

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

**Department:** Health & Human Performance      **Date:** 5/17/2022

**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. Does the delivery method (x/week) significantly influence proficiency levels?

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 4th 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: 17 students took both exams with 100% of the students scoring 80% or better on the CPR test and 88% (15/17) of the students scoring 80% or better on the First Aid test. Average scores for the two sections were virtually the same, with the 1x per week class section scoring slightly better on both. [94.7 compared to 94.6% on CPR test and 93.9% compared to 93.0% on the First Aid test.] 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 2021-2022 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. Non-significant differences in average test scores between the two sections suggest that the delivery method (x/week) does not significantly influence proficiency levels.

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. Unlike last year, there was not a significant difference in the level of proficiency between the two sections and the averages of student scores were actually slightly higher in the night class. This may indicate that the impact of Covid and subsequent protocols were far less this semester than Spring 2021 and diminished the potential for a confounding factor.

**Sharing of Results:** *When were results shared? Date:* May 2022

*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 Bolt ,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:* Courses will continue to be offered using both delivery modes.

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?* Students will be able to enroll in a section that best meets their needs and schedule.

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).*  
N/A

*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?* N/A

**Submitted by:** Vicki Boye **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