

## 2020 – 21 & 2021 - 22 General Education Executive Summary

**Department:** Health & Human Performance      **Date:** 5/20/2021

**Members involved with analysis of artifacts:** Vicki Boye, Randy Baack; Megan Schrum

**See General Education Assessment Plan for:**

a) Learning Outcome; b) Background; c) Question(s); d) Methodology

**Analysis of artifacts:**

1). **PERFORMANCE CRITERIA**\* - *How was data analyzed? (attach rubrics/scoring tools if used).*

Artifacts were analyzed with the scoring of the objective standardized written tests using the publisher's answer key.

**Summary of RESULTS\*:**

1). *Restate the assessment question(s) (from the Assessment plan):*

With the restructuring of the First Aid/CPR course to a one credit quarter course, (from a two-credit semester course) will students still demonstrate proficiency on the written American Red Cross tests?

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.*

Proficiency was defined as eighty-five percent of the students scoring 80% on the American Red Cross Standardized written tests. Student exams scores were collected from students enrolled in two different sections (one meeting 2x a week (50 min periods) during the 3rd quarter ; one meeting 1x week (100 mins) during the 3rd quarter. Scores were collected for the CPR test and the First Aid test. For the section that met twice a week: 19 students took both exams with 100% of the students receiving scores of 80% or higher. For the section that met once a week: 20 students took both exams with 17/20 (85%) of the students scoring 80% or better on the CPR test 19/20 (95%) of the students scoring 80% or better on the First Aid test. Average score on the CPR test differed significantly between the two sections with the 2x week section average test score being 96.2% and the 1x week section average test score being 88.8% [See attached spreadsheet]

3). **INTERPRETATION**\* - *Discuss how the results answer the assessment question(s).*

A grade of a B or better (80%+) according to the 2020-2021 CUNE Undergraduate Catalog(p12) is categorized as "commendable mastery of the material". Therefore, based on the summary of the assessment results, it is concluded that the student outcome of being able to demonstrate base level knowledge in First Aid & CPR has been met. Significant differences in the average test scores between the two sections suggests opportunities to investigate potential reasons for these differences.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* The delivery mode was different in the two sections, one was taught during the day and met twice a week; whereas the other one was taught as a night class. This could have been a confounding factor related to test scores. It is unknown how many if any students were forced to meet remotely due to isolation and/or quarantine related to COVID 19. Although, proficiency was met by 85% of the students in both sections was met, there was a significant difference in the level of proficiency between the two sections.

**Sharing of Results:** *When were results shared? Date:* May 2021

*How were the results shared? (i.e. met as a department)* Via email with department members

*Who were results shared with? (List names):* Nolan Harms, Jen Janousek, Chris Luther, Angie Boldt, Randy Baack, Megan Schrum.

**Discussion of Results –Summarize your conclusions including:**

1. **ACTION**\*- *How will what the department learned from the assessment impact:*

a. *Teaching:* Click or tap here to enter text.

b. *Assignment/course:* Course will remain in same format with both modes of delivery continued through next year; Results will be reviewed and compared again next year to determine if teaching the course as a weekly night class does enable the majority of students(85%) to demonstrate proficiency.

c. *Program:* Click or tap here to enter text.

d. *Assessment:* Click or tap here to enter text.

2. **IMPACT**\*- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?* Continuing this assessment into next year, should allow reducing the potential

confounding effect of COVID procedures related to class attendance and help discern if delivery method (x/week) influences proficiency levels.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\** (i.e. an additional staff person, new equipment, additional sections of a course).

No budgetary implications at this point; in fact more sections can be offered with the same or reduced total load weight due to the course being 1 credit instead of 2 for 8 weeks only.

***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?*** na

**Submitted by:**Vick Boye **Assessment Committee Reviewed:** 7/6/2021

**Department Chair notified – approval/additional action needed:**Approved 7/6/2021

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na