question and discussion on how to best utilize "challenge" and "rigor" as we move to hybrid courses.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION** none

If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? How do students define "challenging?" How can the rigor of the content itself be assessed?

Submitted by: Laurie Zum Hofe
7/14/2020

Reviewed by the Assessment Committee (date):

Department Chair notified approved/additional action needed: 7/14/2020

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: none