

2020 – 21 & 2021 - 22 General Education Executive Summary

Department: ECTA Date: 5/31/2022
Members involved with analysis of artifacts: all FT members of the department
See General Education Assessment Plan for: a) Learning Outcome; b) Background; c) Question(s); d) Methodology
Analysis of artifacts: 1). PERFORMANCE CRITERIA* - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> We assessed an item on a test taken by all CTA 103 students. We measured what percentage of students answered this test item correctly.
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Will students be able to correctly identify the basic skills used in effective listening? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> 78% of the students correctly answered the test item. 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> Our aim was to have at least 70% of the students answer the question correctly, so we exceeded that with the 78% result. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> This question served as a baseline of listening skills—being able to identify and discuss the skills used. Obviously, the ultimate aim is that students would be able to apply those skills.
Sharing of Results: <i>When were results shared? Date:</i> April 2022 ECTA department meeting <i>How were the results shared? (i.e. met as a department)</i> We met as a department <i>Who were results shared with? (List names):</i> Beck, Lamm, Koprince, ZumHofe, Moore, Haley, Ashby
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> Continue teaching the identification of listening skills. b. <i>Assignment/course:</i> Continue testing on this item. c. <i>Program:</i> We plan to include listening skills in the CTA 103 class. We also are exploring offering the Listening class more often in our course rotations. d. <i>Assessment:</i> No change 2. IMPACT* - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> Students will continue to learn to identify learning skills. 3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION* (i.e. an additional staff person, new equipment, additional sections of a course).</i> No impact
<i>If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.</i>
<i>What assessment questions related to the learning outcome would the program like to investigate in the future?</i> How well are students able to apply at least one specific listening skill to their own listening behaviors?
Submitted by: Lisa Ashby Assessment Committee Reviewed: 6/14/22
Department Chair notified – approval/additional action needed: 6/14/22
BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na